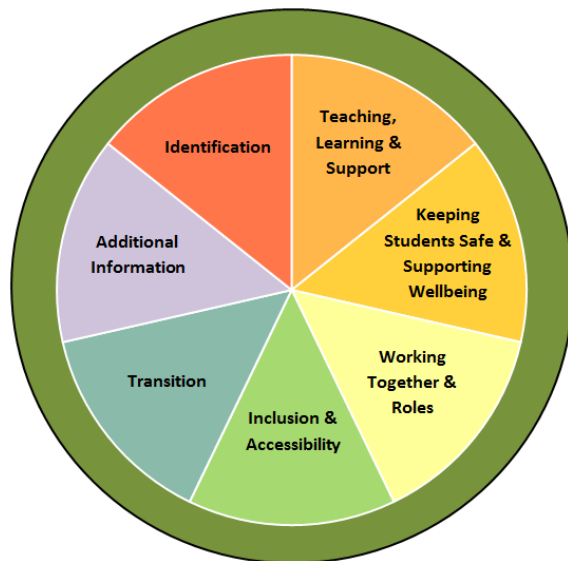


Broadstone Hall Primary SEND Information Report 2022



Broadstone Hall School Information

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 first teaching is vital; however for some children there are occasions when further additional support may be needed to help them achieve their targets. At Broadstone, we work hard to provide a caring, stimulating and inclusive environment where every child can reach their full potential. We are part of Stockport's Co-production charter which is about the way we will all work well together to create a culture where we will:

- Be open and honest
- Actively Listen
- Value the lived experiences
- Do what matters
- Be accountable and responsive
- Work together
- Be respectful

Stockport's and Broadstone Hall Primary Schools definition is:

'Co-production happens when all voices are actively listened to from the start of the planning process. This involves a mutual respect for each other's views, with an open and honest relationship that is transparent and continually evolving to achieve meaningful and positive outcomes.'

We recognise that you know your child best and you may feel that they need some additional help or support for some or all of their time at school. The information included here is to inform you of the types of support available for your child at Broadstone Hall. It will help you to understand who can help and how this support can be accessed.

Roles & Responsibilities of the Special Educational Needs Co-ordinator (SENDCo).

Our SENDCo is responsible for the operation of the Special Educational Needs Policy and co-ordination of specific provision made to support individual children with SEND. 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 SEND matters do not hesitate to contact her at

- **SENDCo-** Nicola.clifford@broadstonehall.stockport.sch.uk or **0161 432 1916**

Questions from the Parent/Carer's Point of View

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

During the first 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. The parents, class teacher, SENDCo and staff who support that child will create and Assess, Plan, Do, Review which evidences all strategies tried and their outcomes. This helps our team to build on a child's learning and track what has happened and what has not. Parental engagement and involvement is at the core of what we do here at Broadstone Hall Primary.

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

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 Wednesday, Thursday and Friday, or after school during the rest of the week.

Education, Health and Care Plan (EHC)

If your child's needs are complex or severe we may suggest that we ask the Local Authority for a statutory assessment. This may result in your child having an Education Health Care Plan which describes your child's Special educational needs or disability and the individualised, specialist help they should receive.

EHC's usually involve the Local Authority recognising the extra resources needed to help your child, although the school continues to fund a significant proportion of this. Additional resources often include staff time, specialist support and/or equipment

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.
- Our SEND Policy is under the SEND & Inclusion Tab

Teaching and Learning Support

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, teaching assistant or SEND assistant in class.

If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, Maths or English skills etc. then the pupil may be placed in a small intervention group. This will be run by a highly skilled teacher, teaching assistant or SEND 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 Headteachers, Phase Leaders and school SENDCo. If you have any queries related to the interventions please do not hesitate to contact the class teacher, your child's phase leader or SENDCo.

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, Inclusion 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 and work in partnership with parents.
- 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.
- We have a team of high quality, experienced staff that 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.
- 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?

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.

Teaching Assistants (TAs) and 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, inclusive practice undertaken and all pupils receive quality first teaching. These will be monitored regularly by the class teacher and by the SENCO three times a year. Support Plans will be co-produced with parents and outside agencies and discussed with parents at Parents' Evenings. 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 through quality first teaching, differentiating the learning, supporting and implementing resources deemed necessary for that child.
- 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
- A wide variety of kinaesthetic, visual and auditory activities to support children's learning
- All children have a one 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
- 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 promoting inclusion at all times.
- 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, along with the Senior Leadership Team analyse the data to see which intervention, if appropriate, is suited to each child. The amount of support pupils get will be decided by the SENDCo with agreement with members of the senior leadership team. Pupils will be identified during Pupil Progress meetings with each year group and their 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 but this maybe through small group intervention

- 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 any time and during 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 once it has been co-produced with yourselves. Your parent voice is captured as well as your child's voice so you know what targets your child is working towards. 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 progress meetings led by the SENDCo 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 pupils with SEND are reviewed and monitored on a half termly basis. Progress is measured by data entered by the class teachers termly if on SIMS but frequently highlighted on the Stockport Assessment Tracker. Progress towards their targets on their support plans are reviewed on an informal basis regularly with parents and any relevant outside agencies. This is formally carried out three times a year. Any changes that we feel are required to your child's support, provision or support plan will be communicated to you whilst taking into consideration your parental views.

