



Special Educational Needs and Disability Information Report

Identifying, assessing and making provision for children with Special Educational Needs

What is Special Educational Needs and/or a Disability?

SEND stands for Special Educational Needs and Disability.

At Broadway, a child has SEN if they have a learning difficulty or disability which call for special educational provision to be made for him or her.

A child of compulsory school age is identified as having a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

This national SEND Code of Practice 2015 is available here:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Who is the Special Educational Needs Coordinator and the SEND Governor?

The Special Educational Needs and Disability Coordinator (SENDCo) is **Victoria Clark**.

Please contact the school office (01454 867130) if you need to arrange a meeting with Mrs Clark.

Mrs Clark is available for meetings on a Monday and Tuesday.

The SEND Governor is **Carol Warrant**.

Types of Special Educational Needs

Our school provides additional and/or different provision for the four areas of need outlined in the 2015 Code of Practice. These are:

1. Cognition and Learning

- moderate learning difficulties, where learning difficulties are present across some subjects,
- severe learning difficulty where pupils are likely to need support in all areas of the curriculum and have associated difficulties with mobility and communication,
- profound and multiple learning difficulties where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment and
- specific learning difficulty such as dyslexia, dyscalculia or dyspraxia

2. **Communication and Interaction**

- Speech, language and communication difficulties
- Autistic spectrum disorder (including Asperger's Syndrome and Autism)

3. **Social, Emotional and Mental Health**

- Attention deficit hyperactivity disorder (ADHD)
- Attachment disorder
- Social and emotional difficulties
- Behaviours that may reflect mental health difficulties such as anxiety

4. **Physical and/or sensory needs**

- visual impairments,
- hearing impairments,
- sensory sensitivities
- physical disability

Children may have needs across **more** than one of these areas and their needs may also change over time.

Identification of and provision for Special Educational Needs

Class teachers continuously monitor children's progress in the four areas listed above using a range of assessments (formal assessments such as phonics checks, speech and language screeners, reading assessments, maths assessments or informal teacher observations) and will identify children that are making less than expected progress for their age.

- Areas of need are initially addressed by class teachers through our general '**quality first teaching**' delivered to the whole class.
- Where areas of need for individual children persist or worsen, a child has a diagnosis e.g. autism or is on the diagnostic pathway, they will be added to the SEND register and an **individual support plan** will be developed.
- For the most complex and long term SEND needs, an **Educational Health and Care Plan** needs assessment is conducted, which may lead to the provision of an **Educational Health and Care Plan**.

Further information on our **quality first teaching**, **individual support plans** and **Educational Health and Care Plans** is provided in the boxes below.

Quality First Teaching

Quality first teaching in the classroom is the foundation to including and supporting all of the children at Broadway Infant School. Our teachers are skilled at quickly identifying children's needs and putting in place additional support through lesson planning and delivery.

Children may be involved in small intervention groups (see later for examples), and / or with outside agencies like speech and language therapists.

We prioritise parent-teacher relationships and maintain an ongoing dialogue with parents informally and through our twice yearly parent's evenings.

Our quality first teaching draws on the STEP (Space-Task-Equipment-People) approach, which brings together consideration of the learning environment (Space), the activities set and strategies used (Task), the resources (Equipment) and the roles of the teaching staff (People) in delivering excellent educational outcomes for all children, including those with SEND.

Individual Support Plans

Where an area of need for a child persists or worsens, a child has a diagnosis e.g. autism or is on the diagnostic pathway, the child will be added to our SEND register and an individual support plan is put in place.

The support plan involves:

1. bringing together the child's, parents and teachers' views to identify the area(s) of need;
2. defining Specific, Measurable, Achievable, Realistic and Timely (SMART) targets; and
3. producing a learning strategy designed to meet short term targets and longer term outcomes, which may include specific interventions and/or outside agencies

The support plan uses the graduated approach of 'Assess, Plan, Do and Review' and is overseen by the SENDco. As we go through this cycle, previous decisions and actions are reviewed and the plan is revised.

