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PRIMARY SCHOOL

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Special Educational Needs/Disability (SEND) & Inclusion Policy

(To be read in conjunction with the school's Local Offer
Statement.)

2023-2026

Approved by Governors Summer 2023

Turn your ear to wisdom and apply your heart to understanding (Proverbs 2:2)

Broadwater is a Christian School. We will enable children to become wise confident successful learners with the motivation, skills and responsibility to make a positive difference in God's world. Our vision is underpinned by the values we live by.

Our school values are underpinned by Galatians 5:22

"But the Holy Spirit produces this kind of fruit in our lives: love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control. There is no law against these things!"

It is this fruit that, in partnership with parents, we will instil in the children of the school.

Special Educational Needs/Disability (SEND) and Inclusion Policy

At Broadwater C of E Primary School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. We believe that we all bring our own God-given personal strengths and gifts to our classrooms. We celebrate these, as well as making our best endeavour to ensure that barriers to learning for any pupil with special educational needs or a disability are challenged.. As our mission statement says- we strive to enable children to become wise, confident, successful learners with the motivation, skills and responsibility to make a positive difference in God's world.

The Head Teacher, the Senior Leadership Team and SENCO at Broadwater, work to ensure that the Special Educational Needs and Inclusion Policy works within the guidelines of the Code of Practice (2014), the Local Education Authority guidelines and other policies current within the school.

What are Special Educational Needs?

'Pupils have Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.' A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special Educational provision means education or training that is "additional to and different from" that which is provided within the adapted curriculum, to better respond to the four areas of needs identified in SEND Code of Practice 2014.

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory/ Physical

Health care provision or social care provision, affecting a child's progress in education could be considered as a special need in some individual cases.

Aims and Objectives:

- To identify pupils with special educational needs and disabilities and ensure that their needs are met and they achieve their learning potential.
- Through reasonable adjustment, to enable all children with special educational needs and disabilities to have full access to the curriculum and involvement in school activities.
- To identify and monitor the roles and responsibilities of all staff providing for children's special educational needs.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To request, monitor and respond to parents/carers and pupils' views in order to evidence high levels of confidence and partnership.
- To promote effective partnerships and work co-operatively with the Local Education Authority and other outside agencies to ensure there is a multi- professional approach to meeting the needs of all vulnerable learners and pupils with disabilities and medical conditions.

The Role of the SENCO

Mrs Tracy Mitchell is the school's SENCO and she has responsibility for the day- to-day operation of the SEND and Inclusion Policy.

A member of the Governing body, **Mrs Tandy Roberts**, takes a special interest in SEND and meets on a regular basis with the Inclusion Manager- but the Governing Body as a whole is responsible for making provision for pupils with special educational needs.

Arrangements for coordinating the provision:

The SENCO alongside the members of the Senior Leadership Team and Pastoral Team will:

- Co-ordinate and develop school-based strategies for the identification and review of children with SEND.
- Coordinate, monitor and review the provision for pupils with SEND, including general class adaptation, small group and individual pupil support.
- Take responsibility for establishing an individual SEND record for each child whose educational needs demand this provision. (This will be an individual Pupil Profile and Provision Map at Broadwater.) These will be planned and written alongside class teachers and parents where appropriate.
- Maintain and oversee all records for pupils with SEND, reviewing in Inclusion Meetings once a term.
- Liaise with and advise teachers and TAs about pupils' SEND.
- Liaise with parents/carers and families of pupils with SEND and meet termly to review provision and progress alongside the class teacher.
- Liaise with the Pastoral Leader and TAs in school.
- Liaise with external agencies including the LEA's support and educational psychology service, health, social services and voluntary organisations.
- Ensure that termly and annual reviews for pupils with Education and Health Care Plans take place and that statutory paperwork is completed and up-loaded to West Sussex SEND Team.
- Ensure that CLA and PEP reviews take place for Children Looked After and the appropriate paperwork is completed and uploaded electronically to the Virtual School.
- Report to the Governing Body on a termly basis.

Admission arrangements:

The school's admission arrangements for pupils with SEND are the same as for all other pupils and are clearly explained in the Governors' Admission Policy document. Pupils with an Education and Health Care Plan will have priority, as will Children Looked After and Adopted children, by law.

