Special Educational Needs and Disabilities (SEND) Policy

Broadmayne First and Nursery School

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Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disability (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

At Broadmayne First School, we are committed to offering equality of opportunity by providing high quality teaching and learning experiences that are personalised to ensure the best possible outcomes for all of our pupils, whatever their needs or abilities.

Broadmayne First School has high aspirations for all children identified as having SEND in our school. We strive to ensure that all children achieve their best and that they become confident and independent individuals who can make a successful transition into middle school.

We work in close partnership with parents to put the children at the heart of all we do. We show sensitivity, honesty and mutual respect. We encourage children to share concerns and to discuss strategies. Broadmayne First School provides a focus on outcomes for children rather than focusing on the number of hours of provision/ support given and places an emphasis on a holistic approach to support.

Not all pupils with disabilities have special educational needs and not all pupils with SEN meet the definition of disability, but this policy covers all of these pupils.

Every adult in the school is trained in relational practice, in order to support all children, including those with SEND. All staff are aware of children requiring additional support and take responsibility for those in their care, working collaboratively as classroom teams and with parents.

We aim

- To create a whole school culture of encouragement, acceptance and kindness, with respect for, and sensitivity to, individual needs, so that all children can thrive.
- To identify and provide support as early as possible for individuals who have additional needs, in order to remove any barriers to their progress and ensure their wellbeing.
- To enable each child to take part and contribute fully to school life.

- To ensure the safeguarding of all children and enable them to learn and grow independently in a safe environment;
- To ensure all children with special educational needs are provided with learning tasks at a level they can understand and find success with;
- To develop the self esteem and resilience of every child;
- To provide access to, and progression within, the curriculum at least in line with their peers.
- To involve children in planning and reviewing processes that address and monitor their special educational needs and/or disability.
- To work in partnership with parents and carers to support children's emotional, educational and health needs.
- To provide regular, quality training for all staff that can be implemented effectively to help them to support children with SEND.

At Broadmayne First School, we are committed to ensuring that all children are able to fully embrace the many opportunities that the school can offer. All classrooms are fully inclusive, with SEND needs managed respectfully and effectively, to ensure that children with SEND are able to be fully integrated with their peers, enjoying the social and academic experiences of school life. We ensure that every child is given the support and guidance necessary for them to thrive, grow and achieve, through regular, relevant and specific staff training, and supervision and support given to staff working with SEND children. We are committed to ensuring the emotional wellbeing of all our pupils and advocate relational practice built on respect, responsibility, safety and kindness.

Legislation and guidance

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENDCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The Governance Handbook, which sets out governors' responsibilities for pupils with SEND

- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

Definitions

Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

A significantly greater difficulty in learning than most others of the same age, or

A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

Area of need	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: · Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia · Moderate learning difficulties · Severe learning difficulties · Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment

Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: · Mental health difficulties such as anxiety, depression or an eating disorder · Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder · Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: · A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment · A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

The SENDCO

The SENDCO at our school is **Lisa Dunford** sendco@broadmayne.dorset.sch.uk

They will:

Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans

- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

The governing board

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Cooperate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress

- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENDCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND.

The SEND link governor

The SEND link governor is Suzi Watters swatters@broadmayne.dorset.sch.uk

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school

The headteacher

The headteacher is Kirsty Jordan-Gill headteacher@broadmayne.dorset.sch.uk

The headteacher will:

- Work with the SENDCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENDCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENDCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENDCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENDCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in

reviewing the provision that is available locally and in developing the local offer
- With the SENDCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

Class teachers

- Each class teacher is responsible for:
- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
    - Set clear outcomes and review progress towards them
    - Discuss the activities and support that will help achieve the set outcomes
    - Identify the responsibilities of the parent, the pupil and the school
    - Listen to the parents' concerns and agree their aspirations for the pupil

Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress
- The school will take into account the views of the parent or carer in any decisions made about the pupil.

The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)

	Anxiety, worry, low mood
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

All children in the school are supported by our teachers and teaching assistants.

