



**Broad Oak CP School
St Helens**

SEND Information Report

SENDCos:

Phase 1 (Little Oaks, Nursery, Reception) Meghan Rutter

Phase 2 (Y1/Y2) Robert Kruze

Phase 3 (Y3/Y4) Lauren Mason

Phase 4 (Y5/Y6) Loren Spencer

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Mission Statement

To nurture and support everybody in our Broad Oak family.

To provide all our children and families with a happy, safe and secure environment.

To encourage all our children to be the best they can be.

To work in partnership with the wider community to succeed now and in the future.

What is the SEND (Special educational needs/disabilities) information report?

The SEND information report was introduced to explain to parents/carers and young people how schools will support them and what support can be expected.



The needs of pupils with Special Education Needs and/or Disabilities can be met in a mainstream setting wherever possible and where families want this to happen.

1. What should I do if I think my child/young person may have special educational needs?

- If you are concerned about your child's learning or development, your child's class teacher should be contacted in the first instance, they will be happy to discuss your child's progress and achievement.
- Other members of staff you may feel you would like to speak to are:
 - SENDCos – Mrs Rutter (Phase 1) Mr Kruze (Phase 2) Miss Mason (Phase 3) Miss Spencer (Phase 4)
 - Pastoral Manager - Mrs Gibson
 - Headteacher- Mrs Hignett



2. Catering for different types of SEND

- There are 4 different types of SEND:

- **Communication and Interaction:** Children and young people with SEND may have difficulties in one or more of the areas of speech, language and communication. These children and young people will be supported to develop their linguistic competence in order to support their thinking, as well as their communication skills.

- **Cognition and Learning:** Children and young people with learning difficulties may learn at a slower pace than other children and may have greater difficulty than their peers in acquiring basic literacy or numeracy skills or in understanding concepts, these children will be supported with appropriate differentiation and intervention.

- **Social, emotional and mental health:** For some children and young people, difficulties in their emotional and social development, can mean that they require additional and different provision in order for them to achieve. These children will be supported with age appropriate intervention and support from key adults.

- **Sensory and/or physical needs:** There is a wide range of sensory and physical difficulties that affect children and young people across the ability range. Many children and young people require minor adaptations to the curriculum, their study programme or the physical environment. Many such adaptations may be required as reasonable adjustments under the Equality Act 2010.

3. How will school staff support my child/young person?

As shown in the flowchart on page 10, your child could...

- 1. Have additional group work or take part in an intervention to support their learning (either 1:1 or as part of a group).
- 2. Have an Individual Education Plan in place to tailor learning to their need.
- 3. Be referred to a specialist for an observation and advice
- 4. Apply for funding for additional adult support
- 5. Apply for an EHCP if further support is still needed



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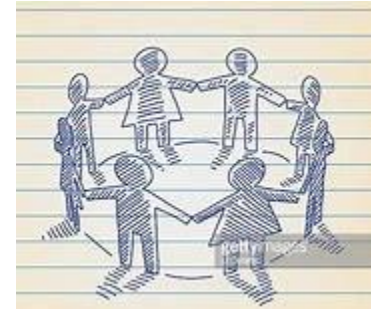
4. How will the school support children with social and emotional difficulties?

- Children experiencing social and emotional difficulties will be given the opportunity to speak in confidence to members of staff including classroom based staff and the Pastoral Team at Broad Oak.
- If appropriate, children will access Play Therapy to support social and emotional difficulties
- PSHE is taught through the PATHS curriculum as a comprehensive program for promoting emotional and social competencies and reducing aggression and behaviour problems and thus will focus on promoting pupils' resilience, confidence and ability to learn.
- Positive classroom management and working in small groups will be implemented to promote positive behaviour, social development and high self-esteem.
- Peer mentoring will be used to encourage and support pupils suffering with SEMH difficulties. Mentors will act as a confidant with the aim of easing worries of their mentee.
- If in-school intervention is not appropriate, advice will be sought from other agencies and referrals may be made. We will always continue to support the child to the best of our ability.

5. How will the curriculum be matched to my child's needs?

Class teachers differentiate planning and teaching to meet the needs of all children in their classes. This is done through careful observation and assessments which directly feeds into planning.

- The school runs successful therapeutic groups which deliver specific teaching around children's personal, social and emotional development.
- If a child has been identified as having a specific learning need, extra support, via 1-1 or small group work, may be implemented.
- Where required, additional resources/ specialist equipment, may be needed to support your child's learning journey



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

If your child has been identified as having SEN, school will contact you at least three times per year. This could include...

- Gathering your views when we are first concerned about your child's learning
- Sharing IEPs with you on a half termly basis and update you on the progress your child has made against their targets.
- Asking for your permission to apply for specialist advice or funding
- Letting you know what the outcomes of applications are, and explaining any advice received and next steps
- Asking what your aspirations are for your child

We operate an open-door policy for parents/carers and therefore welcome you to make an appointment to see your child's class teacher at the earliest convenience!



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

- The Educational Psychologist regularly carries out specific assessments for children with SEN. These children are chosen during termly SEND team meetings. Once completed, they will provide school with a report which includes specific targets and actions on how to support your child. These reports will be shared with parents and parental permission will always be sought before an assessment is carried out.

