

**Broad Oak  
Primary  
School**



**SEND INFORMATION REPORT 2017**

## **BROAD OAK PRIMARY SCHOOL SEND INFORMATION REPORT 2017**

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

### **1. What kinds of special educational needs is provision made for at our school?**

Our school is an inclusive school where every child matters; we aim to address children's needs and support their development in the most appropriate way possible and celebrate effort as much as achievement. Our school's SEND and Inclusion Policy is available on this website, detailing our philosophy in relation to SEND.

Additional and/or different provision is currently being made in school for children with a range of needs, including:

- Cognition and Learning – moderate learning difficulties; specific learning difficulties - dyslexia, dyspraxia
- Sensory, Medical and Physical – visual/hearing impairment, sensory processing difficulties, epilepsy, diabetes
- Communication and Interaction – autistic spectrum conditions, selective mutism, downs syndrome, speech and language difficulties
- Social, Emotional and Mental Health – attention deficit hyperactivity disorder, attachment, anxiety based avoidance, oppositional defiance disorder

Our SENCo has 26 years' experience in teaching children with SEND, having worked as SENCo in different schools and in close partnership with specialist outreach. She has the National Award for Special Educational Needs Co-ordination with Distinction.

Our team of teaching assistants have experience and training in planning, delivering and assessing intervention programmes. Our staff are trained each year on the needs of new students joining the school – this can include training from specialist agencies or consultants, as well as from our SENCo or other staff with relevant expertise. In the last three years training has related to Autism, Attachment, Asthma, Dyslexia Awareness, Pathological Demand Avoidance, Makaton and ELKLAN.

SEND training forms part of the continuing professional development of all teachers and TAs and is organised in accordance with the needs of our children. The school works closely with other local schools, sharing training opportunities including INSET days and outside experts.

The SENCo, as part of the Senior Leadership Team, plans the training, guidance and advice that staff across the school will need to ensure they meet the additional learning requirements of our children.

Our school's **Accessibility Plan**, available on our website outlines adaptations made to the building to meet particular needs and enhance learning.

### **2. What are school's policies with regard to the identification and assessment of children with SEND?**

Policies in school are available which outline the range of assessments regularly used throughout the school. Additional and different 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 the attainment gap between the child and their peers
- widens the attainment gap

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 causing concern, it is always considered whether there are any underlying difficulties; if there are none, the class teacher would speak to parents/carers about anything that might have happened at home. The class teacher/ SENCo would gather information about incidents occurring, at what time of day, during which lessons and behaviour checklists may also be used to analyse and consider any patterns of behaviour. Observations would be conducted in class/on playground to record behaviours, considering involvement of others/environmental factors and an intervention devised taking into account all information gathered. Information about significant incidents will be recorded on our CPOMs (Child Protection Online Management System)

Parents are always informed if school staff consider that their child has an additional need and parents and children (as appropriate depending upon age and capability) are involved in the planning to meet the need. We often recommend initially that eyesight and hearing are checked to discount these aspects as possible underlying causes of learning issues.

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. To obtain further understanding of a child's learning difficulties, we may use:

- Standardised diagnostic profilers for Dyslexia
- Sandwell Numeracy Test

Other specialised assessments which may be used in school to identify barriers to learning include: Social, emotional, behavioural checklists – e.g. Goodman's Strengths and Difficulties Questionnaire and the Boxall Profile.

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 this website).

### **3. What are school's policies for making provision for children with SEND whether or not they have Education, Health and Care Plans?**

#### **a) How do we evaluate the effectiveness of provision for children with SEND?**

- use of a provision map to measure progress and achievement
- evaluation of Child Centred Plans at least twice annually
- use of assessment information/progress rates etc. pre- and post- interventions
- use of attainment and progress data for children with SEND across the school part of whole school tracking of children's
- attainment and progress related to the age related expectation or from baseline if this is significantly different – half- termly
- use of pupil/parents interviews/questionnaires
- monitoring by SENCo – employed with no class commitment

