

## Broadmere Primary School SEND Information Report 2020-2021

<b>What types of SEND do we provide for?</b>	<p>Broadmere Primary School is a mainstream, inclusive school that fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2015). Staff have been trained to teach learners who may have difficulties with:</p> <ul style="list-style-type: none"><li>• Cognition and Learning</li><li>• Communication and Interaction</li><li>• Social, Emotional and Mental Health</li><li>• Sensory and/or Physical Needs</li></ul> <p>We make reasonable adjustments to our practices in order to comply with the Equality Act (2010) and the Children and Families Act 2014 (PART 3 Children and young people in England with Special Educational Needs or Disabilities)</p>
<b>How do we identify and assess pupils with SEND?</b>	<p>Broadmere Primary School have a SEND policy which can be found on the schools' website (<a href="http://www.broadmere.surrey.sch.uk/website/send/85199">www.broadmere.surrey.sch.uk/website/send/85199</a>)</p> <p>The school works within the framework of identification:</p> <ul style="list-style-type: none"><li>• Assess</li><li>• Plan</li><li>• Do</li><li>• Review</li></ul> <p>We have high expectations for all our children regardless of ability or need. We look at expected progress from entry points and what good or better progress would look like. We aim for every child to make good or better progress from their starting points. We ensure progress is made, by all children, through continuous assessment and tracking the progress of all our learners. We regularly discuss any concerns as a staff as well as celebrating achievement. Data is collected half termly for each child's achievements - this is used to make sure that each child is progressing in line with their individual start of year predictions. Our planning and assessment allow the teaching staff to celebrate children's achievements as they happen, as well as discover gaps in learning or understanding, so that support can be given as soon as possible. Good tracking and data collection help us to identify at an early stage those children who are not meeting expectations so that support can be given to help. If parents have concerns about their child's learning they know that they can talk to their class teacher or Special Educational Needs Coordinator (SENCO). We have Tracking Meetings every term. In this way the</p>

	<p>needs, interests, and next development steps are very well catered for at school, for all children, as every child really does count.</p> <p>If we feel a child may have Special Educational Needs, we will involve the parents at the earliest possible time via a meeting with the class teacher and the SENCO.</p>
<p><b>Who is the Special Educational Need Coordinator (SENCO) and how can she be contacted?</b></p>	<p>The SENCO is:</p> <p><b>Mrs Michelle Moodaley</b> (Broadmere Primary Academy)  Telephone Number: 01932 343747.  Email: <a href="mailto:moodaley@broadmere.surrey.sch.uk">moodaley@broadmere.surrey.sch.uk</a></p>
<p><b>What is our approach to teaching pupils with SEND and how we provide additional support for children's learning?</b></p>	<p>The school works within the framework of identification:</p> <ul style="list-style-type: none"> <li>• Assess</li> <li>• Plan</li> <li>• Do</li> <li>• Review</li> </ul> <p>We adopt a graduated approach to meeting needs, initially through quality first class teaching whereby our staff make reasonable adjustments to help include all children not just those with SEND. All teachers are trained to teach and support children with SEND.</p> <p>After identification we carefully match support to the specific needs of each child, be it emotional, physical or learning support. All children's needs are planned for using differentiated activities together with specific interventions, the impact of which is regularly monitored and reviewed. We use tracking and data to monitor the effectiveness of the support given and modify it if necessary and when required, so that the children are always making progress. The SENCO leads this support, advising teachers in the creation of provision maps and directing the Class Teacher and Teaching Assistants in carrying out the support. The Head Teacher shares this information with the governors at their termly meetings. Parents are invited to discuss their child's individual plan (EHCP plans or Send Support Arrangement Documents) with their class teacher and the SENCO if required and are also invited to review meetings to discuss their child's progress.</p> <p>Targets for SEND pupils are set termly dependent on needs and adapted or extended as required. This is done in conjunction with the class teacher, SENCO, Parents and any external agency involved. Progress is monitored termly for SEND pupils by the SENCO via individual targets, progress against starting points and assessment.</p>
<p><b>How do we adapt the curriculum and learning environment?</b></p>	<p>We follow a personalised English and Math's curriculum, in line with the 2014 National Curriculum. This allows for tailored adaptations and effective differentiation to be made for each child at the planning stage of each set of lessons. The rest of the curriculum is cross curricular topic-based work, incorporating engaging activities, and trips out and visitors in school so that everyone is well catered for and makes good progress.</p>

