



Broomfield Primary
SEND Information Report January 2023
In accordance with the Child and Families Bill

Information on the kinds of Special Education Provision made in the school.

School Provision

The delivery of the provision for children with learning difficulties takes place in the main classroom setting and is the responsibility of the Class Teacher. Teacher's planning includes differentiated work for children with Special Educational Needs and Disabilities (SEND). LSAs are deployed to support children who have SEND in a small group or on a 1:1 basis dependent on the needs of the child, or the nature of the task. Intervention groups may run for a small number of pupils who need extra support. Phonics is taught daily in Early Years and Key Stage 1. Children who cannot access the work after differentiation as part of the class teacher's high quality teaching may be supported on a 1:1 basis, or within a small group, usually within the classroom, as needed, or withdrawn for short periods of time to work towards achieving their personal objectives. Depending on the nature of the child's difficulties, he or she may also be withdrawn from lessons for short periods of intensive specialised teaching, mentoring, therapy, or counselling.

At Broomfield Primary school we run a "**Mentoring programme**" to support children with Social, Emotional and Mental Health needs (SEMH). We have one trained LSA who delivers a personalised programme to pupils requiring additional support and the mentor also liaises with the child's parents/carers as well as the class teacher. This encourages a consistent approach at both school and home.

We have adopted a whole school approach to '**Zones of Regulation**'. The purpose of this is to support the diverse range of SEMH needs present throughout the school and to support children to recognise, manage and communicate their emotions in a positive and healthy way. All staff make use of the language throughout the day and children have access to a Toolkit of resources to aid emotional regulation within each classroom. Parents are encouraged to reinforce this approach at home.

For children who have gross or fine motor control difficulties; or attention and organisational difficulties, we put special things in place within the classroom or organise for specific support to be delivered on a 1:1 or small group basis. Within the Reception classes we have staff members who have been trained in 'Attention Autism' and 'Musical Communication'; both of which can be delivered where there is a need to do so.

For children who have Speech and Language difficulties, Speech and Language Therapists (SaLT) and support workers are used to run a variety of speech and language programmes which can focus on speech production, understanding and use of language, or the social use of language. The SaLT visits at least once termly to assess and review cases. Our highly trained Speech and Language LSA works alongside the SaLT and SENCo to gain an overview of the level of need and identify children who are appropriate for therapy sessions. Additionally, she

supports Class Teachers and LSAs to plan and deliver the support identified in children's individual care plans. We have Eklan trained staff within school who are able to work with children to continue their progress towards the individual targets set by the SaLT, between therapy sessions. At Broomfield Primary School we use the Talk Boost programme as an early intervention to support children's language development in Reception and Key Stage 1 classes. Children are identified for this intervention using specific Speech, Language and Communication assessment tools, which also highlight children's specific areas of difficulty or need. The analysis of these assessments is used to further inform staff deployment, class teacher practice and referrals for therapy.

For children who have physical difficulties, the school would put into place a programme of support as suggested by the health authority. Staff have previously received training from the Specialist Teacher Team for Multi-sensory Impairment and Physical and Neurological Impairment. At Broomfield we have access to assistive technology such as Clicker 7.

For children who have medical issues such as allergies, asthma, epilepsy, or who require regular medication, the school arranges meetings with the school nurse to complete Health Care Plans. Staff also receive training from the Community Nursing Team and School Nurse.

Occasionally a child may visit outside therapy clinics in order to access specialised support. Permission is granted if access to this support will benefit the child in a school setting. Some children with particular difficulties are supported by the involvement of external agencies e.g. Educational Psychologists, Paediatricians, Occupational Therapists, Physiotherapists, Speech and Language Therapists, Counsellors, Home/School Liaison, Health Visitors, School Nurses, Hospitals, Optometrists and other specific professionals, who may provide general advice, specialist assessments, or advice on different strategies or materials.