**b) What are our arrangements for assessing and 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
- evaluation of Child Centred Plans at least twice annually
- tracking of pupil progress in terms of expected levels of progress half- termly
- progress of children with speech and language needs is assessed and reviewed regularly throughout the year by link Speech and Language Therapist and additional commissions by school
- a cycle of consultation meetings, based on the assess, plan, do, review model takes place throughout the year for children
- commissioned work with our Educational Psychology service
- an Annual Review is held for children holding Education Health Care Plans; interim reviews can also be arranged throughout the year if deemed necessary
- 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
- when assessing children with SEND, consideration is given to recording needs e.g. a reader, scribe, additional time or rest breaks
- breaks may be necessary – generally whatever support is provided in the class room is provided as far as is permitted during tests
- initial concerns about a child's progress are discussed with the SENCo and parents and followed by referrals to external agencies or placement on intervention programmes as deemed appropriate

**c) What is our approach to teaching pupils with SEND?**

- the core purpose of our school is to enable each child to be all that they can be
- unlocking potential and removing barriers to learning is the promise and commitment of our school
- we work in partnership with all of our families and external agencies where appropriate to make high aspirations a reality for every child, taking specific action to create effective accessible learning environments, secure children's motivation and concentration
- provide equality of opportunity, use appropriate assessments and set suitable targets for learning
- quality first teaching takes place in all class rooms with the setting of high expectations and the provision of opportunities
- for all to achieve; the impact of this is apparent in the results obtained in national tests at the close of each key stage
- information relating to results obtained over recent years is available on this website (click on Ofsted icon on website)
- 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
- 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; the majority of our children will learn and progress within these arrangements
- 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; they provide 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; they plan to enable children to take full part in learning, physical and practical activities; they help children to manage their behaviour in order to take part in learning

- effectively and safely; they help children to manage their emotions in order to take part in learning effectively
- 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
  - we acknowledge that not all children with disabilities necessarily have special educational needs. All our teachers take action however, to ensure that children with disabilities are able to participate as fully as possible in the curriculum and statutory assessment arrangements. Potential areas of difficulty are identified and assessed at the outset (with support from specialist outreach if appropriate), without the need for disapplication
  - 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; identify aspects of programmes of study and attainment targets that may present specific difficulties for children with disabilities

**d) How do we adapt the curriculum and learning environment?**

- the curriculum is scaffolded and differentiated to meet the needs of all our children. Differentiation may occur by grouping (e.g. small group, 1:1, ability, peer partners); content of the lesson; teaching style (taking into account that children may be visual, auditory or kinaesthetic learners); lesson format (e.g. thematic games, simulations, role-play, discovery learning); pace of the lesson; provision of alternative recording methods (e.g. scribing, use of ICT, mind mapping, photographs etc.); outcomes expected from individual children; materials used; support level provided; 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; most advantageous positioning of hearing impaired children within the classroom and use of aids as recommended; use of laptops for children with recording needs; use of brain breaks, sensory cushions, weighted blankets for children with sensory issues)
- we endeavour to ensure that all classrooms are dyslexia friendly including use of labelled resources, word walls, prompt mats, highlighting pens and reading rulers, coloured interactive boards, individual resources – number lines, 100 squares, phonic prompts, alternative means of recording, writing frames, modelled and shared writing opportunities
- 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, visual schedules, quiet work stations, areas of retreat, pictorially labelled resources
- 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
- we also 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
- small group rooms are available in both key stages to provide quiet work areas for 1:1 or small group work

**e) What additional support for learning is available for children with SEND?**

- at January 2017 Broad Oak has 539 children on roll: 478 in the main school, 51 children in full time nursery provision and eight more on a part time basis, plus 2 children in our Resourced Provision for pupils with Social Emotional and Mental Health difficulties identified as their primary need on their Education Health Care Plan. This provision will increase to a maximum of seven pupils over time
- we have 26 (23 full time equivalent) 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
- we implement Child Centred Plans with specific, measurable, achievable, realistic targets
- a large number of intervention programmes are in place for children who require additional support e.g. Reading Recovery, Wave 3 Fisher Family Literacy, Inference training, Numicon, 1st class@number, Wave 3 Maths, Teodorescu's Perceptuo-Motor Programme, Toe-by-Toe and Rainbow Island (therapeutic play provision)
- for children with specific identified or diagnosed needs, we work very closely with external agencies to ensure that the best possible support is in place (e.g. educational psychologist, speech and language therapists, occupational therapists, specialist teachers from specialist settings)
- meetings are often held in school involving specialists (as noted above) and/or parents to set targets, evaluate progress and ensure consistency of approach in addressing needs in school and at home
- we also 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
- 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, safebases
- personalised schedules or sequence strips