Our special educational needs and Disabilities coordinator, or SENDCO

Our SENDCO is Lisa Dunford. Lisa Dunford coordinates SEND provision across the school alongside her role as Class teacher, Designated Teacher, Deputy Safeguarding lead and Assistant Headteacher.

Mrs Dunford is allocated 2 days per week to manage SEND provision. Mrs Dunford gained her National Professional Qualification in Special Educational Needs in September 2026.

Class teachers

All of our teachers receive both in-house SEN training and offsite training where appropriate, and are supported by the SENDCO to meet the needs of pupils who have SEN.

Teaching assistants (TAs)

We have a team of 9 skilled TAs, who are trained to deliver SEN provision.

All of our Teaching Assistants are trained to deliver interventions across the school including Hamish and Milo wellbeing sessions, Phonics catch up sessions and Speech and Language interventions. In addition to this, we also have TA's who are trained to deliver interventions such as ELSA and Mosaic Bereavement Counselling.

We also have a TA who is trained in complex language and communication needs and is able to support both children and staff. She completed her Elklan training in July 2026.

We actively encourage our Teaching Assistants to develop their professional skill set and ensure they are signposted and have access to all training that the Local Authority has to offer. This year our Teaching Assistants have benefited from:

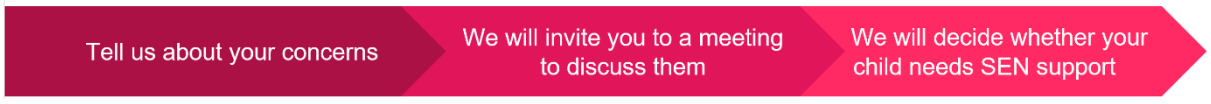
- Understanding Behaviour
- Speech and Language and Communication
- Making sense of Autism
- Dyslexia Friendly Classrooms
- Sign 100
- English as an additional language.
- Elklan

External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Outreach (TADSS)
- Education welfare officers
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations

3. What should I do if I think my child has SEN?



If you think your child might have SEN, the first person you should tell is your child's teacher.

You can do this by emailing your child's class teacher by using the class email address or by speaking to a member of the class team.

They will fill in a cause for concern form and pass this on to our SENDCO, Lisa Dunford. Lisa Dunford will then work with your child's class teacher to gather more information.

The SENDCO or class teacher will be in touch to discuss your concerns.

You can also contact the SENCO directly: sendco@broadmayne.dorset.sch.uk

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, we will formally notify you in writing.

4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include Reading, Writing, Spelling, Maths.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra support to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENDCO, and will contact you to discuss the possibility that your child has a Special Educational Need.

The SENDCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENDCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

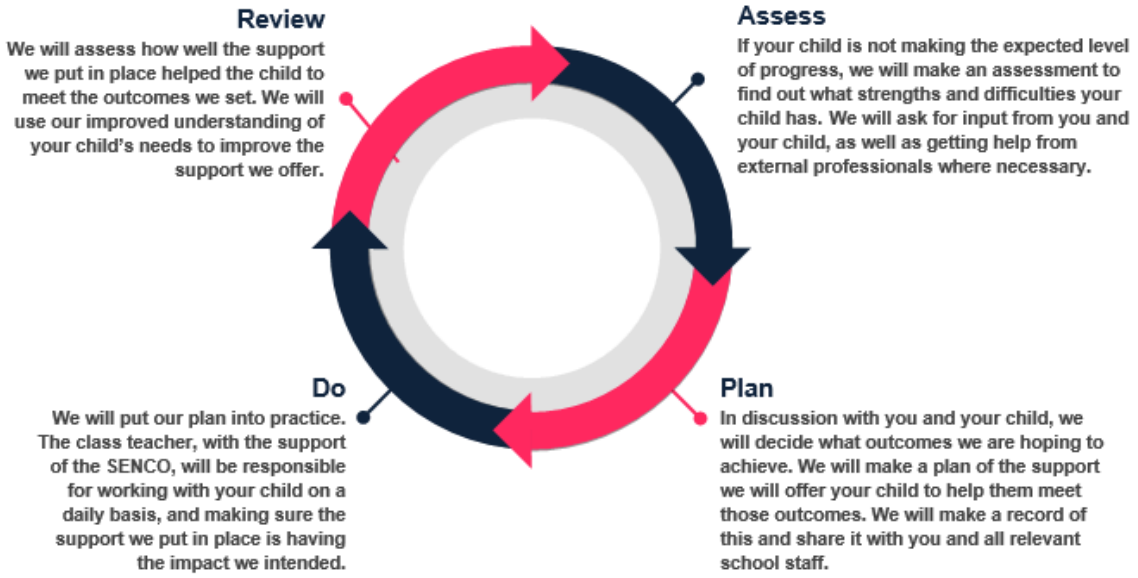
Based on all of this information, the SENDCO will decide whether your child needs SEN support. You will be told the outcome of the decision verbally initially, This will then be followed up in writing.