Where appropriate, the SENCo makes a referral to the appropriate outside agencies to aid the child's needs, e.g. Provide Community Paediatricians. The SENCo liaises regularly with outside agencies e.g. Paediatricians, G.P.s, Educational Psychologists, Occupational Therapists, Physiotherapists, Speech Therapists, Speech and Language support workers and technicians, Counsellors, School Nurses, Social Workers, Home/School liaison, or Health visitors.

Specialist resources are used to aid learning across the school, e.g. sand timers, behaviour charts with stickers and rewards, visual timetables, traffic light faces, lunchtime clubs, left handed scissors, pencil grips, sit and move cushions, writing slopes, coloured overlays, speech and language programmes, or writing programmes. There are ramp access points around the school and two disabled toilets, one with a changing facility. Further specific specialist equipment is bought or hired according to the needs of the children, as and when they arise. The school has an Accessibility Policy, which can be found on the school website.

Provision accessed through the River Chelmer Primary Partnership cluster group

Family Support

The overall aim of this service is to improve academic achievement and consequently education, employment and life chances for children and young people. Issues which may have formed barriers to attainment and personal achievement issues will be addressed through creating partnerships between the children, young people, families and the school.

This work is commissioned through the **Chelmsford YMCA** and each school has access to a Family Support Coordinator who works with either the child and or family.

Support may include the following:

- Working with children and families experiencing difficulties by providing positive, emotional and practical support, and non-judgemental advice.
- Working with families on parenting issues, setting boundaries and routines, and offering general advice and guidance.
- Working with children and families who are going through separation or divorce, providing sessions with the children at home or school so they can talk about their wishes and feelings, enabling them to realise they too are being supported through this difficult transition.
- Working with children and young people at risk of social exclusion and isolation due to various issues such as bullying, anger and mental health issues.
- Working with children and young people who have been negatively affected by medical, economic, environmental or social issues to raise their self-esteem and consequently confidence and aspirations.

Counselling

As a school we support children's emotional and mental health needs as best we can. However, we recognise that there are circumstances where professional specialised support is required. In this instance, we will signpost families and children for counselling via the paediatrician, GP or the school nurse. Alternatively, the school can make a referral to EWMHS or support families with accessing counselling through other providers, both charity funded or privately funded by the family themselves.

	<p><u>Speech and Language Support</u></p> <p>For children with specific speech, language and communication needs, Speech and Language Therapy sessions take place within school. This helps to avoid as much disruption as possible to the children’s school day. These sessions are facilitated by an external Speech and Language Therapist and tend to be a block of sessions at least twice a year, or a review session once per term. The Therapist will set individual targets and plans for each child, which will be reviewed and shared with parents and school staff. This allows staff to continue working on these targets between Therapy sessions.</p> <p><u>SENCo Network</u></p> <p>The SENCo Cluster Network meets normally once a term to agree the training and development needs identified by the group. It also serves as a support network for staff and the children and families they work with.</p>
<p>Information about the school's policies for the identification, assessment and provision for pupils with special educational needs and disabilities, whether or not pupils have EHC Plans, including how the school evaluates the effectiveness of its provision for such pupils.</p>	<p><u>CURRENT IDENTIFICATION FOR CHILDREN KNOWN AS SEND SUPPORT</u></p> <p>Triggers for receiving additional help include the concern of teachers or others (including parents) backed by evidence that:</p> <ul style="list-style-type: none"> • The child is making little or no progress despite targeted teaching strategies; • The child has persistent emotional, mental health and/or social difficulties, not improved by whole class behaviour management strategies; • The child has sensory or physical problems and is making little or no progress despite specialist equipment; • The child has communication/interaction difficulties and is making little or no progress despite a differentiated curriculum. <p>Additional support may be needed if the following is relevant:</p> <ul style="list-style-type: none"> • The child is still failing to make progress in specific areas over a long period; • The child is still working at National Curriculum standards well below his or her age group; • The child continues to have difficulty developing English and Maths skills; • The child’s behaviour substantially and regularly interferes with his or her learning and that of the class, despite an individualised behaviour management programme; • The child with sensory, physical, emotional or mental health difficulties needs more help; • The child has ongoing communication/interaction difficulties which are impeding social relationships and learning; • The child may have a difficulty which needs further investigation or assessment either through the school or external bodies.

