

Broadstone Hall Primary School Offer

Please click the relevant words on the wheel to be taken to the corresponding section.



Please see the following page for information on this setting's age range and setting type



Broadstone Hall Primary School Offer

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Name of Setting	Broadstone Hall Primary School
Type of Setting <i>(tick all that apply)</i>	<input checked="" type="checkbox"/> Mainstream <input type="checkbox"/> Resourced Provision <input type="checkbox"/> Special <input type="checkbox"/> Early Years <input checked="" type="checkbox"/> Primary <input type="checkbox"/> Secondary <input type="checkbox"/> Post-16 <input type="checkbox"/> Post-18 <input type="checkbox"/> Maintained <input type="checkbox"/> Academy <input type="checkbox"/> Free School <input type="checkbox"/> Independent/Non-Maintained/Private <input type="checkbox"/> Other (Please Specify) <input style="width: 150px; height: 15px;" type="text"/>
Specific Age range	
Number of places	
Which types of special educational need do you cater for? <i>(IRR)</i>	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input checked="" type="checkbox"/> We are an inclusive mainstream setting catering for children and young people with a wide range of needs who are able to demonstrate capacity for accessing the mainstream curriculum with differentiation and support. </div> <div style="width: 45%;"> <input type="checkbox"/> We are an inclusive setting that offers a specialism/specialisms in </div> </div> <div style="border: 1px solid black; height: 150px; margin-top: 10px;"></div>



Our School Offer for Special Educational Needs and/or Disability

Broadstone Hall School Offer (SEN)

At Broadstone Hall Primary School we strive to support all children to enable them to achieve at school. In order to do this many steps are taken to support them through their learning journey. Quality teaching is vital; however for some children there are occasions when further additional support may be needed to help them achieve their targets.

Roles & Responsibilities of the special Needs Co-ordinator (SENCO).

Our SENCO is responsible for the operation of the Special Educational Needs Policy and co-ordination of specific provision made to support individual children with SEN. She liaises with staff to monitor the pupil's progress and together with other members of staff, plans further interventions where progress is slower than expected. She regularly has contact with a wide range of external agencies that are able to give more specialised advice.

If you have any concerns regarding SEN matters do not hesitate to contact her at

lauren.haynes@broadstonehall.stockport.sch.uk

or

0161 432 1916

Questions from the Parent/Carer's Point of View:

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Identification

How will you know if my child or young person needs extra help?

During the 1st half term (Autumn) teachers have a meeting with the SENDCo to discuss all children in their class. During this meeting, any concerns over a child's attainment, progress or other needs are raised by the class teacher. A discussion is held about what support can be put in place for this child and if it would be beneficial for the child to have a Support Plan.

At the end of each term the SENDCo looks at the data of each co-hort from pupil progress meetings and class tracking to see if there any children who are not



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Identification

making expecting progress. If children are identified a discussion takes place between the SENCo and class teacher about any factors which may be causing the lack of progress or if they need extra support.

What should I do if I think my child or young person needs extra help?

If you have concerns that your child may have an additional need or are struggling to make progress, there are many ways you can inform school. Parents evenings give you the opportunity to express your concerns as well as hearing about how the school view your child's progress. The SENDCo welcomes parents to arrange a meeting any time on a Monday or Tuesday, or after school during the rest of the week.

Where can I find the setting/school's SEND policy and other related documents?

All of our policies can be found on our School Website



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Teaching, Learning and Support

2. How will your staff support my child/young person with SEND?

Each pupil's education will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class.

If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, numeracy or literacy skills etc. then the pupil may be placed in a small intervention group. This will be run by a highly skilled teacher or teaching assistant. The length of time of the intervention varies depending on the specific programme being followed. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.

These interventions will be recorded on the intervention provision map (this is a record of the interventions, timings, cost and impact of the intervention) This is monitored regularly by the Deputy Head Teacher, Assistant Headteacher and SENDCo. If you have any queries related to the interventions please do not hesitate to contact the class teacher or SENCo.

Pupil Progress Meetings are held each term. This is a meeting where the class teacher meets with the Senior Leadership Team to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned and any concerns about children who have been identified as having a special need

Occasionally a pupil may need more expert support from an outside agency such as the Children's Therapy Team (Speech and Language, Occupational Therapy etc), Learning Support Service, Educational Psychologist or Behaviour Support etc. A referral will be made, with your consent and forwarded to the most appropriate agency. After a series of assessments, a programme of support or advice is provided to the school and parents/carers.

