

# Broomhill Infant School

## SEND Information Report 2019



**Approved by:** Hayley Farthing

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## 1. 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 (SEND)
  - Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
  - Explain our commitment to providing high quality care and education to every child that attends our school.
  - Describe how every child is equally valued and has opportunities to grow and develop in a safe and caring environment.
- Explain how children their families and staff at Broomhill Infants work in partnership to ensure each child reaches his/her full potential.

## 2. Legislation and guidance

This policy and information report 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 SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCos) and the SEND information report

## 3. Definitions

A pupil has SEND if they have a learning difficulty or disability, which calls for 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 the majority of 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.

## **4. Roles and responsibilities**

### **4.1 The SENDCo**

The SENDCo is Hayley Farthing, Headteacher. The SENDCo Assistant is Rebecca Symmons, Trainee Teacher.

They will:

- Work with Mark Williams, 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 co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

### **4.2 The SEND governor**

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 SENDCo and SENDCo Assistant to determine the strategic development of the SEND policy and provision in the school

### **4.3 The headteacher**

The headteacher will:

- Work with the SENDCo assistant, staff and governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND

### **4.4 Class teachers**

Each class teacher is responsible for:

- 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 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

## 5. SEND information report

### 5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

### 5.2 Identifying pupils with SEND and assessing their needs

We will observe and assess each pupil's current skills and levels of attainment on entry. Class teachers will make regular assessments of progress and development for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Steps of progress made within a specific frame of time
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### 5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents when it is decided that a pupil will receive SEN support.

### 5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment, observations and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

### **5.5 Supporting pupils moving between phases**

We will share information with the school the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

An individual transition plan is agreed with the child, family and SENDCo of the next school.

### **5.6 Our approach to teaching pupils with SEND**

Teachers 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 pupils who have SEND. Teaching and learning, classroom environment and resources are differentiated to ensure that all learners can access the curriculum and make progress.

A practical curriculum that flexibly meets the needs of all learners based on their interests and experiences.

Broomhill Infants is a Makaton friendly school and provides pupils Makaton and visual aids to communicate.

The Nurture provision offers guidance and support to children and their families with Social, Emotional and Mental Health needs. Children that may need to access the alternative provision are identified and monitored through a Boxall assessment. Individualised learning programs focus on social communication, managing feelings and behaviour, developing early play skills and forming positive relationships with others. Emotional Literacy Support Assistants are specially trained to support children to build resilience and self-esteem, and to support children in times of loss bereavement or family break ups.

All staff working in partnership with other professionals to target specific needs.

Each class has highly skilled Learning Support Assistants to support teaching and learning through whole class, small group, paired and individual activities.

Additional funding applications are completed to support the financial commitment to Additional Learning Support Assistants.

Speech and Language Therapy sessions and drop in visits are planned regularly.

A training budget ensures staff have access to the most up to date training and opportunities to develop their professional skills.

### **5.7 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson.
- Adapting our resources and staffing to need of the children.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary and new skills, reading instructions aloud and modelling, etc.
- Physical adaptations to the school building ensures that children with physical or visual impairments are able to attend Broomhill Infant School.
- Offer challenge and high expectations or all our learners.

### **5.8 Additional support for learning**

Highly trained and skilled Learning Support Assistants and Additional Learning Needs Assistants support across the whole school. At Broomhill Infant School we do not have a designated timetable for interventions that withdraw children as we believe that during times of withdrawal children miss important learning and experiences that are taking place in their class. Instead a holistic approach is developed by the Class Teacher, Learning Support Assistants, Additional Learning Needs Assistants, SENDCo and other professionals. We work closely together to adapt teaching and learning to an appropriate developmental stage enabling all children to achieve and reach their potential, interventions may take place in the

classroom and these are led by the class teacher or LSA. Our focus is that all children succeed, build self-esteem and confidence.

High adult support is provided to children with specific needs e.g. physical needs, speech and language sessions and specific learning difficulties.