Equal Opportunities and Inclusion:

We ensure that the school respects the needs and beliefs of all pupils and parents: taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances.

Through appropriate curricular provision, we respect the fact that children:

- Have different educational needs and aspirations.
- Bring different knowledge and experiences to the classroom.
- Require different strategies for learning.
- Acquire, assimilate and communicate information at different rates.
- Need a range of different teaching approaches and experiences.

Class teachers respond to children's needs by:

- Planning and providing support for children who need help with communication, language and literacy.
- Planning and providing to develop children's understanding through the use of all available resources and experiences.
- Planning for children's full participation in learning, in physical and practical activities.
- Helping children to manage their own behaviour, taking part in learning effectively and safely in following the school Behaviour Policy.
- Helping individuals to manage their emotions, particularly trauma or anxiety. (See the school's Mental Health and Wellbeing Policy.)

Identification/Assessment:

Provision for children with SEND is a whole school responsibility- the Governing Body, Head Teacher, Deputy Head Teacher, SENCO and all other staff members, particularly class teachers and teaching assistants that have the day-to-day responsibilities and accountability to their children. ("All teachers are teachers of children with special educational needs.")

The children's attainment will be assessed formally and informally to check for progress and age appropriate skills. Children that are identified as not making the appropriate progress or development of skills could be considered as having a special need, despite rigorous adaptation in the curriculum. Teachers will bring concerns to the attention of the SENCO who will investigate further by using a range of additional strategies that may include:

- Observations
- Diagnostic testing
- Discussion with the parent/carers and child
- Referral to outside agencies

Some children enter school with an identified special need, the information transferred from the Early Years setting. We rely on additional information from parents and carers.

The class teacher and the SENCO will use this information to:

- Identify any learning need or barrier to learning.
- Share information from professionals and the parents/carers, in building up the Pupil Profile of the child.
- Provide starting points for the development of an appropriate curriculum and short and long-term achievable outcomes.
- Identify and focus attention on the actions to support the child- draw up the Provision Map.
- Ensure ongoing observations and assessments to provide regular feedback about progress towards set outcomes and next steps.
- Meet termly with the teacher and parent/carer to up-date the Pupil Profile and Provision Map.

The identification and assessment of the special educational needs of the child whose first language is not English is investigated over a longer period of time to collect evidence that the difficulty doesn't solely arise from the limitation in the language. The Ethnic Minority Achievement Team can be involved in these investigations using the First Language Assessment.

Provision:

Following the collection of information, the SENCO and Class Teacher will decide whether provision that is “additional to, or different from”, is necessary for an individual child.

If in-class adaptation or a change of teaching style is sufficient, the child will not be regarded as having special educational needs. At Broadwater, we will record this as **Monitoring Stage**. If a child is predicted to achieve below the national expectation for their age they should be monitored carefully and placed on the SEN register if progress continues to be delayed.

Where provision that is “additional to-or different from” is needed, **the child will be placed on the SEND register at SEN School Support.**

A Provision Map will show the child’s support in the form of listed interventions that the child is accessing.

This additional intervention may include:

- Different learning materials/ Specialist equipment
- Group or 1:1 TA support either within the classroom or withdrawn.
- Intervention Groups- (SALT, Social, Maths, Literacy, Fine and Gross Motor Skills.)
- Jump Ahead Programme (Gross and fine motor development)
- Pastoral Leader Time- 1:1 or groups
- Play Therapy time

Each child on the register will have a Pupil Profile compiled to detail their strengths, needs, planned provision and desired long and short-term outcomes.

Parents/carers will be invited in to meet with the Class Teacher and SEND team each term to review and up-date these profiles.

A child reviewed as making satisfactory progress towards desired outcomes consistently may be taken off the SEND register, but continue to be carefully monitored in the classroom environment. These will be a collective decision between the SENCO, Class Teachers/ Intervention Teachers/ TAs and parents.

If, however, the child’s rate of progress is still felt to be inadequate, with targeted additional provision in place- further action will be needed.

A request for help from agencies, such as the Speech and Language Therapy Service or the Educational Psychologist could be appropriate. The advice from these professional services will feed into the writing of the child’s Pupil Profile and subsequent termly review meetings.

Programmes will be put in place on the advice to support the child in the class or through group or 1:1 intervention.