**f) What activities are available for children with SEND in addition to those available in accordance with the curriculum?**

- all extra-curricular activities are available to all our children
- before and after school care is available to all our children
- our residential trip to Robin wood available to all children
- "The In Crowd" – is available at lunch times for children with social communication/interaction issues
- all pupils now access a half term of Forest Crew either on site in our own woods or in the local woods offsite

**g) What steps are taken to prevent pupils with disabilities from being treated less favourably than other pupils?**

- Broad Oak actively seeks the views of key stakeholders in identifying potential barriers for pupils with disabilities. We have One Page Profiles and or Child Centred Plans produced in partnership with the pupils and parents, which identify how best to support children with their particular additional needs and the steps required to ensure that they are not treated less favourably than any other pupil.

#### **h) What support is available for improving the emotional and social development of children with SEND?**

- specialist advice from our Speech and Language Therapist for children with social communication/interaction difficulties
- specialist advice from our Educational Psychologist
- specialist advice from colleagues at Child and Adolescent Mental Health Service
- areas designated for 'quiet retreat' or safe bases within or outside many class rooms
- "The In Crowd" lunch times for children with social communication/interaction issues
- Rainbow Island – therapeutic play provision for groups and individuals
- Messy Crew for groups for those who need sensory play
- Social Communication Skills groups for pupils with communication and interaction difficulties
- assessment tools and intervention programmes e.g. Strengths and Difficulties Questionnaire and Boxall Profile
- Social, Emotional Aspects of Learning materials

#### **4. What is the name of the SENCo and contact details for the 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**

#### **5. What is the level of expertise and training of staff in relation to children with SEND and how will specialist expertise be secured?**

- our SENCo has 26 years' experience of teaching pupils with SEND and has the National Award for Special Educational Needs Co-ordination with Distinction
- school employs five higher level teaching assistants (HLTA's) and a team of 21 teaching assistants who are trained to deliver a range of interventions on a small group and
- 11 members of staff are trained First Aiders
- staff are trained at least bi-annually by the School Health Team with regard to asthma, epilepsy, diabetes and anaphylaxis
- during the course of the last two academic years' the SENCo and relevant staff (i.e. staff directly involved with children with specific need relating to the course) received SEND training in areas such as Autism, Speech and Language Needs, Precision Teaching, Social Communications Skills and Therapeutic Play, Attachment, TEAM TEACH, Autism, Asthma, Inference, Dyslexia Awareness, Pathological Demand Avoidance, Makaton and ELKLAN
- additionally, in the last twelve months' relevant staff (i.e. staff directly involved with children with specific need relating to the course) received SEND training in areas such as meeting the needs of pupils with Downs Syndrome, Selective Mutism, Diabetes/Epilepsy
- during this academic year relevant staff have received training by specialists in relation to Lego Therapy and Confidence in Co-ordination, Workstations and Talking Mats and during the summer term training on the Communication Cycle and TEAM TEACH is planned
- Continuing professional development (CPD) training is offered regularly to enhance the school's Improvement Plan and afford personal development to staff.
- further expertise and specialist training in relation to speech and language needs is secured via speech and language therapists commissioned to work directly in our school
- as specific needs arise the SENCo approaches specialists from a range of agencies (e.g. Occupational Therapy, Educational Psychology) to seek advice about raising

awareness of the specific type of SEND. To enhance knowledge about a specific type of SEND (in order for the class teacher or TA working directly with a child with a particular type of SEND to adapt teaching and learning to meet the need appropriately)