	<p>We have an Accessibility Plan for children with disabilities and make every reasonable effort to adjust for need; where possible. There are wheelchair ramps, appropriate width entrance doors to facilitate disabled access and a disabled toilet.</p> <p>In medical cases where the child has been hospitalised and unable to attend school while convalescing the Access to Educational Service is involved to provide home/school teaching.</p> <p>At Broadmere Primary School some of the classrooms have been acoustically treated to support children with Hearing Impairments.</p> <p>The SENCO performs regular learning walks of classrooms and the school to ensure the environment is meeting all children's needs.</p>
<p><b>How do we enable pupils with SEND to engage in activities with other pupils who do not have SEND?</b></p>	<p>All activities and learning will be differentiated by the class teacher to meet all learners needs. We may also provide specialised furniture and equipment for children who need it. Interventions for children with SEND needs are planned for and delivered by trained staff. These interventions are regularly monitored by the SENCO to ensure progress and quality. Some children will access a highly differentiated curriculum to meet high levels needs. This will be planned in conjunction with the class teacher and SENCO. If specialist expertise is required to differentiate learning or any activity for a child, this is sought promptly by the SENCO.</p> <p>In the case of needing to adapt an activity out of school such as a school trip, sporting event or residential trip the following measures are undertaken:</p> <ul style="list-style-type: none"> <li>• Pre-teaching/preparation for the trip/visit to ensure the children are comfortable with what will happen</li> <li>• Differentiation of activities on trip if needed</li> <li>• Pre-visit by staff to ensure needs can be met on trips or any additional planning needs to be made.</li> <li>• Risk assessment for whole class trips or individual risk assessments if needed</li> <li>• Needs identified on the After-School Club Register</li> <li>• Class teacher and club leader to collaborate if SEND pupils need adaptations to activities</li> </ul> <p>Where there are concerns of safety and access, further consideration ensures all needs are met; where applicable parents/carers are consulted and involved in planning. They may be invited to participate in the activity.</p>
<p><b>How do we consult parents of pupils with SEND and involve them in their child's education?</b></p>	<ul style="list-style-type: none"> <li>• Parent Consultation evenings</li> <li>• Home-school communication books</li> <li>• Informal and formal discussions with Class Teacher</li> <li>• Person Centred Review meetings where targets are set and reviewed</li> <li>• Annual Review meetings</li> <li>• External agency meetings (follow up discussion after assessment/target reviews)</li> <li>• Home School Link Worker Coffee Mornings – half termly</li> <li>• Parent Governors</li> <li>• Supporting/attending class/school performances, assemblies</li> <li>• Volunteer to support in class, listen to reading</li> </ul>