The class teacher meets with parents at least three times a year to review the support plan, discuss adjustments, interventions and support and the child's progress and development. We will also discuss how you can support your child to progress at home.

All staff working with your child are informed of the content of the support plan.

Children with SEN will access interventions to work individually or part of a small group on targets relating to their needs and may also have input from outside agencies.

Educational Health and Care Plans Needs Assessments

For children with the most complex and long term SEND, an Educational Health and Care (EHC) needs assessment will be conducted, which may lead to the provision of an Education Health Care Plan (EHCP).

An EHC needs assessment is conducted by the local authority and can be requested either by the school or the parent / carers.

For further information about EHC needs assessments please see here;

<https://find-information-for-adults-children-families.southglos.gov.uk/kb5/southglos/directory/advice.page?id=DjT2PcqUe6Q&localofferchannel=2-3&channel=localoffer>

Educational Health and Care Plans

An EHCP provides additional support for children beyond what is ordinarily available in a mainstream school. EHCPs are coordinated by the Local Authority. For further information about EHCPs, see here;

<https://find-information-for-adults-children-families.southglos.gov.uk/kb5/southglos/directory/advice.page?id=4L9rFBilq1Q&localofferchannel=2-3&channel=localoffer>

Annual reviews

EHCPs are reviewed annually. For more information, please see here;

https://find-information-for-adults-children-families.southglos.gov.uk/kb5/southglos/directory/advice.page?id=vyxt_i9FA00&localofferchannel=2-3&channel=localoffer

What should I do if I think that my child has SEND?

1. The first step is to raise your concern with your class teacher(s). The class teachers will confirm whether they have observed the same issue at school or if not, will monitor your child over a period of time. The class teacher will plan initial next steps and keep you informed.
2. If the issue persists, the next step will be to arrange a meeting with the SENDCo (Mrs Clark) and the class teacher(s). We will use a range of assessment tools (e.g. phonics checks, speech and language screeners, in class observations) and sometimes advice from outside agencies. We will discuss and evaluate your child's strengths and weaknesses with you and revise the programme of support.
3. We may make the decision to place your child on the SEND register (at this or a future meeting) and an individual support plan will then be developed. It may also be appropriate for you to take your child to your GP to discuss their needs with a medical professional.

Interventions

The class teachers work closely with the SENDCo and support staff to plan appropriate interventions to meet the needs of your child. Some of the interventions we offer include;

- **Interventions** to develop attention and listening skills
- **Speech and Language 1:1 sessions**- including support from our link NHS therapist and Cluster therapists- Staff members attend sessions with the therapist so strategies can be used within the classroom and interventions.
- **Phonics** - Including Phonics Hero and catch up interventions provided by our statutory phonics scheme.
- **Speedy reading (precision teaching)**- To develop the speed and accuracy of reading words
- **Additional 1:1 reading**
- **Numicon**- The 'Breaking Barriers' intervention programme for maths
- **Lego Therapy**- aims to develop social communication skills
- **Time to Talk**- to teach and develop social interaction skills and improve oral language skills
- **Sensory circuits**- a sequence of physical activities that are designed to alert, organise and calm
- **Smart Moves**- to develop motor coordination skills
- **Fine motor**- sometimes this requires the support/advice of an Occupational Therapist
- **20-20-20 lunch time club** (only Mondays)- an opportunity for some calm and quiet play during the lunch hour.
- **Social stories**- A way to explain social situations
- **Teacher led interventions**- including additional reading and play support within activities
- **Play therapy** – an external Play Therapist is used to provide this therapy for children with varying social, emotional needs.

This is not an extensive list. The SENDCo alongside the leadership team, review and evaluate the effectiveness and impact of the support we offer and changes are made accordingly.

Disability and Special Educational Needs

As noted in the Special Educational Needs Code of Practice (2015): "Many children and young people who have SEND may have a disability defined under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'..."

...This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer."

Not all children with a disability also have special educational needs, but where the disability does require additional educational support, this will be handled by the SEND support processes described above.