If your child does need SEN support, their name will be added to the school's SEND register. If your child's name has been added to the SEND register, your child's class teacher and the SENDCO will work together to create a progress plan for your child that is shared with you.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide termly reports on your child's progress in the following ways:

Class Provision Maps:

Class provision maps are used to help close any identified gaps in skills or knowledge. We use baseline assessments to identify gaps in learning, then use this information to plan a 6-week intervention to address misconceptions and close the gap. Support provided through class provision maps is typically delivered in small groups up to 3 times per week. If your child is receiving a "close the gap" intervention, your child's class teacher will inform you verbally.

Individual Support Plan

An Individual Support Plan is the next step in our graduated approach. If your child has not made the expected progress through a "close the gap" intervention, or if the class teacher identifies other barriers or concerns, your child will receive an Individual Support Plan. This plan tracks the specific interventions your child receives. The teacher reviews the impact at the end of each half-term and discusses any further concerns with the SENDCO (Special Educational Needs Coordinator) during pupil progress meetings. If your child has an Individual Support Plan, we will share it with you and ask you to return a signed copy.

Progress Plan

A Progress Plan is used when a child requires more intensive support or is following a specialist pathway (such as involving an Educational Psychologist, Specialist Teacher, or an EHCP). For children with a Progress Plan, we set SMART targets that are reviewed termly. Each plan outlines the specific target, the support provided, and an impact review at the end of each "Plan, Do, Review" cycle. We will share this plan with you and ask you to return a signed copy.

Fluid Support

All three support levels are fluid, meaning your child can move between them as their needs and progress change. For example, a child may temporarily move to a Progress Plan following advice from a specialist teacher, and then return to an Individual Support Plan once that outcome is achieved.

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting or record their views before the meeting.
- Complete a survey

8. How will the school adapt its teaching for my child?

Your child's teacher(s) are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work where appropriate, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, providing visual supports etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger fonts, etc.
- Teaching assistants support pupils on a 1-to-1 basis where specifically recommended in a child's Education, Health and Care (EHC) Plan, or at the class teacher's discretion to help close a specific learning gap. Please note that 1-to-1 support is not provided automatically or continuously for all children with additional needs; we carefully assess and deploy adult support according to the recommendations in a child's EHC Plan to ensure their individual needs are met effectively while encouraging independent learning
- Teaching assistants will support pupils in small groups when they need additional scaffolding or challenge in a particular area of learning.
- Please see our accessibility plan here: Accessibility Plan

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS

Communication and interaction	Autism spectrum disorder (ASD)	Visual timetables Social stories Sensory Circuits Now and Next boards Learn 2 Move Communication boards Hamish and Milo Use of Sensory Room Timers Pre-warning of changes in routine Fidget tools
	Speech and language difficulties	Speech and language therapy
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Small group / 1:1 catch up / Keep Up interventions Additional reading Sound mats Spelling mats Pre-teach / post teach Work marked first Check ins when working Pencil grips Learn 2 Move Post- Teach support Pre-Teach support

	Moderate learning difficulties	Small group / 1:1 catch up and Keep Up interventions Additional reading Sound mats Spelling mats Pre-teach / post teach Work marked first Check ins when working Pencil grips Learn 2 Move chunked instructions
	Severe learning difficulties	Small group / 1:1 catch up interventions Additional reading Reading Sound mats Spelling mats Pre-teach / post teach Work marked first Check ins when working Pencil grips Learn 2 Move