	<p>We operate an 'open door' policy and welcome discussions with parents who are encouraged to visit their child's class teacher as soon as they have any concerns. Parents are invited to contribute in the Person Centred Review. When we have external agency visits, parents are invited to feedback discussions with experts/specialists. Our Governing Body includes Parent Governors. Both schools have a Home School Link Worker who can support parents and make recommendations on how they can positively engage with their child's learning and all-round development. Parents/Carers are invited to all Annual Reviews, they are invited to write a report for the meeting if they wish, commenting on their child's progress, attainment and support received.</p> <p>We clearly share what can be done by families at home to support the learning at school through a variety of means; these include curriculum meetings/ talks/workshops for phonics, reading and numeracy, weekly newsletters, home support sheets and reading letters, reading journals.</p>
<p><b>How do we consult pupils with SEND and involve them in their education?</b></p>	<p>The SENCO liaises with key staff in the school where there are concerns about progress or engagement. Following the sharing of information decisions are made as to the most appropriate type of support to put in place for the learner. Learners are then spoken to regarding progress/concerns with a one-page profile being completed; parents are also consulted when the profile is put together. This then becomes a part of the SEND Support Arrangement document. One-page profiles are completed by the pupils so that teaching staff have a clear overview of the whole child – these are reviewed in order to ensure we have the most up to date information. We feel that it is important to have the views of the learner so that they feel involved in their own learning.</p>
<p><b>How do we assess and review pupils' progress towards their outcomes?</b></p>	<p>The school works within the framework of identification:</p> <ul style="list-style-type: none"> <li>• Assess</li> <li>• Plan</li> <li>• Do</li> <li>• Review</li> </ul> <p>We regularly share progress feedback with all our learners and their families. We also have several opportunities where parents/carers can meet with staff to discuss learner progress such as, parents' evenings, individual appointments, early morning catch ups, telephone conversations, e-mail.</p> <p>As a part of the SEND Support process we meet with parents to discuss the children's targets and how these will be achieved. Review meetings are held to assess targets with class teachers, the SENCO and parents.</p> <p>We also have a Home School Link Worker who can support parents and make recommendations on how they can positively engage with their child's learning and all-round development.</p>
<p><b>How do we support pupils moving between different phases of education?</b></p>	<p>The School understand the challenges that transition can present for children with SEND needs. We help to support children and families in the following ways:</p> <ul style="list-style-type: none"> <li>• Secondary school visits</li> <li>• 'Buddying' for new children or children who need peer support</li> <li>• SEND and vulnerable children are given additional visiting days in new settings</li> <li>• Visits with parents</li> </ul>

	<ul style="list-style-type: none"> <li>• Home visits</li> <li>• Transition planning/collaboration with secondary schools</li> <li>• PSHE lessons across all year groups to support transition</li> <li>• All teachers have been trained in Circle Time to communicate worries or anxieties</li> <li>• Induction meetings at the start of each academic year</li> <li>• Transition staff meeting led by SENCO</li> </ul> <p>We are eager to make all learners and their families feel welcome. We work collaboratively with partner schools to share information enabling transitions to be as smooth as possible. As we are part of the Bourne Education Trust (BET) we have very good relationships with local feeder settings as well as the settings children move on to. The SENCO meets with the feeder school staff to hand over relevant information regarding SEND. Extra days/specific programmes are provided for pupils with disabilities when moving to a new setting/school.</p>
<p><b>How do we support pupils preparing for adulthood?</b></p>	<p>Preparing Children for adulthood is an important value at both schools. We support children in the following ways:</p> <ul style="list-style-type: none"> <li>• Cooking, Sewing, Gardening and other life skills taught across the school</li> <li>• Effective transition to Secondary School/New School</li> <li>• Restorative Justice/Approach training for all staff and used as a behavior strategy across the school</li> <li>• ICT skills taught to all pupils</li> <li>• PHSE scheme (Puberty)</li> <li>• Regular e-safety lesson and assemblies. Permanent E-Safety display in school</li> <li>• Social skills</li> <li>• ELSA (Emotional Literacy Support Assistant) trained member of staff to support children with emotional difficulties or needs</li> <li>• School trips to give children life experiences</li> <li>• Year 6 residential trip to give children life experiences</li> <li>• British Values - used through curriculum and whole school life (including regular assemblies)</li> <li>• Values school - used through curriculum and whole school life (including regular assemblies)</li> <li>• Values based Education</li> <li>• Support from CAMHS outreach workers to support any children who find transition difficult</li> </ul>
<p><b>How do we support pupils with SEND to improve their emotional and social development?</b></p>	<p>As Values School we take the emotional and social development of children seriously and support our pupils in the following ways:</p> <ul style="list-style-type: none"> <li>• PSHE - assemblies, lessons</li> <li>• Values based Schools</li> <li>• Inclusive environment</li> <li>• School Parliament</li> <li>• Parent Consultation evenings (termly)</li> <li>• TA support in each class from Nursery – Year 6</li> <li>• Interventions</li> </ul>

