

**Broad Oak
Primary
School**



SEND INFORMATION REPORT 2019

Attitude

Behaviour

Courage

Determination

Enthusiasm

Friendship

Resilience

BROAD OAK PRIMARY SCHOOL SEND INFORMATION REPORT 2019

This Special Educational Needs and Disabilities Information Report provides information about the identification of and provision for pupils with Special Educational Needs at Broad Oak, paying regard to the SEND Code of practice 2014.

Summary of Key Information about Broad Oak

- Our approach is to enable each child to be all that they can be, working in partnership with families and external agencies to unlock potential and remove barriers to learning
- We have a dedicated Special Educational Needs Coordinator (SENCO) who has 28 years' experience in teaching children with SEN and the National Award for Special Educational Needs Co-ordination with Distinction
- Our SENCO is a member of the Senior Leadership Team
- School has a Resource Provision for pupils with Social, Emotional and Mental Health difficulties
- School commissions the services of a Speech and Language Therapist and an Educational Psychologist to support us in identifying the needs of the children
- School runs a monthly Parent Support Group for parents of children with SEN

1. Does my child require SEN support?

Concerns from parents/carers and school staff are used to identify a need. Progress of all children is monitored carefully to inform any decisions around special educational needs.

If a child has a high level of difficulty accessing learning and the curriculum when they join us or as they change during their school life, they may be considered to have a Special Educational Need or Disability (SEND). A health diagnosis would be used to identify a child as being SEND due to a disability.

If you have any concerns that your child may need some additional support or have SEND, please speak to their class teacher as soon as you can. They will be able to advise you and to discuss your child's needs further with relevant staff if you both feel that this is appropriate.

2. What are school's policies on identification and assessment of children with SEND?

At Broad Oak, we aim to identify children with particular needs as early as possible. Assessment of need may include observation of children's social skills and learning experiences in all curriculum areas, specific assessment by the school's SENCO, teacher assessment and use of assessments which will enable peer group comparisons to be made.

In completing assessments to consider the whole child, we acknowledge that gifted children often require additional resourcing to extend and fully develop their potential. Children who speak English as a second language may also require additional modified programmes and differentiation of the curriculum.

Policies in school are available which outline the range of assessments regularly used throughout the school. Other assessment tools may be required when children are making less than expected progress, which can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close, or widens the attainment gap between the child and their peers

Progress in areas other than attainment is also considered e.g. where a child needs to make additional progress with social needs in order to be fully integrated into school life or make a successful transition to high school. If behaviour is a concern, it is always considered whether there are underlying difficulties; if none, the class teacher would speak to parents/carers about anything that might have happened outside of school, gather information and work with parents and the SENCO to devise appropriate interventions.

Attitude

Behaviour

Courage

Determination

Enthusiasm

Friendship

Resilience

Information about significant incidents are recorded on our CPOMs (Child Protection Online Management System).

At Broad Oak, sometimes more specialised tests are used (usually by the SENCO) to assist in the identification of an individual child's needs in order to plan targeted programmes for them and to use as a benchmark for measuring the impact of subsequent interventions.

In addition, school commissions the services of a Speech and Language Therapist and an Educational Psychologist to support us in identifying the needs of our children using a range of specialist assessments. Further information relating to identification and assessment of children with SEND can be found in our SEND and Inclusion Policy document (available on our website).

Parents are always informed if school staff consider that their child has an additional need and parents and children (as appropriate) are involved in the planning to meet the need. We often recommend initially that eyesight and hearing are checked to discount these aspects.

3. How does the school cater for children with SEND, whether or not they have Education, Health and Care Plan?

a) Our Approach

Our school is an inclusive school where every child matters. We believe that provision for children with SEND is a matter for the school as a whole -the Governing Body, Head teacher, SENCO and all staff members have important day-to -day responsibilities. All teachers are teachers of children with SEND.

We work in partnership with all of our families and external agencies where appropriate to take specific action to address children's needs and support their development in the most appropriate way possible, celebrating effort as much as achievement.

However, we acknowledge that not all children with disabilities necessarily have special educational needs. All our teachers take action to ensure that children with disabilities are able to participate as fully as possible in the curriculum and statutory assessment arrangements.