Social, emotional and mental health	ADHD, ADD	Quiet workstation Use of Sensory Room Fidget Tools BrainWorks Movement breaks Sensory diet Learn 2 Move
	Adverse childhood experiences and/or mental health issues	Nurture groups Sensory Room Hamish and Milo
Sensory and/or physical	Hearing impairment	Careful seating Check ins throughout the lessons
	Visual impairment	Limiting classroom displays Careful seating Use of technology if appropriate Adaption of resources
	Multi-sensory impairment	Adaptations of the environment Adaption of resources
	Physical impairment	Adaption of classroom environment Use of Sensory Room

These interventions are part of our contribution to Dorset's local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks (internally)
- Using pupil questionnaires (where appropriate)
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

If your child has an EHC Plan and they require funding beyond what has been allocated to them , we will need to call an early annual review meeting to request this.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trip to Hook Court in Year 4.

All pupils are encouraged to take part in Sports Days, School plays, workshops etc

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

At Broadmayne First School we work hard to ensure that the admissions process is fair and inclusive for pupils with Special Educational Needs (SEN) or a disability. The key steps we take include:

- **Adherence to Legislation:** We follow the guidelines set out in the Equality Act 2010 and the Special Educational Needs and Disability (SEND) Code of Practice. These laws ensure that no child is discriminated against due to their needs or disabilities.

- **Clear Admissions Policy:** We have a transparent admissions policy that outlines how we accommodate pupils with SEN or disabilities. This policy often includes specific criteria and procedures to ensure fairness and equality.

- **Reasonable Adjustments:** We make reasonable adjustments in our admissions procedures to cater for the specific needs of SEN pupils or those with disabilities. This might mean providing additional support or facilities during the application and assessment process.

- **Proactive Communication:** We engage with parents and carers early in the process to discuss any specific needs and how the school can support them from the outset.

- **Consultation with SENDCO:** The Special Educational Needs Coordinator (SENDCO) plays a crucial role in coordinating support during the admissions process, ensuring that individual needs are considered and addressed.

By following these practices, we aim to create an equitable admissions process that welcomes all pupils, regardless of their individual challenges. If you have further questions, please contact our school office.

13. How does the school support pupils with disabilities?

At Broadmayne we support pupils with disabilities in various ways to ensure they have equal opportunities to learn and thrive. Here are some common methods:

- **Progress Plans:** These are tailored plans that outline specific learning goals and the support needed to achieve them.
- **Special Educational Needs Coordinator (SENDCO):** Lisa Dunford is a specialised staff member (NPQSENCO) who oversees the support provided to pupils with disabilities.
- **Accessible Facilities where possible:** We audit our facilities to ensure that all children can access our facilities.
- **Assistive Technology:** This can include tools such as speech-to-text software or specialised keyboards to help pupils with their learning.
- **Teaching Assistants (TAs):** Additional staff who work with children in small groups or one-on-one to provide extra support.
- **Specialist Support Services:** We often work with external agencies, such as speech and language therapists or occupational therapists, to help meet pupils' needs.
- **Differentiated Instruction:** Teachers adapt lessons and activities to meet the diverse needs of their students, ensuring everyone can engage with the material.

These measures help create an inclusive learning environment where all children can succeed.

Admissions & Physical Accessibility

Full details regarding the school's physical accessibility (including facilities, equipment, and adaptations) and arrangements for the admission of disabled pupils are set out in our separate **Accessibility Plan / Policy**, which can be found on the school website.

14. How will the school support my child's mental health, and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are also encouraged to be part of the various clubs we have on offer at Broadmayne to promote teamwork/building friendships
- Children who find it difficult to transition into school in the morning have the option to attend a Soft Start Club from 8.40-9.00am every day. Soft starts include:

  Coffee Club

  High Energy Fitness Circuits

  Sensory room with calming Sensory Circuits

  Lego and Colouring
- We provide extra pastoral support for listening to the views of pupils with SEN through the use of:

  - Worry bags in each classroom
  - Calm areas in each classroom
  - Sensory Room
  - Balls of Emotion
  - Sensory Circuits
  - Hamish and Milo and ELSA support where appropriate.
  - Regulation backpacks after playtimes and lunch times.