Admissions for children with disabilities

We work closely with parents and previous settings during the admissions process to ensure that reasonable adjustments for children with disabilities are put in place before children start school to make sure all children have equal access to school life. Reasonable adjustments can include, for example arranging equipment (like hearing induction loops), extra support or additional classroom resources, like individual work stations, pencil grips or writing slopes.

Physical accessibility of Broadway Infant School

We are a single storey school which has a large outside space. Physical access to central facilities and teaching accommodation is fully accessible. The school has a disabled toilet facility which has a shower, handrails and a changing bench. The school also has a disabled parking bay. Further information is available in the school accessibility plan here:

<https://static1.squarespace.com/static/622f103b49fbdc3e51196a1d/t/63bd6deb42ebd909a2fb34da/1673358828215/Accessibility+plan+22-25.pdf>

School Trips

We ensure trips outside of school are accessible for all children. We consult parents of children with medical, physical or special educational needs that will affect their ability to access the trip in the planning stages of school trips and risk assessments for individual pupils are carried out if needed. Staff to pupil ratios are planned to ensure that children with additional needs are appropriately supported.

Social, Emotional and Mental Health

At Broadway, we support children's social, emotional and mental health through activities and measures such as:

- **Jigsaw Sessions** (Personal, Social and Health Education)
- **Zones of Regulation** which develops children's awareness of their emotional state and explores a range of tools and strategies for emotional wellbeing.
- **Calm Spaces**- Each classroom has a calm area which children can access during the day. It is a space where children can go to support them in feeling calmer and happier with

some reminders of strategies they could use. It is also a place where they can access sensory resources, such as ear defenders, weighted lap pads, poppits or a wobble cushion. There is also a calm room available at the school.

- **Mentoring**- at Broadway we have a nurturing approach. All staff use strategies such as check ins and mentoring to listen to the views of children and support them with next steps.
- **An inclusive curriculum and resources** which reflect diversity including race, ethnicity, gender, disability, age, faith, family situation, challenges negative stereotypes, supports a positive sense of self and wellbeing.
- **Celebrations of success** e.g. assemblies, certificates
- **Primary Mental Health Specialist**- We have a primary mental health specialist who can support us with any child mental health concerns we may have
- **Parent support worker**- we have a parent support worker who works with parents to provide a link between home and school, offering individual support and signposting to external services.

Measures to prevent Bullying

At Broadway we have 3 school rules; be ready, be safe and be respectful. Children are taught these rules alongside our school values of honesty, respect, responsibility, kindness, friendship and resilience. All incidents of negative behaviour is dealt with using our behaviour policy and children are given the opportunity to follow a restorative approach after any incidents.

Children receive a weekly PHSE lesson using the Jigsaw scheme and assemblies are used to teach children our school values and the British Values with a particular focus on celebrating differences so children know how to behave and know what is right and wrong.

At Broadway we have a child friendly anti-bullying policy and this is used to teach children about what bullying is and support children to identify when bullying has happened.

If parents / carers are concerned about bullying they should speak to their child's class teacher in the first instance and this will be then dealt with following our school Anti-Bullying Policy.

Medical Conditions

We make arrangements to support pupils with medical conditions. If your child has a medical condition, we will set up an individual health care plan which will specify the type and level of support required to meet the medical needs of the pupil. If the child also has SEND, the provision will be planned and delivered in a coordinated way with the healthcare plan.

Working with Parents and Children

- We know how important it is to gather information from you in order to get an in depth knowledge of your child. We like to understand how your child learns and behaves at home and whether you share the same concerns. We listen to your concerns- you know your child best.
- We will inform you if we are making special educational provision for your child.
- We work with you and the child to decide how their needs will be met.
- We also listen if there are any concerns raised by the child.
- The child and their needs are at the heart of the planning. We will collect information about your child for example, how they learn best and what works for them.
- We report on your child's attainment and progress through parents evenings 2x a year and through an annual school report at the end of each academic year.
- We also meet with parents at least 3x times a year for children receiving SEND support or an EHCP to discuss progress towards short term targets and longer term outcomes,

including sharing the provision we have in place for your child. We will then plan and share new targets and provision as well as gathering child's voice and parents views to contribute to the reviews. This meeting will include sharing ideas on how to support your child at home.