Our school's SEND and Inclusion Policy is available on our website, detailing our philosophy in relation to SEND.

b) Our admissions policy for children with SEND

Before children enter school if they are known to have special education needs and/or disability, the school SENCO will initiate a meeting with parents and other relevant professionals to plan a successful transition into school. Other professionals may include the School Nurse, Occupational Therapy, Physiotherapy, Speech and Language Therapy etc.

c) Our Staff

Our SENCO has 28 years' experience in teaching children with SEND, having worked as SENCO in different schools and in close partnership with Specialist settings. She has the National Award for Special Educational Needs Co-ordination with Distinction.

We have four higher level teaching assistants and a team of 22 teaching assistants who are deployed in a variety of ways across the school to meet pupil needs.

The school has expanded its Inclusion team to include Student and Family Support. This team consists of SENCO and Leads for Child Protection and Attendance, Play Therapist, Forest Crew staff and a higher level teaching assistant from each phase on rotation.

SEND training forms part of the continuing professional development of all teachers and teaching assistants and is organised in accordance with the needs of our children. The school works closely with

Attitude

Behaviour

Courage

Determination

Enthusiasm

Friendship

Resilience

other local schools, sharing training opportunities including INSET days and accessing outside experts through Outreach.

In the last three years training has related to Autism, Attachment, Asthma, Dyslexia Awareness, Pathological Demand Avoidance, Makaton, Communications Cycle, Confidence in Co-ordination and TEAM TEACH. During this academic year relevant the staff have also received training by specialists in relation to Lego Therapy, Colourful Semantics and most recently "Quality First Teaching for All" which was attended by all teachers and teaching assistants.

In addition, we have 14 First Aiders on staff, and identified staff are trained at least bi-annually by the School Health Team with regard to Asthma, Epilepsy, Diabetes and Anaphylaxis.

d) Our Teaching

Quality first teaching takes place in all class rooms with the setting of high expectations and the provision of opportunities for all to achieve. A continuous cycle of planning, teaching and assessing is firmly embedded, which takes account of the wide range of abilities, aptitudes and interests of our children. Our teachers plan enough time for the satisfactory completion of tasks; plan opportunities where required for the development of skills in practical aspects of the curriculum and identify aspects of programmes of study and attainment targets that may present specific difficulties for children with disabilities.

Where appropriate, children with SEND will receive support that is additional to or different from the provision made for other children. All our teachers take account of a child's SEND in planning and assessment, providing appropriate support for communication, language and literacy needs. They plan, where necessary, to develop children's understanding through the use of all available senses and experience, to enable children to take full part in learning, physical and practical activities. Additionally, they help children to manage their behaviour and emotions in order to take part in learning effectively and safely.

The curriculum is scaffolded and differentiated to meet the needs of all our children. Differentiation for children with SEND may occur by grouping (e.g. small group, 1:1, peer partners); content of the lesson; teaching style; lesson format; pace of the lesson; provision of alternative recording methods (e.g. scribing, use of ICT, photographs etc.); outcomes expected from individual children; materials used; support level provided or provision of alternative location for completion of work.

School always acts upon advice received from external agencies (e.g. enlarging of print for visually impaired children; use of laptops for children with recording needs).

The impact of all of this is apparent in the results obtained in national tests at the close of each key stage, and information relating to results obtained over recent years is available on our website.

e) Our additional learning support for children with SEND

We have 26 teaching assistants employed in school, providing a higher staff to pupil ratio which maximises learning potential for all our children; most are trained to deliver a number of intervention programmes throughout the school.

Some teaching assistants are deployed in classes to support children on a 1:1, 1:2 or small group basis or to cover the class in order that the class teacher can provide 1:1, 1:2 or small group support.

We teach a differentiated curriculum to ensure that the needs of all children are met and implement Child Centred Plans with specific, measurable, achievable, realistic targets.

A large number of intervention programmes are available for children who require additional support e.g. 1st Class at Number, Word blaze, Wave 3 Fisher Family Literacy, Inference training, Saplings group etc. For children with specific identified or diagnosed needs, we also work very closely with external agencies to ensure that the best possible support is in place. This includes a Speech and Language Therapist and an Educational Psychologist, commissioned by the school.

Attitude

Behaviour

Courage

Determination

Enthusiasm

Friendship

Resilience

Specific resources or strategies are in place for many children recommended by external agencies e.g. coloured overlays/exercise books, sloping boards, sensory cushions, lap weights, use of 'brain breaks', access to area of quiet retreat, safe-bases, personalised and/or visual timetables.