- Differentiation for all children
- Social Skills groups
- Extra-curricular activities
- Policies in place to ensure the well-being of every child.
- Use of 'Positive Touch methods'
- School ELSA
- Children nominated and trained to become 'Lunch Time Leaders'
- Children are allocated Houses which means they work in teams across the school to achieve points – winning house given trophy every week
- Support from CAMHS outreach workers to support any children who are having social, emotional or mental health difficulties
- CAMHS mental health Link Nurse
- SENCO/Staff member attend Mental Health Network meetings termly
- SENCO undertaking training in Trauma and Attachment in Primary Children
- Training from external agencies, Positive Touch Training, MAPA Training or Emotion Coaching

All pupils are supported with their social and emotional development through the curriculum and at playtimes. CPOMS is used to record any incidents that may require further action/support for individual children.

Our Behaviour Policy; which includes guidance on expectations, rewards and sanctions is regularly reviewed by staff in order to ensure consistent approaches to behaviour. The Behaviour Policy is accessible via our website:

[www.broadmere.surrey.sch.uk/website/policies\\_key\\_documents](http://www.broadmere.surrey.sch.uk/website/policies_key_documents)

Learner voice is valued and central to our ethos - this is encouraged during School Parliament meetings as well as in every classroom.

Any child requiring medication has an Individual Health Care Plan. Trained staff work with children with specific needs.

**How do we support SEND children with Medical needs?**

Both Schools have a 'Supporting Pupils with Special Medical Needs' which can be accessed via the schools websites:

[www.broadmere.surrey.sch.uk/website/policies\\_key\\_documents/85288](http://www.broadmere.surrey.sch.uk/website/policies_key_documents/85288) for Broadmere

We also support pupils by:

- Creating Individual Health Plans
- Manual handling training if required
- First Aid Training
- Epi-pen Training

The **DSL Support (Tina Worsfold)** coordinates any additional requirements or needs for children with ongoing medical conditions.

<p><b>What expertise and training do our staff have to support pupils with SEND?</b></p>	<p>The SENCO at Broadmere Primary Academy has completed the National Award for Special Educational Needs Coordination (<a href="#">NASENCO</a>) (Professional Accreditation) at Roehampton University</p> <p>The SENCO is a Designated Safeguarding Leads and receive regular and ongoing Safeguarding Training. The SENCO attends termly network meetings to stay abreast of developments in SEND. She also attends regular training based on the children needs within the school.</p> <p>Our staff receive training (at least once a term) on providing quality support for children with SEND. All employers and volunteers must obtain a DBS check to ensure they are safe to work with children before they commence employment with the school.</p> <p>External Agencies are contacted by a SENCO when there is a concern (discussed by parents and teachers). The SENCO keeps a record of training of staff each academic year and the impact this has on the pupil's progress across the school.</p> <p>We also have Teaching Assistants specially trained in Speech and Language and Autism to support children with SEND across the MAT.</p>
<p><b>How will we secure specialist expertise?</b></p>	<p>Specialist advice is sought by the SENCO when it is felt this is appropriate for the child. This will be done in conjunction with the class teacher and parent/carers opinion and advice.</p> <p><u>External agencies involved in both schools:</u></p> <ul style="list-style-type: none"> <li>• SALT (Speech and Language)</li> <li>• Behaviour Support</li> <li>• Language and Learning Support</li> <li>• Educational Psychologist</li> <li>• CAMHS (Child and Adolescent Mental health Service)</li> <li>• Primary Mental Health Workers</li> <li>• Occupational Therapy (OT)</li> <li>• Physiotherapy</li> <li>• School Nurse</li> <li>• Local Medical Practitioners (GP, Hospital etc.)</li> <li>• Paediatric support</li> <li>• ADHD specialist nurse – St Peter's Hospital</li> <li>• Child Assessment Service (for children under 5 years).</li> <li>• Visual Impairment Specialist teacher</li> <li>• Hearing Impairment Specialist Teacher</li> <li>• Multi-Sensory Impairment Specialist Teacher</li> <li>• Dysphasia Service</li> <li>• Surrey Communication and Assistive Technology</li> <li>• Moving and Handling Service</li> <li>• PSS (Physical and Sensory Support)</li> <li>• Specialist School Outreach Support</li> </ul> <p>The SENCO works closely with these agencies to ensure that specialist expertise is utilised and implemented effectively.</p>