We work with the following agencies to provide support for pupils with SEN:

- Educational Psychologists
- Speech and Language Therapists
- Physio Therapists
- Occupational Therapists
- Autism Education Trust
- Early Years Portage and Inclusion
- Paediatricians

### **5.9 Expertise and training of staff**

Headteacher is the SENDCo and has over 10 years experience in this role and has worked as a Specialist Deputy Headteacher and Resource Base Leader.

We have a team of 12 teaching assistants, including 1 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

In the last academic year, staff have been trained in:

- Teir 2 Autism Spectrum Disorder
- Anxiety and Trauma in under 7s
- Colourful Semantics
- Makaton
- Picture Exchange Communication System (PECS)
- ADHD and ASC Training
- Attention Autism & Autism Bucket
- Early Years SENDCo
- Emotional Literacy Support Assistant (ELSA)
- Emotional Regulation
- Phonics
- Dough Gym
- Nurture Provision
- Physiotherapy
- Manual Handling
- Communication adaptation

We use specialist staff for Nurture and Makaton

### **5.10 Securing equipment and facilities**

School & SEN funds are used to secure equipment. School makes additional funding applications to Top Up panel to gain financial support.

Fundraising and grants have been applied for to support the adaptation of the school building and access more IT resources.

### **5.11 Evaluating the effectiveness of SEN provision**

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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of individual support and care plans
- Child and parent conferencing
- Parental questionnaires
- Monitoring by the SENDCo
- Using provision maps to measure progress
- Holding annual reviews for pupils that access additional funding and EHC plans

### **5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not 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 residential trip to Barton Camp.

All pupils are encouraged to take part in every aspect of school life including sports day, performances, school trips, Tinker Tuesdays, Forest Schools. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

### **5.13 Support for improving emotional and social development**

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

- Pupils with SEND are encouraged to be part of Lunchtime Hedgehogs to support development of friendships and play skills. Offers a time to self-regulate before returning to class after lunchtime.
- Pupils with SEND are encouraged to be part of the school council, become school librarian and eco warriors.
- Family Style lunchtime where all members of staff sit with the children to enjoy lunch provides opportunities to develop social communication skills.
- Pupils with SEND are encouraged to become Playtime Buddies helping to look after the younger children in the school and make sure that no-one is feeling lonely.

We have a zero tolerance approach to bullying.

### **5.14 Working with other agencies**

The school works positively with other bodies including health and social care, local authority support services and voluntary sector organisations to support children and their families.

All other professionals supporting a child or family are invited to meetings including; annual review, EHCP, team around the family.

The school support families with referral forms that access support. The school will provide support and attend appointments alongside families e.g. visits to transitioning schools, medical appointments and attending new groups.

Other agencies e.g. Supportive Parents and Cerebral are invited to attend school events such as the summer fair to become more visible to our families.

Training events for families take place after school e.g. Autism Awareness, Managing Behaviour.

Advertising of training events are shared on school bulletin boards and websites.

## 5.15 Complaints about SEN provision

Complaints about SEND provision in our school should be made to the Class Teacher/SENDCo/Headteacher in the first instance. They will then 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

## 5.16 Contact details of support services for parents of pupils with SEN



**SUPPORTIVE PARENTS**  
*Support for parents, children & young people about SEND*



**INFORMATION & SUPPORT LINE**  
**0117 989 7725**



**Bristol's Local Offer**

A single place for information, service and resources for children and young people from birth to 25 years old who have special educational needs or disabilities, and for their families and carers.

## 5.17 Contact details for raising concerns

Hayley Farthing  
Headteacher & SENDCo  
Broomhill Infant School  
Fermaine Avenue  
Bristol  
BS4 4UY

0117 3534440     [head.broomhill.i@bristol-schools.uk](mailto:head.broomhill.i@bristol-schools.uk)

## 6. Monitoring arrangements

This policy and information report will be reviewed by Mark Williams, SEND Governor and Hayley Farthing, Headteacher & SENDCo **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.

## 7. Links with other policies and documents

This policy links to our policies on:

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