- 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, regular meetings and collated to inform decisions about future provision.

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/ end of the day
- Support at breaks or lunchtimes
- Extra support from our Family Liaison Officer
- Support from our sports coaches to encourage participation in activities at lunch time
- Extra support on trips
- Support in the dining room
- Support with personal care
- Support with transitions
- Some children will be supported Via the Boathouse facility

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

- All staff have had the Team Teach training which helps staff support children on how to deal with conflicts and empowers all involved in an incident, to discuss what happened and how they feel thoroughly.
- A variety of clubs 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.
- 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 and after school.
- 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

Working Together & Roles

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

- The school SENDCO have a 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 which parental voice will be at the core.
- 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)
- Midday assistants
- Sports coaches
- Louise Whitlow (Family Support Worker)
- 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:

- *Learning Support Service*
- *Educational Psychologist*
- *HYMS (Healthy Young Minds)*
- *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*
- *Children's Therapy Team (Speech & Language/Occupational Therapy)*
- *School Nurse*
- *Team Around the Child*
- *YOS- Youth Offending Service*
- *Stockport Family Worker- School Age Plus*

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 September 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, cognitive assessments can also be carried out. The psychologist will generally meet with the parents 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/ SEND assistants whilst supporting staff and ensure that this is fed into their daily planning/ provision.
- The 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 one page profiles, My Plans, Behaviour Support Plans, Support Plans which all relevant staff have access to, to read.

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:

- *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.*
- *Autism Training*
- *Motor Skills United Training*
- *Makaton Training*
- *Speech and Language Training*
- *Mental Wellbeing Training*
- *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 Clifford is gaining a qualification 'National Award for Special Educational Needs Co-ordination' and is also a Numbers Count trained teacher as well as having the privilege of teaching all age groups from Nursery to Year 6 across different Education Authorities. She has gained specialist qualifications in leading behaviour and attendance too. She is now the lead teacher within the newly created specialist inclusion provision.

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

- *Inclusive Practice*
- *Staff Training on the new SEN Code of Practise and the role of the class teacher.*
- *Regular Team Teach updates.*
- *Makaton refresher*
- *Sensory Processing Training*
- All school staff have a good awareness of SEND through regular staff meetings, CPD requirements and training.
- We regularly provide opportunities for staff to share their expertise with others and the SEND team have fortnightly meetings with Mrs Haynes before school on a Wednesday. We have Senior Leadership Meetings every Monday after school.

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 it is necessary.

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

Our SENDCo is Mrs Clifford. You can contact her via the school telephone number. 0161 432 1916

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

The SEND governor liaises frequently with the SENDCo meeting at least once a term 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. Please do not hesitate to ask for any guidance or help.
- Information about parent support and advice is regularly given
- Home visits from school can also be facilitated.

Our school website provides clear links to relevant information and Stockport's Local Offer.

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 our school spider, website and on parent pay that are linked to your child for their age.

How accessible is the setting/school/college environment?

Is the building fully wheelchair accessible?

Details (if required): No. The dining room is not accessible for wheelchair users.

Are disabled changing and toilet facilities available?

Details (if required)

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

Details (if required)

Transition

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

- Please contact Stockport Authority regarding admissions - more information can be found here <http://www.stockport.gov.uk/services/education/educationtrainingandemployment/schooladmissions/applyingforaplace/>

- 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

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 and gain a vision of our setting.
- The SENDCO will visit pupils in their current 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
- 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 e.g. 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 more than once if required.
- We accompany children during transition visits if appropriate.
- We prepare transition packs if necessary perhaps of their new classroom, learning space, photographs, key people and even uniform.

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 one Page Profiles are shared with new placement
- Transition units taught throughout the summer term in Y6

Additional Information

What other support services are there who might help me and my family?

- **Parent Partnership** - <http://www.parentpartnership.org.uk/find-your-pps/north-west/stockport/>
- We also hold a parent drop in session every term too.

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

September 2022 – 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.



Broadstone Hall Primary have recently developed a SEND parental hub where we invite you to come and help us in driving our school forward. We are aiming for each hub to have a focus on what we will discuss.

Where can I find the Stockport Local Offer?

Stockport's Local Offer can be found on our website under SEND Information report.

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

- 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 our school website.