	<p>The agencies will also attend Annual Reviews, to monitor progress and meet with parents and the SENCO when they visit individual children.</p>
<p><b>How will we secure equipment and facilities to support pupils with SEND?</b></p>	<p>The SENCO manages the SEND budget each year which is used to purchased specialised equipment and resources to meet the children's needs. The SENCO keeps a record of all purchases made and judge their effectiveness based on pupils' progress. The School Business Manager monitors all budgets and expenditure for both schools.</p> <p><b>The following access arrangements/resources have been made:</b>  <b>Broadmere Primary Academy:</b>  Ramp into main entrance and library (wheelchair access), handrails  Disabled toilet facilities  Shower  Sound field system  Some acoustically adapted rooms e.g. SEND Base</p>
<p><b>How do we involve other organisations in meeting the needs of pupils with SEND and supporting their families?</b></p>	<p>We hold meetings where professionals from outside the school are invited to attend. During these meetings we may discuss individual cases where it is felt support above and beyond what the school is able to offer is necessary .In these cases parents/carers and the learner will be consulted and consent sought so that agencies are able to work in supporting the overall development of the learner. Outside Agencies regularly visit children in school to provide advice, support and resources for SEND pupils. They will also meet parents when they visit school to share progress and future work.</p> <p>We have a duty in ensuring that Looked After Children are given the appropriate support and care to help support their progress and engagement within the learning environment. Our designated teacher meets with social services and the virtual school to ensure the child's wider needs are being met. A Personal Education Plan (PEP) is produced termly to help support the child develop holistically.</p> <p>Broadmere Primary School have a Home School Link Worker who can act as a liaison between agencies and families. Our Home School Link Worker is also bi-lingual which helps parents who speak another language. Outside Agency translators are used for parents who speak other languages that cannot be catered for by the school staff.</p> <p>The school receives and seeks support from:</p> <ul style="list-style-type: none"> <li>• Surrey Young Carers</li> <li>• MASH (Multi-Agency Safeguarding Hub) Social Services and social workers</li> <li>• Early Help</li> <li>• CAMHS (Child and Adolescent Mental health Support)</li> <li>• School Nurse</li> <li>• Health Visitors</li> </ul>