As well as additional learning support, children with SEND may have access to:

- "The In Crowd" – a lunch time club for children with social communication and interaction needs
- Rainbow Island – therapeutic play provision for groups and individuals with social and emotional difficulties
- Messy Crew for groups for those who need sensory play

All children with SEND will also have access to:

- a half-term of Forest Crew either on site in our woods or in the local woods offsite to develop skills which support the development of resilience
- all extra-curricular activities
- before and after school care
- our residential trip to Robin Wood

f) Our arrangements for assessing/reviewing the progress of children with SEND

Our school's Assessment Policy (available in school) outlines the range of assessments regularly used throughout the school. This includes:

- evaluation of Child Centred Plans at least twice annually
- tracking of pupil progress in terms of expected levels of progress half- termly
- regular assessment of progress of children with speech and language needs by a Speech and Language Therapist
- a cycle of consultation meetings, based on the assess, plan, do, review model
- commissioned work with our Educational Psychology service
- Annual Reviews for children with Education Health Care Plans
- Boxall Profile/Strengths and Difficulties Questionnaire for social/emotional difficulties

When children are assessed by the SENCO or by external agencies, meetings take place with the parents/carers and the class teacher to discuss the finding and how best to address need and meet targets. In addition, when assessing children with SEND, consideration is given to recording needs e.g. a reader, scribe, additional time or rest breaks.

g) Our Building and Classrooms

Our school's Accessibility Plan, available on our website outlines adaptations made to the building to meet particular needs and enhance learning. This includes improvements to the physical environment of the school and physical aids to access education.

When necessary, school seeks the advice of the school nurse or outreach from specialist teams to produce: Individual Health Care Plans, Risk Assessments, Emergency Medical Protocols and Personal Emergency Evacuation Plans. These plans are reviewed on an annual basis with both parents and professionals.

We endeavour to ensure that all classrooms are Dyslexia friendly, e.g. through use of labelled resources, word walls, prompt mats, highlighting pens and reading rulers.

We endeavour to ensure that all classrooms are Autism Spectrum Condition friendly including use of visual timetables, personalised timetables and prompt/sequence cards as necessary.

Attitude

Behaviour

Courage

Determination

Enthusiasm

Friendship

Resilience

We endeavour to ensure that all classrooms are Speech and Language friendly including use of visual feedback, 'chunking' of instructions, use of '10 second rule' to allow processing time, pre-teaching of key vocabulary etc.

h) Our Resource Provision known as Acorn Class

The resource provision is the south Manchester primary provision for children with Education Health Care plans where social, emotional and mental health difficulties are identified as the primary need. We provide a specialist setting within the footprint of the main school for a maximum of seven pupils. Places are allocated by the Local Authority in consultation with Broad Oak. Admissions would ideally be at the start of the school year in September.

Acorn class is seen as an integral part of our overall school provision with the aim to reintegrate Acorn pupils to their mainstream classrooms. The provision is supported by a professional team comprising of one teacher, four teaching assistants, SENCO, Play Therapist and Forest Crew leader. Wider support from other professionals is accessed as required i.e. Educational Psychology, Speech and Language Therapy and Supervision.

The Acorn classroom provides a highly structured, predictable and nurturing small group environment for learning. This provision provides curriculum that is differentiated and delivered at a pace and manner suitable to each child's academic ability and aptitude. A particular emphasis placed on the development of secure literacy and numeracy skills, personal and social education to develop the social skills, self-regulation and emotional resilience of every pupil.

i) Our SENCO

Our Special Educational Needs Coordinator (SENCO) is: Ms Thaley Clough

Ms Clough does not have a teaching commitment in school and is contactable through the school office/email.

Telephone: 0161 445 6577

Email: t.clough@broadoak.manchester.sch.uk

4. What are your policies around including parents of children with SEND and the children themselves in decisions about the education of the child?

There are regular Parents' Evenings where Child-Centred Plans are reviewed and recommended targets discussed, as well as suggestions for supporting the child at home. In addition, we operate an open-door policy whereby the SENCO is easily contactable via the school office, by telephone or by email.

In addition, parents may be invited into school to discuss their child's progress at any time and additional meetings are set up as required or as requested by parents to discuss particular aspects of a child's SEND.

Progress and outcomes are also discussed during consultation meetings with our Educational Psychologist (EP); parents are given a report and discussion takes place regarding the outcomes of any EP assessments/observations.