- We are a very inclusive school.
- All pupils are given opportunities to learn in an inclusive manner.
- Provide good quality first class teaching which is differentiated to meet the needs of all our learners.
- Children with Special Educational Needs and Disability (SEND) benefit in class from small group or individual teaching, alternative forms of recording work, visual prompts etc.
- SEND staff and Teaching Staff have regular training in meeting the needs of all our learners.
- Team of high quality, experienced staff, deliver suggested activities from programmes under the supervision of the class teacher.
- Suggested activities to support children at home are explained to parents/ carers by the class teacher.



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Teaching, Learning and Support

- Regular multi-agency meetings are held to discuss progress.
- SENDCO and SEND governor share information regularly.

How will the curriculum and learning environment be matched to my child or young person's needs? (*IRR*)

When a pupil has been identified with special needs their work will be differentiated by the class teacher to enable them to access the curriculum more easily.

SEND Assistants may be allocated to work with the pupil in a small focus group to target more specific needs and carry out their SALT programme.

If a child has been identified as having a special need, they will be given a Support Plan. Targets will be set according to their area of need. These will be monitored regularly by the class teacher and by the SENCO twice a year. Support Plans will be discussed with parents at Parents' Evenings and a copy given to them. If appropriate specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencils grips, coloured overlays, or easy to use scissors.

- All class teachers take responsibility for meeting the needs of all learners in their class by differentiating the learning
- Differentiate in a range of ways eg. activities provided with 3 levels of difficulty plus challenge activities for more able pupils, adult support, group work, practical resources, different questions, use of ICT
- Class teachers aware of child's areas of strengths and weaknesses, and cater for this through planning appropriate activities and providing suitable resources to support children eg. personalised spelling banks, visual supports, number lines, writing slopes, modified furniture
- Independent, group, partner and whole class teaching and learning
- Wide variety of kinaesthetic, visual and auditory activities to support children's learning
- All children have a 1 page profile which summarises the child's strengths, what is important to them and how best to support them
- Encourage independence in all learners; this is promoted by ensuring that independent work tasks are matched as far as possible to the strengths of the learners



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Teaching, Learning and Support

- For those learners who require a more specialist approach to learning, class teachers are encouraged to discuss approaches to differentiation with specialist staff, for example the SENDCO or the Learning Support Teacher
- Personalised timetable (if required) that incorporates variety of individual programmes in addition to classroom activities
Class Provision Maps detailing how support is used in class, who for and how frequently

How is the decision made about what type and how much support my child or young person will receive? Who will make the decision and on what basis?

The SENDCO, deputy head teacher and assistant head teacher analyse the data to see which intervention, if appropriate, is suited to each child.

The amount of support children get will be decided by the SENDCO with agreement with members of the senior leadership team.

Parents will be informed of how their children are being supported, for how long and who will be delivering this support.

If your child has an EHCP those hours will be devised for the support they require by the SENDCO and the Deputy Head Teacher to suit the individual needs

- When children's needs are initially identified a discussion takes place between professionals and parents/ carers. Targets are discussed and the support the child needs to meet these outcomes will be agreed
- School staff are usually best placed to advise on the nature of the support / provision needed, but occasionally the school seeks the support of other agencies to advise on this
- Parents/ carers are fully involved in decisions about support and provision that is additional to that received by the majority of children
- If there are differences of opinion about the nature of support required the advice of external agencies (Parent Partnership) may be sought to support the decision making process
- Parents/ carers and professionals involved in the child's learning will be invited to review meetings. Progress towards targets and next steps are shared and the impact of extra support/intervention is evaluated.

How will you and I know how my child or young person is doing and how will you help me to support their learning?

You will be able to discuss your child's progress at Parents' Evenings.

Your child's class teacher will be available at the end of each day if you wish to raise a concern. Appointments can be made to speak in more detail to the class teacher or SENDCO by visiting the school office or arranging with the class teacher at the end of the day.

Your child's class teacher will be able to offer you guidance on how best to support your child at home. You will be given a copy of their support plan so you know what targets your child is working towards whilst expressing and writing your parent voice on each evaluation of the plan. Pupil voice is also noted on



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Teaching, Learning and Support

the plan. The SENDCo is also available to offer advice on how to support your child as are any outside agencies your child may be working with.

Children who are receiving support from outside agencies will have two progress meetings led by the SENCO and all agencies who are involved with the child are invited along with the parents.

Parents may be invited to meetings with outside agencies to discuss a referral, progress and next steps.

The SENDCo will liaise with parents throughout the terms in school.

How does the setting, school or college consult with and involve children and young people with SEND in planning and reviewing their education?

- Children take an active part in their target setting. Their targets are shared with them regularly and they are asked to comment on their progress when their support plan is reviewed.