If the child demonstrates significant cause for concern after a reasonable time of intervention, a request for an **Education and Health Care Plan** may be made to West Sussex LA. *Criteria for this is outlined in the SEN Code of Practice 2014.*

An Educational Psychologist and other supporting professionals will be involved in the assessment process. Clear documentation will be needed as evidence of intervention strategies, literacy and numeracy attainments and the involvement of other professionals in the “Plan, Do, Review” process, over a period of at least 2 terms. Parents/carers will be at the centre of this assessment and will be kept full informed throughout the process.

The Education and Health Care Plan will document:

- Who is important to the child?
- The child's strengths.
- The needs of the child.
- The aspirations of the child and family.
- Long term outcomes for the child.
- Recommended provision for the child.
- Named educational setting for the child.

Children with an Education and Health Care Plan will have an Annual Review Meeting to bring together the advice from professionals working with the child, school staff and parents/carers. The meeting aims to assess process towards short and long-term outcomes and agree the child's next steps and the provision required. This could involve the school's Special Needs Officer, (West Sussex SEND Team) if significant changes in the child's needs are to be discussed. The parent/carer voice is very important to this meeting and where appropriate, the child's voice will be recorded and discussed. If the Annual Review coincides with a transfer to the child's next school a representative (named secondary school) will be invited to attend. For a Year 5 child, this will take place in the Summer Term prior to the transition to Year 6.

Specialist facilities:

The ground floor has disabled access. The first floor has disabled access via a lift. There is a regulation toilet equipped for wheelchair access on the ground floor in the foyer. Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place. The school has an Accessibility Strategy.

Allocation of resources:

The school receives a Delegated budget for SEND provision, which is spent on staffing costs to meet the needs of the children on the SEND register through additional support. This includes the children with an Education and Health Care Plan.

The SENCO receives funding for materials, equipment, etc. through the annual school budget.

The **Head Teacher- Mr Aaron Morrissey** informs the governing body of how the funding is allocated to support special educational needs has been deployed.

Access to a broad and balanced curriculum:

All Class Teachers plan lessons with adaptations to meet the needs of individual pupils in their classes. The children are set by ability in mathematics in Year 6. SENCO and members of the Senior Leadership Team will deploy resources and initiate interventions as a result of teacher/ parent/ carers concerns and the rigorous cycles of monitoring progress.

Advice to teachers is available from the Core Curriculum Team and the Non-Core Curriculum Teams as well as the SENCO in providing suitably adapted resources and strategies for those with additional needs.

LA Advisory Service, (LBAT), are also available to give advice for particular areas of need:

- Learning needs
- Social and Communication needs
- Social, Emotional and Mental Health needs

Arrangements for monitoring and evaluating the education provided for children with SEND

The success of the school's SEND policy will be judged against the aims set out the Objectives of this policy. Annual success criteria will be reviewed and the Governing Body's Annual Report will detail the successful implementation of the policy and the effectiveness of the provision made. The Head Teacher and governors will set new success criteria. The Governing Body will ensure that it makes appropriate special educational provision for all pupils identified. The range of support, in response to identified need, is detailed in the Provision Map (Appendix 2).

The school's SEND register lists those children at SEND Support and those with Education and Health Care Plans.

Provision Maps and Pupil Profiles for each of these pupils are evaluated each term. Specific termly assessments and achieved targets will indicate progress. Further to this, on-going discussion with the child, parents/carer and the teacher will monitor the effectiveness of each intervention.

Reports from support agencies are kept with the Pupil Profiles and Provision Maps in the class SEND file and individual files on all children on the SEND register and those being monitored are held by the SENCO.

A child will have annual, or more frequent, review with the professional services listed below:

- Occupational Therapist
- Speech and Language Therapist
- CDC- Paediatrician
- CAMHS
- Sensory Support Team
- Early Help Team
- Children's Services
- Educational Psychologist
- Counselling/Therapy Service

The SENCO will ensure that up to date advice is communicated through to the appropriate staff members.

Arrangements for parental/carers concerns and complaints concerning the provision:

The school's complaint procedures are set out in the relevant policy.