	<p><u>CURRENT IDENTIFICATION FOR EHC PLAN</u></p> <p>A child may require an Educational Health Care Plan (EHCP) if:</p> <ul style="list-style-type: none"> • Progress has not been made despite provision of an individual programme and concentrated support, backed up by significant evidence; • A child is identified as demonstrating a significant cause for concern.
<p>The name and contact details of the SENCo</p>	<p>The Special Needs Policy is published on the school's website and contains the contact details for the SEND Co-ordinator (SENCo). The SENCo (Mrs Helen Liddicott) is a qualified teacher and regularly attends courses and professional development opportunities. She works on a Mondays, Tuesdays and Thursday. Mrs Liddicott may be contacted by email (senco@broomfield.essex.sch.uk).</p>
<p>Information about the expertise and training of staff in relation to children and young people with SEND and about how specialist expertise will be secured.</p>	<p>LSAs are employed and trained to support children with SEND in all classes and support during lunch and play times if needed. LSAs are used to run special programmes as required, e.g. speech and language programmes involving speech production, understanding and use of language, social use of language, phonological awareness skills; Precision Teaching, Musical Communication and Socially Speaking.</p> <p>LSAs may teach small focused groups for assistance with English and Maths.</p> <p>One trained LSA is a Learning Mentor for the support of children with social communication and emotional difficulties.</p> <p>One trained LSA has an overview of the support of children with speech, language and communication needs.</p> <p>In-school training is arranged for specific SEND topics and medical needs for LSAs, Teachers and Mid-Day Assistants (MDAs). Regular opportunities are given to Teachers, LSAs and the SENCo to attend courses on particular SEND topics and feedback is given at staff meetings and LSA meetings, so new information is shared with all staff. SENCo liaison meetings are held monthly with all LSAs to discuss programmes, feedback on courses, and discuss specific children with SEND. Regular workshops are also planned to refresh knowledge and train new or less experienced LSAs.</p> <p>Termly SENCo cluster meetings are held covering a range of SEND topics.</p>
<p>Information about how equipment and facilities to support children and young people with SEND will be secured.</p>	<p>The Accessibility Policy can be accessed on our School website. Where there are children with specific medical or disability needs, then advice is sought from other agencies and reasonable adaptations and adjustments are made to the school building.</p> <p>Specialist resources are used to aid learning across the school, e.g. sand timers, first and then boards, visual timetables, pencil grips, sit and move cushions, writing slopes and coloured overlays. There are also ramps at main exits, disabled toilets with a changing facility, and striped steps and posts for visually impaired pupils. A Radio Aid device is used by staff during learning tasks and assemblies, to support those with hearing impairments to access and engage with the opportunities available to them.</p>