- At Broadway, we have an open door policy so if you would like to talk to us at any time please either see your child's class teacher, the head teacher or the SENDco to arrange a meeting.

Outside Agencies

Sometimes, we use outside services to advise on areas of SEND, including appropriate strategies and interventions. We work together to get the best possible support for your child. You will be asked to give your permission for us to refer your child to an outside agency. The discussions and any outcomes and actions will be shared with you. Some of the outside agencies we use are:

- Speech and Language Therapists
- Educational Psychologists
- Occupational Therapist and Physiotherapists
- Inclusion Support Services
- Behaviour Support
- Cluster support
- Local Authority 0-25 team
- Early Years advisors
- School Nursing Service
- Play Therapists
- Child and Mental Health Services
- Community Paediatric service
- Social Services
- Virtual School

Training for Staff

- The SENDco and Head teacher monitor the training needs of the staff and the needs of the children within our school.
- Staff at Broadway have access to training across all four broad areas of need such as Autism, ADHD, mental health, speech and language, maths and phonics, enabling them to meet the needs of the children they work with and they also have opportunities to have training in areas related to the needs of the staff.
- In addition, the SENDco receives cluster and Local Authority support/advice which can be disseminated to the staff.
- We promote the sharing of new knowledge and skills by providing opportunities to communicate these with other staff members such as at staff meetings.

Transition

Transfers between phases of education

Starting at Broadway in Reception ...

- Reception staff meet the providers of Early Years settings to gather information on the children starting in Reception and the SENDCo attends transition meetings with pre-school providers when there is a child with an identified SEN or disability.
- Schools are made aware of who has SEND and who has had Early Years Inclusion Support.
- Your child will have the opportunity to receive a home visit from members of the Reception team in September
- Your child will be visited at your pre-school or nursery in the summer before they start school.
- Each child will receive a photo book which introduces your child to some aspects of school life.
- If you have concerns about your child starting school they will also be offered extra visits into school so they can become familiar with the environment and staff. This can take place after school hours so the environment is quiet and calm.
- If you have concerns before your child starts school, please do come and see us.

If your child is moving to another class within school

- Class teachers will meet with each other to discuss your child, sharing all relevant documents and strategies that are in place.
- Your child will visit their new class in term 6
- Opportunities to make extra visits will be arranged and photobooks created if necessary
- You are always welcome to come in and talk to your child's new teacher.

If your child is moving to another school

- At Broadway, we work closely with staff of the Ridge Junior School (and other settings if required) to ensure a smooth transition including transition visits, liaison with teachers and the SENDCo to communicate needs and provision already in place. Additional visits are offered to the children who need it.
- All relevant documents and records will be passed onto the new school.

If your child is moving from another school

- When a child joins from another school, the SENDCo of the child's current school will pass on information about the child's needs and current support they are receiving.
- If your child joins our school with an identified need, we will work with you, as well as agencies who are already involved, to plan the best way to support your child.

Complaints Procedure

If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENDCo or Head teacher. If you are still not happy you can speak to the school SEND Governor.

Support for Parents

A vital form of support for parents and carers of children with SEND are support groups. Please see the link below for a list of support groups.

<https://find-information-for-adults-children-families.southglos.gov.uk/kb5/southglos/directory/advice.page?id=5CONFJm77o8&localofferchannel=5-1&channel=localoffer>

We may set up an Early Help Plan (EHAP) to help families and professionals work together to support children and young people achieve the best possible start in life, thrive and be prepared for a successful adult life.

Please follow the link for more information on Early Help Plans

<https://find-information-for-adults-children-families.southglos.gov.uk/kb5/southglos/directory/advice.page?id=OVbitrJdjl>

The South Glos Local Offer Website has a range of advice and information for parents and carers and can be found here; [Link to Local Offer](#)

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