The child's teacher will work closely with parents/carers and should be the first contact in case of any difficulty. Parents/carers of pupils with SEN or disabilities who have a concern that the class teacher is unable to address, should use the usual school procedures. They may also seek the advice of the West Sussex SEND IAS Service. If the concern is still not resolved they can request independent disagreement resolution. The school will make further information about this process available on request.

Parent/carers Partnerships:

We believe it is essential to work in partnership with parents/carers and families, valuing their knowledge and experience and working together to meet the child's needs.

Parents/carers of all pupils are actively encouraged to visit the school to discuss their child's progress or any particular problems the child may be facing. This is done, at the earliest opportunity, either informally or formally at Parent/Carers Consultations.

Parents/carers of children on the SEND register will be invited into meet with the Class Teacher and SENCO once a term and review the progress and provision for the child. Parents/carers of children with Education and Health Care Plans will similarly be invited to the termly review. They will also be invited to participate in the Annual Review of their child's EHCP. Both written and verbal discussion are valued, considered and recorded.

The school will provide information about the IAS Service to parents/carers of children with special educational needs. Parents/carers of any pupil identified with SEND may contact the service for independent support and advice.

Links with other schools and arrangements for transition:

Through the Annual SENCO conference, Locality Inclusion Meetings and other training courses the SENCO able to make contacts and share expertise with other schools.

Children with Education and Health Care Plans have an Annual Review in the Summer Term of Year 5 where high school placement will be discussed. West Sussex LEA aim to have places for these pupils secured by February of the pupil's Year 6.

Transition planning and programmes occur in the summer term of Year 6 to support transition for vulnerable pupils. This includes liaison with the appropriate professionals and additional visits. Pupil records will be transferred and signed for on receipt.

Across the school- other vulnerable pupils will be supported to transition to the next year group and there are close liaisons between the local pre-schools as we welcome our new reception children in September. The SENCO will visit those children already identified as having SEND in pre-school and contact parents in the Summer Term prior to entry.

Links with health, social services and voluntary organisations:

The school nurse service may give advice and recommend further investigation following routine medicals.

With parental/carers agreement, pupils may be referred to health/educational professionals, e.g.

- Speech and Language Therapy Service
- Occupational Therapy Service (OT)
- Physio Therapy
- School Nurse
- Learning Advisory Team
- Social Services
- Early Help Team
- EP

Following referral, the therapist may assess children in school or at a clinic. A programme for the school and parents/carers to follow may be agreed.

Referrals are made to the Child Development Centre when a multi disciplinary assessment would be helpful.

The Early Help Team in West Sussex are being re-structured presently. We have good access to a Designated School Support key worker and meet regularly to discuss families that are being supported or are of concern. This service has access to the Mosaic recording system and can share up-dates with school where appropriate.

As children with a variety of special needs attend Broadwater, contacts with voluntary organisations are useful. The SENCO keeps a list of useful contacts, including local and national groups, which are regularly up-dates. Parents can be signposted for support. Parents are encouraged to join local groups and have found these a source of support and information.

See School's Accessibility Strategy and Plan

Appendices to this policy:

Appendix 1 Local Offer- Broadwater C of E

Appendix 2 Provision Maps

Appendix 3 Pupil Profile

Policy Updated: Summer 2023

Tracy Mitchell

SENCO

Local Offer Questions:

Broadwater C of E Primary School

How does the setting/school/college know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs (SEND)?

Prior to entry into Broadwater, transition meetings are held between EY staff, parents/carers and the pre-school setting. Families have the opportunity to discuss concerns at the home visit. The Inclusion Manager liaises with appropriate professionals and the school operates an “open door” policy for parents/carers to visit and discuss any additional needs their child may have.

Through monitoring and assessment, a child’s progress is tracked and parents/carers are quickly informed of any concerns through informal meetings and formal reporting.

How will early years setting/school/college staff support my child/young person?

- **Who will oversee and plan the education programme?**

The school’s Inclusion Manager (IM) will manage the SEND register- overseeing the additional programmes set for individuals and small groups. These will be recorded on an individual Pupil Profile and a Provision Map. The IM meets with the teachers on a termly basis to review the Profiles and set new outcomes appropriately. Outcomes may be set by other professionals working with a child and these will be considered in the school setting.

