

Broadmayne First School
SEND Information Report

<p>What types of Special Educational Needs and/or Disabilities are provided for at Broadmayne First School?</p>	<p>Our school provides support for pupils across the 4 areas of need as laid out in the SEND Code of Practice 2015:</p> <ul style="list-style-type: none"> • Communication and Interaction • Cognition and Learning • Social, emotional and mental health difficulties • Sensory and/ or physical needs
<p>What is the policy for the identification and assessment of pupils with SEND?</p>	<p>Progress of all pupils is continuously monitored by teachers and TAs (Teaching Assistants). Assessments are made at the end of each term. This is to ensure that children are making the expected levels of progress.</p> <p>If, despite high quality teaching, some pupils do not make expected progress, we work quickly to identify any gaps in their learning and understanding. Concerns are shared with parents/ carers, often by inviting them into school and additional support and interventions are put in place.</p> <p>If a pupil continues to need extra support, a Progress Plan (Individual Education Plan) is created. The Progress Plan identifies achievable targets and outlines the support that the child is given to help him/ her to meet these.</p> <p>We have several skilled adults in school who deliver specialist programmes, together with sensory, literacy and numeracy interventions.</p> <p>If a child continues to make less progress than expected or there are still areas of concern, external agencies may be involved. These include Speech and Language, SENSS (Special Educational Needs Support Service), Educational Psychologist and the Behaviour Support Service.</p>
<p>What are the arrangements for consulting parents/ carers of pupils with SEND and involving them in their child's education?</p>	<p>We feel that parents/ carers play an essential role in the support of their child's learning and development. Our school offers various opportunities to support this:</p> <p>2 parents' evenings (Autumn and Spring term). Where there are concerns, extra meetings can be scheduled at any time during the school year.</p> <p>A written report is sent home in the Summer term.</p> <p>Each child has a reading diary, which can be used for any communications between staff and adults at home.</p> <p>During the year, we have several workshops where adults can find out more about how the core areas of our curriculum are taught.</p>

	<p>Each term our classes have at least one open session e.g. Learn Along-Side Your Child with maths, Read with a Relative, Well-being morning.</p> <p>In Year R and Year 1, Tapestry (an online learning journal) is used to share achievements and special moments with parents and carers. This also provides an opportunity for learning at home to be shared with school.</p> <p>For those children with a Progress Plan, parents are asked to sign this alongside their child and a copy is given to them. This means that the targets can be worked on jointly at home and at school.</p> <p>For those children with an Education and Health Care Plan (EHCP), a person-centred review (PCR) is held where a child, their parents/ carers and any external agencies are invited to a meeting where successes are celebrated and future targets/ provision are jointly discussed and agreed.</p>
What are the arrangements for consulting pupils with SEND in their education?	<p>All children assess their progress in their learning. New and/or ongoing targets are shared with the children in their books.</p> <p>Pupils with SEND have their own Progress Plans. The children are involved in the reviewing and setting of targets and will share their thoughts on their learning at the end of their Progress Plan when possible.</p> <p>At Person Centred Reviews (for children with an EHCP), pupils are very much at the centre of the process. Prior to the meeting, they will complete a questionnaire which is then shared with adults at the meeting. This enables their own thoughts and feelings on their successes and achievements to be discussed.</p>
What are the arrangements for assessing and reviewing pupils' progress towards outcomes?	<p>Children's progress is tracked termly in line with outcomes for their age/ ability. Children with SEND are tracked and assessed alongside their individual targets as outlined in their Progress Plan.</p> <p>Other assessments may be used to record a pupil's progress in reading, phonics, spelling and maths. Children in Years 2, 3 and 4 receive weekly spelling and maths tests. At the end of a term (or the beginning of the next term), phonic assessments and reading tests such as the Salford Reading Test are carried out. In Years 3 and 4, more formal assessments are also made.</p> <p>In the summer term, SATs are carried out in Year 2 and the national Phonics screening test in Year 1.</p> <p>When a child has an Education and Health Care Plan (EHCP), long term outcomes are reviewed at a PCR (Person-Centred Review) once a year, where all the people who are working with that child can contribute to the evaluation of the outcomes.</p> <p>External agencies such as Speech and Language, SENSS and Behaviour Support may be involved with working with a child.</p>