- 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
- the SENCO is also coaching another member of staff to complete the National Award for SEN Co-ordination which will also support succession planning for the future.
- general support and advice from SENCo - e.g. with regard to the implementation of specific programmes, creation and monitoring of child centred plans, tracking of children with SEND
- particular support is given to RQTs (recently qualified teachers) and other new members of staff. Should a pupil with a specific low incidence of SEND need be admitted to the school, then the Special Educational Needs Co-ordinator will pursue relevant training, in the first instance, for the class teacher and support staff concerned
- our Special Educational Needs Co-ordinator attends 'Special Educational Needs Co-ordinator Cluster Meetings' throughout the year organised by the Local Authority organised to support Special Educational Needs Co-ordinators in their work in school, affording an opportunity to discuss special educational needs issues with colleagues in other schools and disseminate information regarding current practice to colleagues in our school
- at the close of each school year teachers hold transition meetings with the class's next teacher to discuss SEND information in preparation for the following year
- The SENCo meets as part of the Senior Leadership Team to review and plan the training, guidance and advice that staff across the school need to ensure they meet the additional learning requirements of our children
- our SENCo organises training on a needs basis and also staff may request specific training

## **6. How is equipment and facilities to support children with SEND secured?**

- through discussion with specialist agencies involved
- through discussion with parents
- through discussion with our Head teacher
- equipment and facilities to support children with SEND are non-negotiable at our school;
- whatever our children with SEND require, within reason they get e.g. an area of quiet retreat for a child with a diagnosis of Autistic Spectrum Condition (ASC); provision of coloured overlays/exercise books for children; provision of equipment e.g. sensory cushion and implementation of strategies e.g. brain breaks for children with sensory issues
- we regard our duty to make reasonable adjustments as an anticipatory duty – i.e. it applies not only to disabled children who already attend our school but also to disabled children who may attend in the future (this does not imply that we anticipate every possible auxiliary aid and service that may be required by current or future children attending our school, but that we anticipate those auxiliary aids and services which it would be reasonable to expect may be required). Auxiliary aids could include for example the provision of a piece of equipment; additional staff assistance for disabled children; readers for children (and adults in our school community) with visual impairments

## **7. What are the facilities provided to help all pupils with disabilities access the school?**

- our school's **Accessibility Plan** (available on this 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.

## **8. What are the arrangements for the admission of pupils with disabilities?**

- Before children enter school if they are known to have with a specific 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.

## **9. What are the arrangements for consulting parents of children with SEND about and involving such parents in the education of their child?**

- throughout the year there are Parents' Evenings and there is an end of year annual report to parents
- at these meetings with parents Child Centred Plans are reviewed and recommendations for new targets discussed alongside suggestions for supporting their child in the home setting
- our parents appreciate the 'open door' policy whereby the SENCo is easily contactable via the school office/telephone/email
- 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; we request information from parents about how their child learns best in order that it can be shared with those people who teach the child through the child's One Page Profile/child centred plan
- 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)
- the progress of children holding an Education Health Care Plan is discussed at their annual review (interim reviews may also be called as necessary). 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
- parental views forms are used at annual reviews and throughout the year to obtain parents' views about their child's SEND support in place to address needs and any modifications to this support which parents feel may be appropriate

## **10. What are the arrangements for consulting children with SEND about and involving them in their education?**

- Child Centred Plan targets/One Page Profiles are reviewed with children
- 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; children are aware of their attainment levels and the challenging targets set to support their development

- child view's forms are used at annual reviews and throughout the year to obtain children's views about their SEND
- support in place to address needs and any modifications to this support which children feel may be helpful for them
- school try to ensure that next academic year children with SEND are represented in proportion to their numbers in the school on our School Council

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

- transition to a new class within school is planned 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 the receiving staff know what is important to the pupil and how best to support them
- transition arrangements 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
- transition from Year 6 to high school is planned 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.

### **12. 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
- 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

### **13. 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

#### **14. 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](mailto: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](mailto:parents@manchester.gov.uk)

**Special Educational Needs Families Support Group** 0161 755 348 [www.SENDfsg.com](http://www.SENDfsg.com)

#### **15. Where are the Local Authority's Local Offer and school's Local Offer published?**

- school's local offer can be found on this website
- the Local Authority's Local Offer can be found at this location:

[www.manchester.gov.uk/localoffer](http://www.manchester.gov.uk/localoffer)

<http://manchester.fsd.org.uk/kb5/manchester/fsd/category.page?newcategory=3>