- **Who will be working with my child/young person and how often?**

The Pupil Profile or Provision Map will outline the additional support an individual child receives. This will be work with the Class Teacher, TA, Learning Mentor, HLTA, Play Therapist, Volunteer or support from an external professional. This is monitored in the classroom setting and formally in SEND reviews on a termly basis. An individual child may be supported by an external professional within the school day or through appointments attended out of school. E.G: Occupational Therapy (OT), Speech and Language (SALT), CAMHS, CDC, Family Support Services, Learning Inclusion Team, (LIT).

- **What will be their roles?**

The adult support and additional provision will work towards the achievement of the outcomes set on the Pupil Profile, dependent on the needs of the individual child. Examples of provision may be through the delivery of a SAL programme on a 1:1, or sessions with a Learning Mentor to address an emotional need.

The external professionals will work specifically within their area of expertise. They may review the progress of the child on a yearly basis and set new outcomes and programmes to address these. The school work towards these outcomes following the professional’s programme of advice.

- **Who will explain this to me?**

The school's Inclusion Policy sets out the ethos and procedures followed at Broadwater:

Parents/carers will receive termly, written communication from the IM as well as being able to discuss their child with the class teacher on an informal basis.

Parents/carers have access to external professionals and may be invited to meetings and receive feedback from reviews.

- **How are the setting/school/college governors or trustees involved and what are their responsibilities?**

The school governing body receives a termly report from the IM to update their knowledge and understanding of the school's SEND needs and provision. A SEND Governor is assigned and is invited to play a significant role in the managing and monitoring of inclusion matters.

How will the curriculum be matched to my child's/young person's needs?

- **What is the school's approaches to differentiation?**

Broadwater's Inclusion Policy states that each individual child should be working at the most appropriate level within a subject- therefore differentiation is key to finding the balance between tasks that are challenging but achievable. Tasks may be differentiated in the classroom setting or by interventions such as small group or 1:1 session. Homework may be differentiated.

Differentiation is recorded on the class teachers' planning and seen in the outcomes of the pupils' work.

- **How will that help my child/young person?**

Differentiation provides support and challenge for every individual child in working towards their set targets and progress across all subjects.

How will I know how my child/young person is doing and how will you help me to support my child's/young person's learning?

- **In addition to the normal reporting arrangements, what opportunities will there be for me to discuss his or her progress with the staff?**

In addition to normal reporting arrangements, children on the SEND register receive ILP/ Provision Map reviews each term. There are informal opportunities to speak to the class teacher and regular invitations to discuss provision with the IM. Broadwater has an "open door" approach to parents/carers and champion the partnership between home and school.

- **How does the setting /school/college know how well my child/young person is doing?**

Progress is measured through formal assessment and informal teacher assessment. ILP/ Provision Map targets are reviewed termly by the IM and teacher.

Specific assessments may be used to highlight strengths and weaknesses on a 1:1 basis and these tests will be organised by the IM.

In addition, a child's well-being and happiness is closely monitored by all school staff. Children are aware of the adults they can talk to, including the Learning Mentors.

- **How will I know what progress my child/young person should be making?**

National Curriculum Levels and National Average information is available on-line and in formal reporting procedures. Broadwater seeks to ensure that parents are aware of any concerns through informal meetings, phone conversations or letters. The annual school report highlights whether a child is working at the expected level for his/her age.

- **What opportunities will there be for regular contact about things that have happened at early years setting/school/college, such as a home school book?**

Home/School communication is considered to be extremely important at Broadwater. It is common for a communication book to be set up if agreed appropriate. Teachers are happy to have phone conversations and informal meetings at the end of the day. The IM can be used as a liaison between the Class teacher and Home. Communication is welcomed by phone, e-mail and in person by arrangement.

- **How will you explain to me how his or her learning is planned and how I can help support this outside of the setting/school/college?**

All parents/carers are invited to a Curriculum News Meeting each term to discuss the outline of the curriculum. Parents/carers of SEND children are informed of provision through ILP/Provision Maps and these may be explained in detail at the review meetings with the IM. Any parental/carers support and work to be continued at home will be outlined. Teachers will plan weekly homework for children based on the teaching and learning done each week. Parents/carers are expected to support their child and ensure that the homework is completed and the homework diary signed.

In addition, parents/carers are invited to meetings that explain in detail the school's practices. The aim of these is to communicate the methodology used to teach reading, writing and maths.