How does the setting/school/college assess and evaluate the effectiveness and sufficiency of its arrangements and provision for children and young people with SEND?

The arrangements and provision for children with SEN are reviewed and monitored on a half termly basis. Progress is measured by data entered by the class teachers termly and progress towards their targets on their support plans are reviewed on an informal basis regularly and formally three times a year. Any changes to your child's support, provision or support plan will be communicated to you before any changes occur.

- The school's SENDCO, along with members of the leadership team undertake regular monitoring of pupil progress and of the effectiveness of provision.
- The school works closely with other local schools which enables opportunities for shared monitoring and provides support in undertaking rigorous monitoring. The success of intervention programmes in school is monitored carefully to ensure they provide high quality outcomes and remain good value for money.
- The individual opinions of pupils, parents/ carers and staff regarding the effectiveness of support are sought through questionnaires and collated to inform decisions about future provision.

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Keeping Students Safe and Supporting Their Wellbeing



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Keeping Students Safe and Supporting Their Wellbeing

How do you ensure that my child or young person stays safe outside of the classroom?

Pupil safety is our number one priority. Each child's needs are assessed on an individual basis to see if they may need support outside the classroom. If they do this may include:

- A known member of staff to meet and greet at the start of the day
- Support at Lunchtime
- Extra support from our Family Liaison Officer
- Support from the Sports coaches to encourage participation in activities at lunch time
- Extra support on trips
- Support in the dining room

The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties. These include:

- All staff are Restorative Approach trained which helps children deal with conflicts and empowers all involved in an incident, to discuss what happened and how they feel thoroughly.
- Social Skill groups run after school. Class teachers are asked to refer children who they feel will benefit from these.
- Children who find lunch times challenging are identified and all lunch time staff and sports coaches are made aware of them. Some children are encouraged to play organised sports during this time to support their needs.
- Where risks are identified measures are taken to limit these, for example supervising a child more closely during the handover between class teacher and parent/ carer at the start and end of the day
- Where necessary individual support is allocated for children at breaks, lunchtimes and during other activities such as outdoor games and on school trips

For some pupils a risk assessment is undertaken and personalised procedures are in place which are shared with parents/ carers, and reviewed regularly by the class teacher and SENDCO.

What pastoral support is available to support my child or young person's overall well-being?

How will the setting, school or college manage my child or young person's medicine or personal care needs?

- Our Family Support Worker is on hand to support the pastoral needs of all children including those with SEND.



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Keeping Students Safe and Supporting Their Wellbeing

- Support is available to encourage positive friendships in many ways including Circle Time in class, activities set up at lunch time and Social Skills groups which take place in the afternoon.
- We are aware that some children with SEND also have medical or personal care needs which require attention during the school day, including the administration of medication
- Wherever possible medication is administered by parents or carers. Otherwise medication is given by trained first aiders.
- All staff have annual medical needs training in key medical conditions eg. asthma, diabetes, epilepsy
- In any case of medical emergency all staff are trained to phone 999
- Children who require rescue medication eg. Epi-pen, Insulin are given this as required by trained staff, following signed parental consent
- Medication is kept securely and is administered by trained staff
- We work closely with our school nurse and other health professionals who advise and contribute to individual plans
- Parents/ carers are encouraged to provide up-to-date information regarding their child's medical needs and are involved in writing plans
- Children's Individual Health plans are accessed by all staff from designated area in staff room



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Working Together & Roles

What is the role of my child or young person's class teacher?

- The class teacher has the overall responsibility for pupil's learning and their day to day well-being in school
 - They are the first port of call for pupils and parents/ carers
- Class teachers are expected to plan and deliver appropriate learning opportunities for all pupils, and to ensure that any resources in place to support pupil learning are used efficiently (e.g. additional adults, physical prompts, interventions).

If a child has been identified as having a special need, a support plan will be produced. Targets will be set according to their area of need. These will be monitored regularly by the class teacher, and by the SENCO twice a year. IEPs will be discussed with parents at Parents' Evenings and a copy given to them. If appropriate specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencils grips, coloured overlays, or easy to use scissors.

Who else has a role in my child or young person's education?

The Head Teacher oversees the running of the school, ensuring that all elements of a pupil's education are in place.

- The school SENDCO has responsibility for co-ordinating the provision for pupils with SEND. She may work individually with pupils, or carry out assessments where required, and will usually host formal meeting such as annual reviews.
- There are also a number of support staff working in school. Many of these are highly skilled and experienced. Some of these staff run intervention programmes under the guidance of the teaching staff; others work in classrooms supporting pupils in small groups or on a 1:1 basis.