	Parents may be invited into school to discuss outcomes with the personnel from these services.
What are the arrangements for supporting pupils at transition points?	<p>Our school is a member of DASP (Dorchester Area Schools' Partnership). Our school feeds into St Mary's Middle School, Puddletown and some children also go to middle schools located in Dorchester. We share information to support pupils' learning and wellbeing. In the second half of the summer term, pastoral support staff from St Mary's will visit our school a few times to work with those children who require additional support and/ or are anxious about their transition. The Year 4 and Year 5 teachers together with the SENCO meet for a handover meeting to ensure the school has the information they need to support that child.</p> <p>Children with an EHCP or Statement are reviewed at least once per year through the Person-Centred Review process. The SENCO from the middle school is invited to this meeting to aid the child's transition.</p>
What is Broadmayne's approach to supporting children with Special Educational Needs?	<p>Where a child is identified as having SEN and/ or a disability, the school adopts a process of 'Assess, Plan, Do and Review' -detailed in the SEND Code of Practice: 0 – 25 (2015). This process is followed, working closely with parents and children to agree, action and monitor individual progress over time so that special educational needs for all children are addressed appropriately, effectively and with good outcomes.</p> <p>Most pupils with SEND will receive much of their learning through high quality class teaching appropriately differentiated to meet their needs. The class teacher and SENCO will be responsible for tracking the progress of SEND pupils and Pupil Progress meetings will include discussion around the progress of SEND pupils.</p> <p>Some pupils with SEND may need to be withdrawn from class for regular additional targeted intervention in small groups or on a 1:1 basis to secure good or better progress. Additional targeted interventions will be '<i>additional to and different from</i>' normal provision within the class. Children receiving this type of support will be monitored closely in school as 'school support'. A Progress Plan' is created to identify next steps in learning and it outlines how the child is supported. Class teachers are responsible for the implementation and maintaining of these plans.</p> <p>Most targeted interventions will be provided by a qualified teaching assistant using plans provided by the teacher and are monitored by the SENCO. Children are assessed at the beginning and the end of these interventions.</p> <p>Where it is decided that a pupil does have SEND, the decision should be recorded in the school records and the parents/carers are</p>

	<p>informed that special educational provision is being made. A Progress Plan will be put in place where needed, which is devised alongside parents and pupils. These are a set of targets drawn up by the class teacher in discussion with the parents and child. These targets are the next steps in the child's learning. A review date is set, which is usually at the end of the term.</p> <p>When reviewing the Progress Plan the teacher or TA sits with the child to assess whether the targets have been met.</p> <p>Next steps are decided and new targets set.</p> <p>The class teacher shares the review with the SENCO during their termly meeting. The SENCO uses these to assess provisions. The SENCO will be responsible for monitoring the impact of these additional targeted interventions. If the selected intervention is not having the desired impact then this will be adjusted appropriately.</p> <p>A small number of pupil with SEND may still struggle despite high quality teaching and additional targeted interventions. For these pupils, the SENCO will consider the need for professional advice from external support agencies which include Special Educational Needs Support Service (SENS), Educational Psychology Service (EP), Speech and Language Therapy Service and other appropriate services. Parents are consulted when an assessment from an outside agency is being considered and their permission is sought before a referral is made.</p> <p>Pupils with complex SEND may encounter significant difficulties accessing their learning despite the involvement of external agencies. Such pupils may require a considerably higher level of additional support to access their mainstream education and a co-ordinated assessment of their needs will be undertaken prior to any application being made for an Education, Health and Care Plan (EHCP). The SENCO will discuss the need for such an assessment with the parent/carers, class teacher and appropriate external agencies.</p> <p>For pupils with an EHCP, the Local Authority and the school will endeavour to ensure that the pupils' needs are met in accordance with the plan. However, in exceptional circumstances and despite every effort, the school may find themselves unable to fully meet the needs of a child with complex SEND within its mainstream setting. In this situation, a way forward will be discussed with parents/carers and external agencies, including considering an alternative and appropriate school placement. At the forefront of these conversations will be what is best for the child and it is for the parents/carers to make the final decision in this regard.</p>
How does Broadmayne First	The school is built on two levels. There is wheelchair access to each level and a disabled toilet is situated on the newer level and there