- **How and when will I be involved in planning my child's/young person's education?**

Home/School communication is considered to be extremely important at Broadwater. Any concerns or advice from the home environment is considered significant and could be considered when planning for the individual child.

- **Do you offer any parent/carers training or learning events?**

Parents/carers are invited to meetings that explain in detail the school's practices. These hope to communicate the methodology used to teach reading, writing and maths. There are several learning events planned over the academic year and are often linked to the school development plan and the changes in the school curriculum.

What support will there be for my child's/young person's overall wellbeing?

- **What is the pastoral, medical and social support available in the setting/school/college for children with SEN and disabilities?**

The Acting Head Teacher is responsible for Child Protection and the other members of the Senior Management Team are also trained in CP procedures and practices.

The Inclusion Manager is responsible for the monitoring of pastoral needs and provision, with the class teachers having responsibility for the pupils in their care. All school staff have a responsibility to report concerns to a senior staff member.

Support and provision for social and emotional needs are strong. We have a team of Learning Mentors and some provision for Play Therapy offered. There is a waiting list that operates for this additional provision. The IM is able to call on the services of the integrated services in county and other professionals in support of family difficulties.

The school's Receptionist/Welfare Officer is presently responsible for children's medical needs and is supported in this role by the IM. The School Nursing Service also supports the school to manage medical issues and vulnerable pupils.

- **How does the setting/school/college manage the administration of medicines and providing personal care?**

Broadwater has a policy for the administering of medicines and this is adhered to and managed by the office staff and other First Aid trained staff members. Medical Care Plans are agreed for pupils when appropriate and staff are aware of additional medical needs on a "need to know" basis.

Children's personal care is managed on an individual's needs. This will be written into the care plan and can be supported by the School Nursing Service.

- **What support is there for behaviour, avoiding exclusions and increasing attendance?**

Broadwater has a clear Behaviour Policy and excellent procedures and practices to support pupils' behaviour. Class teachers are strongly supported by the Senior Management Team and the IM in their management of inappropriate or unwanted behaviour. There is a good network of support through the pastoral care of pupils and the school has a tradition of working with parents/carers and families to improve behaviour difficulties. This may involve the involvement of the Learning Inclusion Team, or other external services in avoiding exclusions.

Several of the school staff are trained in the TEAM TEACH (methods of behaviour management).

The Acting Head Teacher, IM and the school's Receptionist/ Welfare Officer meet monthly to discuss attendance concerns. This is also monitored daily by the office and class Teachers. Concerns are brought to the attention of Senior Management and the IM to

investigate. In serious attendance cases the Head Teacher can issue a fine and there will be involvement from the EWO (Education Welfare Office) support team.

- **How will my child/young person being able to contribute his or her views?**

Broadwater has a strong pupil voice and children are encouraged to participate fully in school life and their learning. Pupils are provided with significant opportunities to contribute views in the classroom, as part of Class Council that feeds into School Council Meetings.

Children are trained as Peer Mediators in supporting peers on the playground.

Children are asked to contribute to any meeting or review either in the context of the meeting or via a 1:1 with a trusted adult. This could be to review ILP targets, to feed into an Annual Review meeting or LAC meeting.

- **How will the school support my child/young person to do this?**

Through the ethos and practices of Broadwater, children are encouraged to participate fully in school life and their learning. If children struggle with participation they may be further supported by a Learning Mentor or TA to help them access and participate in the things they find hard.

What specialist services and expertise are available at or accessed by the school?

- **Are there specialist staff working at the school and what are their qualifications?**

Although fluid and flexible, the staff at Broadwater are skilled and experienced professionals. New opportunities for training are taken up by all staff frequently. We have recently been awarded the Gold Award in Investors in People. Our TAs are invited to relevant INSET days and staff meetings.

All staff have had significant training on the teaching of phonics; the school follows the Ruth Miskin Team Read Write Inc programme.

We presently have a Pastoral Leader.

The SALT has provided training on a variety of aspects of speech needs.

The Primary Mental Health team have delivered training to several TAs on cause and effect of mental health on children and young people.

Several of the Early Years Team have been trained and experienced in managing a profoundly deaf pupil; supported by the Sensory Support Team (SST).