As well as your child's class teacher. Your child may receive support from

- TA's (in class or within an intervention group)
- SEND Support staff
- Midday assistants



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Working Together & Roles

- Sports coaches
- Louise Whitlow (Family Support Worker)
- Lauren Haynes/Nicola Clifford (SENDCO)

At times it may be necessary to consult with outside agencies for advice or specialised teaching

The agencies used by the school include:

- *Autism Spectrum Disorder Partnership*
- *Learning Support Service*
- *Educational Psychologist*
- *CAMHS (Child & Adolescent Mental Health Service)*
- *Young People Workers (previously known as Educational Welfare Officers)*
- *Sensory Support Service (to support pupils with hearing/visual Impairment)*
- *Inclusion Team*
- *Social Services*
- *Behaviour Support Service*
- *Primary Jigsaw*



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Working Together & Roles

- *Children's Therapy Team (Speech & Language/Occupational Therapy)*
- *School Nurse*

An Educational Psychologist is allocated to each school. She would normally only work directly with pupils who needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them. This involvement is generally planned at Multi Agency Planning meeting in Septembers but referrals can be made at any time throughout the year. The aim of her involvement is to gain an understanding of and try to resolve a pupil's difficulties in order to help understand the pupil's educational needs better. The psychologist will generally meet with the parent and give feedback after the assessment has been completed. She will offer advice to the school and parent/carers on how to best support the pupil in order to take their learning forward.

How does the setting, school or college ensure that information about a child's SEND or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child?

- When a child receives an EHC plan a meeting is set up with all the professional who are working with the child, the parents and the class teacher. This meeting is to ensure everyone is aware of the needs of the child and how best to support them in school. The same will happen if a child enters school with an EHCP already in place.
- For children who have not got an EHCP but are on our SEND register a meeting takes place with the SENDCO and each class teacher to discuss the child's needs and provision. This is done informally prior to the child going in to the class and then a formal meeting at the end of the first half term to give the teacher chance to get to know the child.
- Our SENDCO shares information about a child's SEND or EHC plan with class teachers regularly.
- Class teachers share this information with relevant teaching assistants and support staff and ensure that this is fed into their planning/ provision.
- SENDCO has meetings with, and offers training to, support staff as appropriate and check provision is in place.
- Information about SEND needs of pupils are detailed in pupil's 1 page profiles which all relevant staff have access to.

What expertise is available in the setting, school or college in relation to SEND?

Lots of members of staff have received training related to SEND.

These have included sessions on:



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Working Together & Roles

- *How to support pupils with Attachment disorder*
- *How to support pupils with social and emotional needs.*
- *How to support pupils with speech and language difficulties.*
- *How to support pupils with physical and co-ordination needs.*
- *How to support children with complex needs in the classroom*
- *How to support children with Dyslexia*
- *Training on specific interventions*
- *Team Teach training*

Mrs Haynes has gained the qualification 'National Award for Special Educational Needs Co-ordination' and is also a Multi- Sensory Impaired Teacher.

More training is currently being planned in for this academic year which include

- *More staff going on the complex needs course, Global Developmental Delay, Motor Skills United.*
- *Staff Training on the new SEN Code of Practise and the role of the class teacher.*
- *Regular Team Teach updates.*
- *Makaton*
- *All school staff have good awareness of SEND through regular staff meetings and training eg. ADHD etc.*



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Working Together & Roles

- We regularly provide opportunities for staff to share their expertise with others

Who would be my first point of contact if I want to discuss something?

- Your child's class teacher would be your first point of contact. The class teacher will pass on any information to the SENDCO and seek advice if necessary. They may direct you to the SENDCO if they feel necessary.

Who is the SEND Coordinator and how can I contact them?

- Our SEND Coordinator is Mrs Haynes. You can contact her via the school telephone number. 0161 432 1916 She will be temporarily replaced by Mrs Clifford, when she is on maternity leave from November 2018

What roles do have your governors have? And what does the SEND governor do?

The SEND governor liaises frequently with the SEND coordinator and attends all governing body meetings. Our SEND Governor is Mrs Davies.

What help and support is available for the family through the setting, school or college?

- We offer a wide range of support for parents including helping to fill in SEND paperwork. Parents are encouraged to ask for any type of help they feel they need. This support will usually be given by the SENDCO or the Family Support Worker.
- We recognise that there can be a huge amount of paperwork as a parent/ carer of a child with SEND. The school office and SENDCO provide support to parents as required. This might be completing forms with parents/ carers, or signposting them to agencies who can help further eg. Parent Partnership
- Information about parent support and advice is regularly given
- Our school website provides clear links to relevant information and Stockport's Local Offer.