	<p>Further specific specialist equipment is bought or hired according to the needs of the children, as and when they arise. All monies used for specialist equipment are provided through the SEND budget, or from the Pupil Premium funds for children with SEND.</p>
<p>The arrangements for consulting parents of pupils with SEND.</p>	<p>For pupils on the SEND register, termly meetings are arranged to review the child’s progress towards their targets. This is recorded on a one plan and a copy of this is shared with the child’s parents/carers. Families are invited to comment using the Parental View forms prior to the meeting and throughout the discussions during the meeting.</p> <p>The SENCo (Mrs Helen Liddicott) is available on Mondays, Tuesdays and Thursdays to discuss any concerns a parent might have. Parents and carers can contact or make an appointment to see the SENCo at a mutually convenient time if they have a concern or need advice.</p> <p>The SENCo attends multidisciplinary meetings with parents if invited by them. Parents of children who have an EHCP are invited to discuss their child’s progress in greater detail at the Annual Review. The SEND area of the school website is regularly updated by the SENCo, with key information regarding the services and support available for children with SEND and their families.</p>
<p>The arrangements for consulting young people with SEND about, and involving them in, their education.</p>	<p>Children on the SEND register are made aware of their targets and are informed about their progress on a regular basis. The targets are discussed with the child so he/she is aware of them. Pupils are invited to make a contribution to the targets and contents of their One Plan prior to SEND meetings and are also invited to attend their meetings. Annual Review meetings are held for children with an EHC Plan to analyse progress towards aspirations, set new targets and determine strategies to improve attainment. Pupils record their views about school on the pupil view section of the paperwork and are invited to discuss their achievements at the start of the Annual Review meeting should they wish to attend.</p> <p>Rewards for achievement of targets and good conduct include (but are not exclusive to) sticker charts, Headteacher awards, team points, achievement certificates awarded in celebration assembly and certificates awarded for specific programmes.</p> <p>Pupils with SEND are given equal opportunities to participate in all school activities and roles of responsibility. Pupils with SEND are represented on the school council and are house captains and play leaders within school.</p>
<p>Arrangements made by the governing body relating to complaints for parents of children with SEND.</p>	<p>The procedure for complaints is highlighted on the School website.</p>

<p>How the Governing body involves Local Authorities Services.</p>	<p>Relevant Policies: Code of Practice; Health and Social Care Act.</p> <p>The SEND Governor is Mr Tim Hodge.</p>
<p>The contact details of support services for the parents of pupils with SEND.</p>	<p>The contact details of support services are available within the SEND section of the school's website.</p> <p>Other specialist service contact details are given to parents as and when needed.</p>
<p>School arrangements for supporting pupils transferring between stages of education and preparing for independent living.</p>	<p><u>TRANSITION PLAN ARRANGEMENTS FOR TRANSFER FROM PRE-SCHOOL TO THIS SCHOOL</u></p> <p>Where children are transferring from pre-school, all children who were on the SEND register remain on the SEND register at this school. Where a concern is raised about a child by the pre-school they may be placed on the SEND register to be monitored. Where possible, all provision programmes and outside agency support in place at pre-school continue at this school.</p> <p>All children with SEND may visit this school on several occasions to familiarise themselves with the staff and school structure, including hall, playground, toilets etc. We make individual visual photographic books to support our children with SEND with this transition. Class teachers and the SENCo work closely with pre-school settings and the families of children with SEND to ensure the transition to our school is as smooth as possible.</p> <p><u>TRANSITION PLAN ARRANGEMENTS FOR TRANSFER FROM CLASS TO CLASS</u></p> <p>The child's current class teacher will complete a handover with the new class teacher, ensuring the child's needs and current support strategies are clearly explained. All One Plans are stored electronically on a secure system which is accessible to the teaching team. This access will provide them with the children's Summer Term's SEND targets and any other medical information. Relevant courses will also be arranged for staff in order to ensure they have the appropriate knowledge and skill-set to support the children they teach. If parents or carers have any concerns about the transition, they are welcome to make an appointment with the SENCO to discuss this in further detail.</p> <p><u>TRANSITION PLAN ARRANGEMENTS FOR TRANSFER FROM THIS SCHOOL TO SECONDARY SCHOOL</u></p> <p>Where children are transferring to Secondary School, the SENCo will meet with SENCos of each secondary school to transfer SEND information. All SEND school records will be passed onto the secondary school, or any other school the child may transfer to, regardless of whether or not the child has been removed from the register or is being monitored to go on to the register. Pupils give their views on any worries they may have regarding secondary school and this is passed on to the secondary school. We work with the secondary schools to</p>

	ensure that where possible children with SEND have additional transition visits, get to meet with key members of staff and have an opportunity to have their worries addressed prior to starting at their new school.
Information on where the Local Authority's Local Offer is published.	SEND Policy School website http://www.essexlocaloffer.org.uk/