<p>School make adaptations to the environment for pupils with SEND?</p>	<p>are paved slopes with which to access the playground and playing field. There is also a disabled parking space in the staff car park, which can be used by disabled parents. The school strives to cater for learners with sensory impairments by adjusting the visual and auditory environment, e.g. areas of the playground are clearly marked for those with visual impairment.</p> <p>There is a range of specialist equipment in place for children who have additional needs including writing slopes, sensory tools and iPads/Netbooks for use in school. We work alongside external agencies to identify where specialist equipment and facilities are needed for individual children to ensure full access to the curriculum at all times.</p>
<p>What expertise do you have within the school to support pupils with SEND?</p>	<p>Support Staff are assigned across the whole school to support SEND pupils according to need. Investing in the development of all our staff plays a vital role in improving outcomes for all pupils. There is a continuous cycle of professional development for all staff in school to improve provision for all pupils, to develop enhanced skills and knowledge to deliver short term support interventions and to develop expertise in individualised support and interventions. This is carefully planned and monitored by the Senior Management Team. Training is needs-led and the school works closely with outside agencies and specialist services to develop training to best support current pupils with SEND, for example in autism and speech and language needs.</p>
<p>How does the school evaluate the effectiveness of the provision made for children with SEND?</p>	<p>Evaluation of the effectiveness of our SEND provision is a key part to our work in school to ensure children are benefiting from the interventions we offer and are getting the best possible additional support they can.</p> <p>All interventions are carefully monitored over a set period to ensure that progress and the impact of provision can be carefully evaluated. We collect data from both the beginning and end of an intervention to ensure progress, and commentary from teachers and parents about how effective an intervention has been. We continually monitor our interventions to ensure children are making the best possible progress they can, so that if an intervention is proving to be less effective over time we can be updating interventions to provide the most effective.</p> <p>The SENCO tracks the progress of all the pupils on the SEN register and produces a termly report on the progress and impact of each intervention taking place each term. This is shared with all teaching staff and governors.</p>

How do pupils with SEND engage with pupils in the school who are not SEND?	<p>As a fully inclusive school, we promote the involvement of all our learners in every aspect of the curriculum including activities outside the classroom. Where any possible barriers may present, we actively seek advice, discuss with parents and outside agencies if needed, to develop a comprehensive plan to ensure all children have the same access to any additional curricular activities.</p> <p>Where needed, we may develop additional risk assessment plans to consider any additional risks posed for individuals, to ensure that wherever possible every opportunity is available for every child.</p>
How does the school help support pupils with SEND to develop emotionally and socially? What arrangements do you have in place?	<p>The wellbeing of all our pupils is a primary concern and children are supported with their social and emotional development throughout the school day, through the curriculum and extra-curricular activities. Our Jigsaw programme is integral to our curriculum and is taught on a weekly basis. Our Behaviour Policy; which includes guidance on expectations, rewards and sanctions is fully understood and consistently applied by all staff.</p> <p>Additional support from specialist staff is tailored to the pastoral needs of individual pupils, both in and out of the classroom; a personal plan may be put in place for pupils with the highest need. This is delivered by our Pastoral Support Assistants. For those children who need additional support with behaviour, Individual Behaviour Plans (IBPs) are put in place and reviewed regularly.</p>
How does the governing body support the school in meeting the needs of children with SEND?	<p>The Governing body has a duty to ensure that the school is supporting pupils with SEND so that they can make progress in their learning. Governors are responsible for monitoring the overall effectiveness of the provision in place for pupils identified with SEND at whole-school level, so that they can evaluate the effectiveness of each intervention and value for money. The SEND Governor meets termly with the SENCO to review provision at the school and this information is then disseminated to the Governing body at the next Governors meeting.</p>
Who are the key staff responsible for SEND?	<p>Helen Collings – Head Teacher</p> <p>Natasha Bostock – SENCO</p> <p>Carolyn Watson – SEND Governor</p>