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Inclusion & Accessibility

How will my child or young person be included in activities outside the classroom, including trips?

Activities and school trips are available to all.

Risk assessments are carried out and support put in place to enable all children to participate.

If it is deemed that an intensive level of 1:1 support is required a parent or carer may be asked to accompany their child during the activity.

We offer a wide variety of after school and lunch time clubs. Details of these can be found at

<http://moodle.broadstonehall.stockport.sch.uk/mod/resource/view.php?id=928>

How accessible is the setting/school/college environment?

Is the building fully wheelchair accessible?

Details (if required)

Are disabled changing and toilet facilities available?

Details (if required)

Do you have parking areas for pick up and drop offs?

Details (if required)

Do you have disabled parking spaces for students (post-16 settings)?

Details (if required)



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Inclusion & Accessibility

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Transition

Who should I contact about my child/young person joining your setting, school or college? *(IRR)*

- Please contact Stockport Authority regarding admissions - more information can be found here - <http://www.stockport.gov.uk/services/education/educationtrainingandemployment/schooladmissions/applyingforaplace/primaryadmissions/primaryadmisspoliciesexplained/>
- We follow Stockport Council's admission policy
- For further details contact the school office who will be happy to help 0161 432 6809
- For information about entry please contact Stockport Council School Admissions <http://www.stockport.gov.uk/services/education/educationtrainingandemployment/schooladmissions/applyingforaplace/>

How can parents arrange a visit to your setting, school or college? What is involved?

- Parents are encouraged to visit Broadstone Hall Primary School when making the decision about which school they would like their child to attend. Appointments can be made via the school secretary on 0161 432 1916.
- If you would like to speak to the SENDCO during this visit please request this when booking your appointment.

How will you prepare and support my child or young person to join your setting, school, or college and how will you support them to move on to the next stage, or move on to adult life? (as applicable for setting)

ENTRY

- Prior to entry families of pupils with SEND are encouraged to visit to meet with the SENDCO and class teacher
- SENDCO will visit pupils in there Nursery setting or class setting.
- A multi-agency approach is used to plan the timescale/ induction for entry of children with high level of need. This is in consultation with parents/ carers
- Following this, the school considers the provision necessary and if appropriate takes steps to acquire any resources needed to implement the provision



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Transition

- The action plan is then reviewed either prior to entry or within the first few weeks
- Prior to entry to school a range of transition measures are in place, personalised to meet the needs of the pupil eg. visits to school, meeting staff from current setting, meeting key staff in school
- Extra transition visits if this is deemed beneficial
- Class Buddy system to ensure the child has somebody to play with during their first few days before they form their own friendships.
- Transition meetings with previous setting to ensure all relevant information is passed on to us.

- When a child is moving on from Broadstone Hall we ensure all information is sent to the new setting and endeavour to arrange a transition meeting with the new setting.
- We accompany children during transition visits if appropriate.

TRANSITION TO NEW SETTINGS

- We prepare pupils for transition to new settings in a manner most appropriate to the individual eg. additional visits to the new setting, working through materials which address key aspects of the new setting, liaising with key staff from new setting
- We have good links with our local high schools and work closely with the staff from those settings
- We also have links with specialist settings and can signpost parents and families when making decision about secondary provision
- Parents/ carers of Y5 SEND pupils are invited to a transfer review meeting to share information and discuss initial transition arrangements. Wherever possible a member of staff from the preferred high school attends
- Parent Partnership will support families to visit a variety of secondary placements
- Representation of Y7 and the Y6 teacher meet at the end of Summer term to transfer information
- All SEND documentation and 1Page Profiles shared with new placement
- Transition units taught throughout the summer term in Y6

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Additional Information

What other support services are there who might help me and my family? *(IRR)*

- **Parent Partnership** - <http://www.parentpartnership.org.uk/find-your-pps/north-west/stockport/>



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Additional Information

When was the above information updated, and when will it be reviewed?

September 2018– The information will be regularly reviewed and the new date will be entered in this box. We endeavour to review this document at least twice a year.

Where can I find the Stockport Local Offer? *(IRR)*

<http://www.stockport.gov.uk/atozindex/sendreform/localoffer/>

What can I do if I am not happy with a decision or what is happening? *(IRR)*

- Parents are encouraged to give feedback to the school whether this be positive feedback or to raise a concern. They can do this in a variety of ways e.g. verbally, in writing or by email.
- The Complaints policy can be found on policy page of the school website