- **What other services does the school access, including health, therapy and social care services?**

Broadwater has access to external services including medical health, social care and the Early Help Team. We have good links with services and use opportunities to seek advice through drop-in sessions and consultations.

What training have the staff supporting children and young people with SEND and disabilities had or are having?

- **Can you include recent and future planned training and disability awareness?**

As detailed in specialist staff.

We are pro-active in seeking new training opportunities for all our staff members.

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

- **Will he or she be able to access all of the activities of the school and how will you help him or her to do so?**

Broadwater has a good record of being able to include pupils with additional needs in all aspects of school life including residential trips. This has involved significant communication with parents/carers and a degree of flexibility in planning.

The IM is responsible for the planning of additional support and provision in activities outside the classroom and negotiates with parents/carers and school staff to find solutions to problems foreseen. Often a risk assessment is completed to ensure provision is adequate.

- **How do you involve parents/carers in planning activities and trips?**

Parents/carers are fully involved in the planning of additional support for activities and trips. The risk assessment is completed with parents/carers and they have opportunities to discuss concerns and practical difficulties. Parents/carers of SEND children are encouraged to volunteer for activities and trips as a parent/carers helper.

How accessible is the setting/school/college environment?

- **Is the building fully wheelchair accessible?**

All areas of the building are wheelchair accessible. We have ramps and a lift to gain access to the first-floor classrooms. We recognise however, that the classrooms being roughly 2/3 of the DFE standard size creates some mobility difficulties for wheelchair users.

- **Have there been improvements in the auditory and visual environment? Are there disabled changing and toilet facilities?**

Broadwater is supported by the SST and takes advice from the sensory professionals on the environment in regard to the needs of the children. We have some equipment to enhance the auditory environment (classroom audio system- available in 2 classrooms.) The outdoor areas are clearly marked and hazards highlighted.

We have one disabled toilet on the ground floor but not on the first floor. We do not presently have changing facilities for any of the children other than the toilet areas.

- **How does the school communicate with parent/carers whose first language is not English?**

Broadwater has an increasing bank of resources to communicate with parents whose first language is not English- including standard letters and the use of interpretation. We are also supported by the EMAG (Ethnic Minority Achievement Team.)

How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

- **What preparation will there be for both the school and my child/young person before he or she joins the school?**

Prior to entry into Broadwater, transition meetings are held between EY staff, parents/carers and the pre-school setting. Families have the opportunity to discuss concerns at the home visit. The Inclusion Manager liaises with external professionals who are involved and the school operates an “open door” policy for parents/carers to visit and discuss any additional needs their child may have.

- **How will he or she be prepared to move onto the next stage?**

Transition programmes are in place to support children moving from year to year and then to their chosen high school. These involve additional visits to the new environment and preparation books to take home over holidays. The older children get additional opportunities to ask questions to high school pupils and sessions to voice worries and concerns.

- **What information will be provided to his or her new school?**

Transition programmes are in place to support children moving from year to year and then to their chosen high school. Meetings are set up in the summer term to liaise with high school staff regarding SEND and vulnerable pupils transferring schools. All pupil records are passed to the SEND dept prior to the pupils starting. Staff from high schools are invited to significant meetings in the summer term. (Annual Reviews, LAC, PEP.)

We are legally obligated to copy and send on any Child Protection records to the new school. We also retain a copy for our records.

- **How will you support a new setting/school/college to prepare for my child/young person?**

Meetings are set up in the summer term to liaise with high school staff regarding SEND and vulnerable pupils transferring schools. Records are transferred prior to the children starting the new school.

How are the school’s resources allocated and matched to children’s/young people’s special educational needs?

- **How is the school’s special educational needs budget allocated?**

The SEND budget is planned and allocated dependent on the needs of the children on the register. This includes allocation for formal meetings and specialist equipment/resources required. The IM works alongside the School Business Manager to complete a bid for the budget.

How is the decision made about what type and how much support my child/young person will receive?

- **Can you describe the decision-making process?**

This will be dependent on the individual case and the services they are already accessing. Parents/carers will be able to share their thoughts at transition meetings. Professionals involved with the child will be part of the decision-making process in an advisory capacity. The allocation of adult support is apportioned in the summer term by the IM and the senior management team. This support will be flexible and fluid, subject to alteration if the needs of the child change.