The Good Morning Club

At Broadmayne, we understand that children need to feel safe and emotionally regulated in order to learn effectively. Through our **Good Morning Club**, we teach pupils practical strategies to help them recognise, understand, and manage different emotions.

Additionally, after every playtime and lunchtime, all children participate in **Regulation Backpack** activities. These brief sessions give children time to decompress, check in with their bodies and nervous systems, and ensure they are calm, focused, and ready to learn.

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between years

To help pupils with SEN be prepared for a new school year we:

- Schedule drop ins and accidental meetings with the incoming teacher towards the end of the summer term
- Additional opportunities to visit their new classroom towards the end of summer term
- Provide social stories and other visual support ahead of transitions.
- Provide enhanced transition opportunities for children who need it.
- Allocated transition meetings between current class teacher and the new class teacher
- Progress plans and other relevant information about your child is passed to the new class teacher
- The current class teacher writes a progress plan and Class Provision Map to follow the child into their new class

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

The SENDCO of the middle school will come into our school for a meeting with our SENDCO / Year 4 teacher. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Opportunities for extra visits / social stories etc
- Learning how to get organised independently
- Plugging any gaps in knowledge

We set up new pupils with a buddy from the year above to help them get settled in and make friends.

16. What support is in place for looked-after and previously looked-after children with SEN?

Lisa Dunford is the Designated Teacher and will make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Concerns about SEN provision in our school should be made to the SENDCO in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the concern. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEND Code of Practice.

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: https://www.gov.uk/complain-about-school/disability-discrimination

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

18. What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Dorset Council's Local offer. Dorset Council publishes information about the local offer on their website: SEND Local Offer - Dorset Council SEND Local Offer - Dorset Council

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

https://www.dorsetsendiass.co.uk/

Local charities that offer information and support to families of children with SEN are:

Special Needs Support Services Search Results | Dorset FID

National charities that offer information and support to families of children with SEN are:

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN

- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENDCO** – the special educational needs and disabilities co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages

Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

Broadmayne First School is committed to ensuring that all pupils are able to fully access the appropriate curriculum and have their needs met within our setting. In doing so, we ensure that:

- All of our extra-curricular activities and school visits are available to all our pupils, including our breakfast and after-school clubs. Staffing is arranged to support the needs of pupils as required.
- All pupils are encouraged to go on our residential trip to Hooke Court in Year 4, and the school works closely with the Hooke staff to ensure that activities are suitable.
- All pupils are encouraged to take part in sports day, wider school events, such as the Christmas play and summer show, and special workshops or visits. Contact is made with any visiting provision to ensure that activities can be adapted and delivered in a way that ensures accessibility. Visiting PE professionals are made aware of any SEND prior to working with each class.

- No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Where a child has a specific disability, Broadmayne First School will work closely with all agencies involved in order to ensure a smooth transition to our setting.

Our school Accessibility Plan can be accessed via the following link: Accessibility Plan 2025-2028

Securing equipment and facilities

Where a child requires adjustments to the classroom environment or access to specialist equipment, the school uses a proportion of its SEND funding to cover the costs of this. This could include providing items recommended in Occupational Therapy (OT) plans, accessing online support programmes and assistive technology. The school has laptops that can be assigned to specific children as required.

When a child is identified as requiring larger specialist equipment and/or adaptations to facilities, the school works closely with outside agencies to provide what is necessary. This may include specialist equipment from services such as Occupational Therapy or the Hearing and Vision Support Service.

Support for improving emotional and social development

Staff within the school have been trained in attachment aware, relational practice. This ensures that all adults are "emotionally available" for children as required throughout the school day. Regular training updates are delivered to ensure a consistent approach across the school and copies of the Behaviour Blueprint are displayed throughout the school.