Progress and outcomes of assessments by other external agencies may also be discussed with parents at consultation meetings (e.g. with our Speech and Language Therapist or with Specialist Support teachers from Sensory Support).

For children with an Education Health Care Plan, progress towards outcomes is discussed at their annual review. At Y5 annual reviews transition to high school is considered with discussion involving parents and the Local Authority. At Y6 annual reviews the SENCO of the receiving high school is always invited to attend to collaborate with transition plans.

Attitude

Behaviour

Courage

Determination

Enthusiasm

Friendship

Resilience

Child Centred Plan targets/One Page Profiles are reviewed with children where possible/appropriate, and children's self-evaluation is actively encouraged throughout the school and children are supported where necessary to think of areas for development and how best to develop in these areas in school and at home.

5. What are the arrangements for supporting children with SEND in transferring between phases of education?

We appreciate that transfer between classes and schools is a difficult time for any child, though for children with SEND it may be particularly challenging. To support parents, children and teachers during this time we:

- plan transitions to a new class within school for children with SEND on an individual basis. It begins as early as possible in the summer term in preparation for September. Some children will have a One Page Profile informed by the views of the pupil, parents and teacher, so receiving staff know how best to support them
- may also include visits from the new teacher to the class in their current setting and a series of visits to the new classroom both with and without their current teacher to collect photographs and get used to the environment
- plan transition from Year 6 to High School on an individual basis with the high school and pupils and parents. Broad Oak is able to provide accompanying adults and transport for some high school visits

6. What are the arrangements made by the Governing Body relating to the treatment of complaints from parents of children with SEND concerning the provision made at school?

It is in everyone's interests for complaints to be resolved as quickly and at as low a level as possible and our SEND complaint procedure is as follows:

- the complaint is dealt with by the class teacher – the complainant needs to feel that they have been listened to and that all points raised have been addressed. If the matter remains unresolved,
- the complaint is dealt with by the SENCO or by a Senior Leader. If there is still no resolution the headteacher will become actively involved
- if the matter is still not resolved, the complainant must put their complaint in writing to the Chair of Governors
- the Governing Body will deal with the matter through their agreed complaint resolution procedures (Complaints Policy available in school)
- in the unlikely event that the matter is still not resolved, the parent can then take the complaint to the Local Authority or request independent disagreement resolution and the school will make further information available about this process on request

7. How does the Governing Body involve other bodies, including health and social services bodies, local authority support services and voluntary organisations in meeting the needs of our children with SEND and in supporting the families of such children?

- external support services play an important part in helping school identify, assess and make provision for pupils with special educational needs
- we commission the services of a Speech and Language Therapist and an Educational Psychologist to work directly with children in our school and provide training, support and advice to staff
- in addition, school may seek advice from specialist advisory teachers from Sensory Support children with sensory impairment or physical/medical difficulties or social communication difficulties
- the Speech and Language therapy and Occupational Therapy services (NHS) involved with individual children support school in the implementation of specific programmes and contribute to the monitoring of progress and reviews of children
- school maintains links with child health services, children's social care services and education welfare services to ensure that all relevant information is considered when making provision for our children with SEND

- our School Nurse Practitioner is available for advice and attends meetings in school on request following referrals to the service made by school
- liaison meetings with local pre-school groups are held in the summer term before children enter our Reception classes. Liaison with other nurseries in the area also occurs
- the Local Authority's Early Help procedures are adhered to by school whereby help is offered to children and families before any problems are apparent and when low level problems emerge. We have several Early Help Assessments open in school
- the Education, Health and Care planning process results in more holistic support around children and their families

8. What are the contact details of support services for the parents of children with SEND?

If you want advice from professionals outside school, you may find the following numbers helpful:

Statutory Assessment Team: SEND@manchester.gov.uk 0161 245 7439

School admissions: 0161 234 7188

School Nurse Service: 0161 215 2012

Manchester Families Service Directory: <http://manchester.fsd.org.uk>

Information, Advice and Support (IAS) 0161 209 8356 parents@manchester.gov.uk

Special Educational Needs Families Support Group 0161 755 348 www.SENDfsg.com

9. Where are the Local Authority's Local Offer and school's Local Offer published?

- school's local offer can be found on our website
- the Local Authority's Local Offer can be found at this location: www.manchester.gov.uk/localoffer
<http://manchester.fsd.org.uk/kb5/manchester/fsd/category.page?newcategory=3>