	<ul style="list-style-type: none"> <li>• Surrey Special Education Needs</li> <li>• Surrey County Council</li> <li>• Asian Family Support Worker</li> <li>• Local Children's Centre/Sure Start Centre</li> <li>• Family Support Programme</li> <li>• Play Therapist</li> </ul>
<p><b>How do we evaluate the effectiveness of our SEND provision?</b></p>	<p>We regularly share progress feedback with all our learners and their families. We also have several opportunities where parents/carers can meet with staff to discuss learner progress such as, Parents evenings, individual appointments, early morning catch ups, telephone conversations or email.</p> <p>As a part of the SEND Support process we meet with parents to discuss the children targets and how these will be achieved. Review meetings are held to assess targets with class teachers, the SENCO and parents.</p> <p>We also have a Home School Liaison Worker who can support parents and make recommendations on how they can positively engage with their child's learning and all-round development.</p> <p>The SENCO monitors progress for all SEND pupils. Interventions are observed and progress is monitored termly. Attendance is also monitored to ensure all SEND pupils have full access to education.</p>
<p><b>How do we handle complaints from parents of children with SEND about provision made at the school?</b></p>	<p>In the first instance if a parent has a concern, they are encouraged to speak to the class teacher. If the matter cannot be resolved at this stage, then the SENCO may become involved and a meeting convened to discuss the nature of the complaint and look for a resolution to the issue.</p> <p>A copy of the school's complaints procedure can be found on the school website (<a href="http://www.broadmere.surrey.sch.uk/website/policies_key_documents">www.broadmere.surrey.sch.uk/website/policies_key_documents</a> or <a href="http://www.newmonument.surrey.sch.uk/website/documents/85370">www.newmonument.surrey.sch.uk/website/documents/85370</a> ).</p> <p>The complaints procedure will outline the formal steps the school will take in handling each complaint. Where a resolution between the parent and school cannot be reached then parents will be advised to seek or if any parent is still not content that the complaint has been dealt with properly, then they are entitled to appeal to the Secretary of State for Education.</p>
<p><b>Who can young people and parents contact if they have concerns?</b></p>	<p>In the first instance if a parent has a concern, they are encouraged to speak to the class teacher. If the matter cannot be discussed with the class teacher, then arrangements will be made to see the SENCO/Head Teacher.</p> <p>Any parent or child with a Safeguarding concern are to report this to a member of the safe guarding team (Mandy McDowall – Head Teacher, Michelle Moodaley– Assistant Head/SENDCO, Loubna Mehmood (Assistant DSL and Tina Worsfold, Assistant DSL). These concerns will be dealt with in line with our Safeguarding policy which can be found on our website (<a href="http://www.broadmere.surrey.sch.uk/website/policies_key_documents">www.broadmere.surrey.sch.uk/website/policies_key_documents</a>)</p> <p>The MASH Service (Multi-Agency Safeguarding Hub) can also be contacted with regards to safe guarding concerns. During office hours 8.30am to 5pm, phone 0300 555 1384 At all other times you should contact the Out of Hours service. Phone 0300 555 1373.</p> <p>Any child or parent can contact the NSPCC if they need someone to talk to on <b>0808 800 5000</b></p>

	<p>If any child requires confidential advice and support whatever their worry, they can call the ChildLine helpline on <b>0800 1111</b>. ChildLine posters are displayed in all areas around the school.</p>
<p><b>What support services are available to parents?</b></p>	<p>Both schools have a Home School Link Worker who can act as a liaison between agencies and families. Our Home School Link Worker is also bi-lingual which helps parents who speak another language.</p> <p>The following agencies can support families in the local area:</p> <ul style="list-style-type: none"> <li>• Social Services and Social Workers - Based at Quadrant Court -0345 600 9009</li> <li>• Surrey SEND – Based at Quadrant Court -0345 600 9009</li> <li>• Surrey County Council - Based at Quadrant Court -0345 600 9009</li> <li>• Surrey Young Careers - 01483 568269</li> <li>• MASH (Multi-Agency Safeguarding Hub) - During office hours 8.30am to 5pm, phone 0300 555 1384. At all other times you should contact the Out of Hours service. Phone: 0300 555 1373.</li> <li>• Early Help - 0345 600 9009</li> <li>• CAMHS (Child and Adolescent Mental Health Support) – Based at St Peters Hospital - 01932 722561</li> <li>• Mental Health Trust Crisis Line -: 0300 456 83 42</li> <li>• School Nurse (Andy Butler) - 01483 846201</li> <li>• Health Visitors and GPs</li> <li>• Asian Family Support Worker – 01483 846234</li> <li>• Family Support Programme (Email: <a href="mailto:familysupport@woking.gcsx.gov.uk">familysupport@woking.gcsx.gov.uk</a>. Tel: 01483 743812)</li> </ul>
<p><b>Where can the LA's local offer be found?</b></p>	<p>The Surrey Local Offer can be found via their website on - <a href="http://www.surreysendlo.co.uk">www.surreysendlo.co.uk</a></p> <p>Or via a link on the schools websites on: <a href="http://www.broadmere.surrey.sch.uk/website/special_educational_needs/85247">www.broadmere.surrey.sch.uk/website/special_educational_needs/85247</a></p>