- **Who will make the decision and on what basis?**

The decision is an agreement between teaching staff, TA advice, IM advice, Senior Management and parents/carers. This support will be flexible and fluid, subject to alteration if the needs of the child change.

- **How does the school judge whether the support has had an impact?**

Support and provision are monitored thoroughly, informally by Class Teachers regularly and formally once a term. Senior managers track the progress and impact of additional provision and the IM reviews the ILP and Provision maps accordingly. Communication with class teachers/ TAs / the child and the parents provide further evidence.

Who can I contact for further information?

- **Who would be my first point of contact if I want to discuss something about my child/young person?**

Prior to entry- the IM will be available to answer any questions or discuss a child's needs. Once on role, the class teacher will be the initial contact on a daily basis for minor or routine difficulties. Appointments can be made at the office to see any staff member including the IM and Senior Managers.

- **Who else has a role in my child's/young person education?**

All professional and school staff involved with a child have a role to play in his/her progress and education. Communication is key.

- **Who can I talk to if I am worried?**

Broadwater IM has an "open door" policy for parents/carers to come and voice concerns or pass on information. Class teachers are available for longer conversations at a given appointment time. The Acting Head Teacher is available for concerns over Child Protection or safety, as are the rest of the Senior Management Team.

- **Who should I contact if I am considering whether my child/young person should join the setting/school/college?**

Any questions on SEN provision can be directed to the IM.

Any questions on admissions should be directed to the School Secretary.

Tracy Mitchell

SENCO

Broadwater C of E School Provision Map for children on SEND Register

Name of Pupil:

Date of birth:

Class:

School Support/Statement

Staff involved:

Communication and Interaction		Cognition and Learning				Social, Emotional & Mental Health			Sensory & Physical			
SLCN		Lit	Num	Gen		S	E	M	PD	VI	MSI	HI
ASC	SpLD	MLD	SLD	PMLD								

Start Date/ Finish Date	Provision /Resources	Staff/ Pupil Ratio Time limit	Comments
	<p>Focused Literacy Support:</p> <ul style="list-style-type: none"> • RML Group • 1:1 / 1 :2support • Accelerated Reader Programme • Direct Phonics Group • 'Nessy' • Classroom Support • Reading • Narrative Writing Support • Handwriting Programme • Keyboard skills • Other 		

	<p>Focused Maths Support:</p> <ul style="list-style-type: none"> • Every Child Counts Programme • First Class @ Number • Spring Term • 1:1 maths support • Maths Intervention • Classroom Support • Visual Images (Numicon) • Times Table Support • Number Bonds Support (Numicon) • Tutoring 1:1 , 1:2 • Homework Club • Other 		
	<p>Behaviour Support:</p> <ul style="list-style-type: none"> • Learning Mentor Time • Individual Behaviour Programme • In Class Support • Report Card • Anger Management Programme • Play Time Zoning • Lunchtime Club • Individual Visual Timetable • Transition Programme 		
	<p>Social/ Emotional Development Support:</p> <p>Circle of Friends</p> <ul style="list-style-type: none"> • Play Therapy Sessions • Visual Timetable • Tutor 1:1 • Social Skills Group • Learning Mentor Time • Buddy System • Social Story • Playtime Support • Lunchtime Club • Transition Programme- Summer Term 		

	<p>Other Interventions: Sensory/ Physical</p> <ul style="list-style-type: none"> • Jump Ahead • Fine Motor Group • Classroom Support • Transition Programm • Check List for Home/School 	Mrs Payne	
	<p>External Agent Support:</p> <ul style="list-style-type: none"> • SALT – Therapy Sessions • SALT - Language Programme • E.P. advice • O.T. advice CDC involvement • CAMHS involvement • Integrated Services Support • Social Services Support • Sensory Support Team • Learning Inclusion Advice • Other 		
	Other:		

Parent signature:

Date:

Teacher signature:

Date:

Broadwater Cof E Primary School

Turn your ear to wisdom and apply your heart to understanding. Proverbs 2.2

		Pupil Profile	Date of Update: October 2019
D.O.B.		I would like you to know that: My Strengths:	I find it difficult to:
Class:			
Teacher:			
TA:			
SENCO:			
Parent:			

It would help me if you could:	I will help myself by:
Additional Support:	Review:
Impact	Assessment/Data
	March June