Additional pastoral and SEMH interventions are delivered as required through small group and 1.1 sessions, within a designated time frame.

The school uses the PACE approach when working with all children. Further information on this approach and how it is developed in school is available here:

https://girfec.fife.scot/__data/assets/pdf_file/0032/187484/PACE-School.pdf

The school shows awareness that emotional and social development can be more challenging for some children with SEND, and that these children can be more at risk of experiencing or engaging in bullying behaviours. The school provides support for SEND children to improve their emotional and social development in the following ways:

- Emotional regulation visuals are used with all children, where a need is identified.
- Pupils with SEND are given regular opportunities to check in with staff and identify any issues as they arise.
- The development of emotional literacy is a high priority and is modelled by staff at all times. It is also explicitly taught through our PSHE curriculum Heartsmart.
- Pupils with SEND are encouraged to be part of the school council and to take on other responsibilities if they would like to.

- Pupils can access a lunchtime Cosy Club at times when the outside space can feel overwhelming.
- The school has rigorous Anti Bullying systems in place and takes all allegations of bullying seriously. Bullying is dealt with swiftly and respectfully, with a focus on restorative practice.

Expertise and training of staff

The school subscribes to The National College and all staff have access to as many modules as they require. Throughout the year, there are required SEND modules set by the SENDCo, that are completed by all staff. This will be based around the level of need within our school at any one time.

We use specialist staff (such as the SENSS team, Educational Psychologist and TADSS Outreach team) to support the assessment of children who may require an EHCP, and those identified as having a diagnosed need such as ASD, Dyslexia, ADHD and Sensory Processing Needs.

Training will regularly be provided to teaching and support staff. The headteacher and the SENDCo will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

Evaluating the effectiveness of SEN provision

The SENDCo takes the lead in monitoring and assessing the intention, implementation and impact of SEND provision within the school. It is vital that all SEND needs are met fully and in the most appropriate way for the pupil to make maximum progress.

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term, through 1.1 meetings with SEND parents and pupils.Reviewing the impact of interventions after
- 6 weeks delivery and a requirement to keep weekly notes on the delivery of any targeted, evidenced based interventions. Pre and post assessment data is collected where this is appropriate, in order to measure progress and impact.
- Holding termly data meetings with all teaching staff to discuss the progress of SEND pupils, and to identify any additional children who may be at risk of falling behind due to an unmet SEND.
- Monitoring the whole school provision, that includes termly learning walks and/or book looks.
- Conducting an annual audit of SEND provision to ensure consistency across the school in the delivery and approaches used to support SEND.
- Holding annual reviews for pupils with EHC plans

Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher in the first instance. If it is felt that the issue has not been resolved, the complaint may be escalated to the SENDCo and/or Headteacher. Parents will be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Contact details of support services for parents of pupils with SEN

Many of the services available to support parents and pupils with SEND are available here:

https://www.dorsetcouncil.gov.uk/children-families/sen-and-disability-local-offer/education-and-learning/services-to-help-support-your-child/services-in-dorset-to-help-support-children-and-young-people-with-send.aspx

The school will work with parents on a 1.1 needs led basis to signpost appropriate services and support specific to their child's needs.

Contact details for raising concerns

If a parent or carer has concerns the class teacher should always be approached in the first instance. If a concern remains unresolved, then the SENDCo should be contacted using the following email address sendco@broadmayne.dorset.sch.uk.

For any concerns relating to safeguarding, our designated Safeguarding Lead is Mrs Kirsty Jordan-Gill headteacher@broadmayne.dorset.sch.uk or Mrs Lisa Dunford sendco@broadmayne.dorset.sch.uk

The local authority local offer

Our local authority's local offer is published here: https://www.dorsetcouncil.gov.uk/children-families/sen-and-disability-local-offer/dorsets-local-offer.aspx

Monitoring arrangements

This policy and information report will be reviewed by Lisa Dunford **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

Links with other policies and documents

This policy links to our policies on

- Accessibility plan
- Behaviour Relationships and Ethos Policy
- Equality information and objectives
- Supporting pupils with medical conditions

September 2026