- Other agencies involved include:
 - TESSA Autism (Language, Autism and Social Communication)
 - Visual Impairment Team
 - Hearing Impairment Team
 - Orthoptics
 - The Bridge Centre (Early Years up to age 5)
 - Play Therapy
 - Developmental Paediatrics
 - Neurodevelopmental Pathway
 - Educational Psychologist
 - Learning Support Service
 - Speech and Language Therapy
 - Mental Health Support Team
 - CAMHS (Children and Adolescents Mental Health Service)
 - CYPMHS (Children and Young People Mental Health Service)
 - Occupational Therapy
 - Social Services
 - School Nurse
 - Continence Team
 - Virtual Schools Team (for Looked After Children)
 - Diabetic Nurse
 - PACE
 - TESSA Behaviour
 - Inclusion Team



- Learning Support Service

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

- All staff training is monitored and kept up to date regularly, to ensure all our staff are sufficiently skilled.
- Examples of training provided:
 - Anxiety Management and Mindfulness
 - Trauma Informed Practice
 - Sensory Breaks
 - Autism Training
 - ADHD Training
 - SaLT Training
 - NG Tube Training
 - Nurture Training
 - Epi-Pen
 - Diabetes
 - Lego Therapy
 - Paediatric First Aid
 - Quality First Teaching
 - Team Teach
 - DESTY Emotional Literacy Training
 - Dyslexia and Dyscalculia
 - EBSA
 - PDA
 - Suicide Prevention
- In addition to the above, the SENDCos and Pastoral Manager attend termly update meetings lead by the authority, in which support and advice will be offered based on children's individual needs.
- Staff from SEND Team have or will be completing Special Educational Needs Co-ordinator Training and gained their NASENCo/NPQ qualifications. They regularly provide training for staff and explain any updates necessary.



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

- All class trips are accessible for all children.
- Appropriate risk assessments are carried out accordingly and sufficient staff to children ratios adhered to.
- If necessary a 1:1 adult will be provided to support your child in fully accessing the trip.
- If your child has any medical issues, staff will invite parents into school to discuss the administration of medication and a medicines form will need to be completed by parents/carers if necessary.



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10. How accessible is the school environment?

- All aspects of the school building are accessible to wheelchairs and a disabled toilet is available.
- Our Equality Scheme is regularly updated.
- At Broad Oak, we are always happy to discuss individual access requirements.



11. 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?

- At Broad Oak, we understand how stressful it can be for children to start a new school, as well as a new year group, therefore we strive to make this a smooth and stress free as possible. We have an extensive transition programme that runs throughout school.

Starting Nursery

- Staff complete home visits for all the children entering our Nursery Provision, to meet with both the parents/carers and the child. This gives parents/carers the opportunity to express any issues or concerns that they may have.
- Open days are planned to enable the children to come and see the classroom environment and become familiar with the staff they will be working with.
- EYFS staff will attend the Bridge Centre prior to new admissions starting to help staff to best understand a child's SEND needs.

- The children are assigned to a key worker whilst they are with us.

Starting Reception

- Staff in Reception will work with Nursery Providers to discuss your child - this enables a smooth transition process.
- Before starting Reception, stay and play sessions are run throughout the Summer term, allowing your child to become familiar with the environment and the staff they will be working with.
- A Parent's information Session is held to inform parents/carers about the day to day routines of school and any other relevant information.

All Year Groups

- When starting a new school year all pupils have a 'Meet the Teacher' day in the summer term. If your child has an additional need, this will be shared with the new class teacher via SENDCo handover meetings.
- Children with SEND will take part in an enhanced transition each year, allowing them to spend more time with their new staff team and in their new environment.

Y6 Transition

- Your child will have many opportunities throughout the year to visit local high schools.
- Once the high school placements have been arranged, transition meetings between the Year 6 teachers, SENDCos from both schools and Head of Year 7 takes place to share information.
- If necessary, extra transition days can be arranged to support children with additional needs.
- The class teachers in Year 6 will also teach lessons to prepare the children for high school during the summer term – including RSE lessons.
- An after school enhanced transition club is available to Y6 pupils with SEND.

Moving to and from a new school

- If your child starts/leaves our school part way through their time here, the SENDCo will contact the school to discuss any special arrangements that are required for your child.
- All records will be sought/passed on as soon as possible



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

- The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependent on an individual's need.

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

- The majority of pupils with SEND can access their usual classroom environment and quality first teaching, with reasonable adjustment.
- For pupils not currently known to the SENDCo, class teachers will fill out an initial concerns form and a meeting with the SENDCo and parents to discuss concerns and next steps regarding additional support.
- Support is allocated on an individual needs basis and will be decided on using a range of evidence. This could be from classroom observations, reports from outside agencies and provision stated within EHCPs.
- All decisions about support will be made with the SENDCo, class teacher, pastoral manager (if necessary) and parents/carers.
- If necessary, statutory assessment could be sought and your child may receive additional funding for support or be issued with an EHCP (Educational, Health and Care Plan).
- When actions/ interventions are put in place they will be monitored by the class teacher and SENDCo for their impact.



14. What is the local offer?

- The local offer was first introduced in the green paper (March 2011) as a local offer of all services available to support disabled children and children with SEN and their families. Our local offer is information for parents and carers of children who have Special Educational needs (SEN) or a disability (SEND) and for all those who support children with additional needs. The information outlines the support and provision they can expect to receive or access whilst attending our school.
- In developing and reviewing the Local Offer, the school will adopt the following approach:
 - **Collaborative:** The school will work with LAs, parents and pupils in developing and reviewing the Local Offer. The school will also cooperate with those providing services.
 - **Accessible:** The published Local Offer will be easy to understand, factual and jargon-free. It is structured in a way that relates to pupils' and parents' needs, e.g. by broad age group or type of special educational provision. It will be well signposted and publicised.
 - **Comprehensive:** Parents and pupils will know what support can be expected to be available across education, health and social care from age 0 to 25 and how to access it. The Local Offer will include eligibility criteria for services, where relevant, and make it clear where to go for information, advice and support, as well as how to make complaints about provision or appeal against decisions.
- **Up-to-date:** When parents and pupils access the Local Offer, the information will be up-to-date

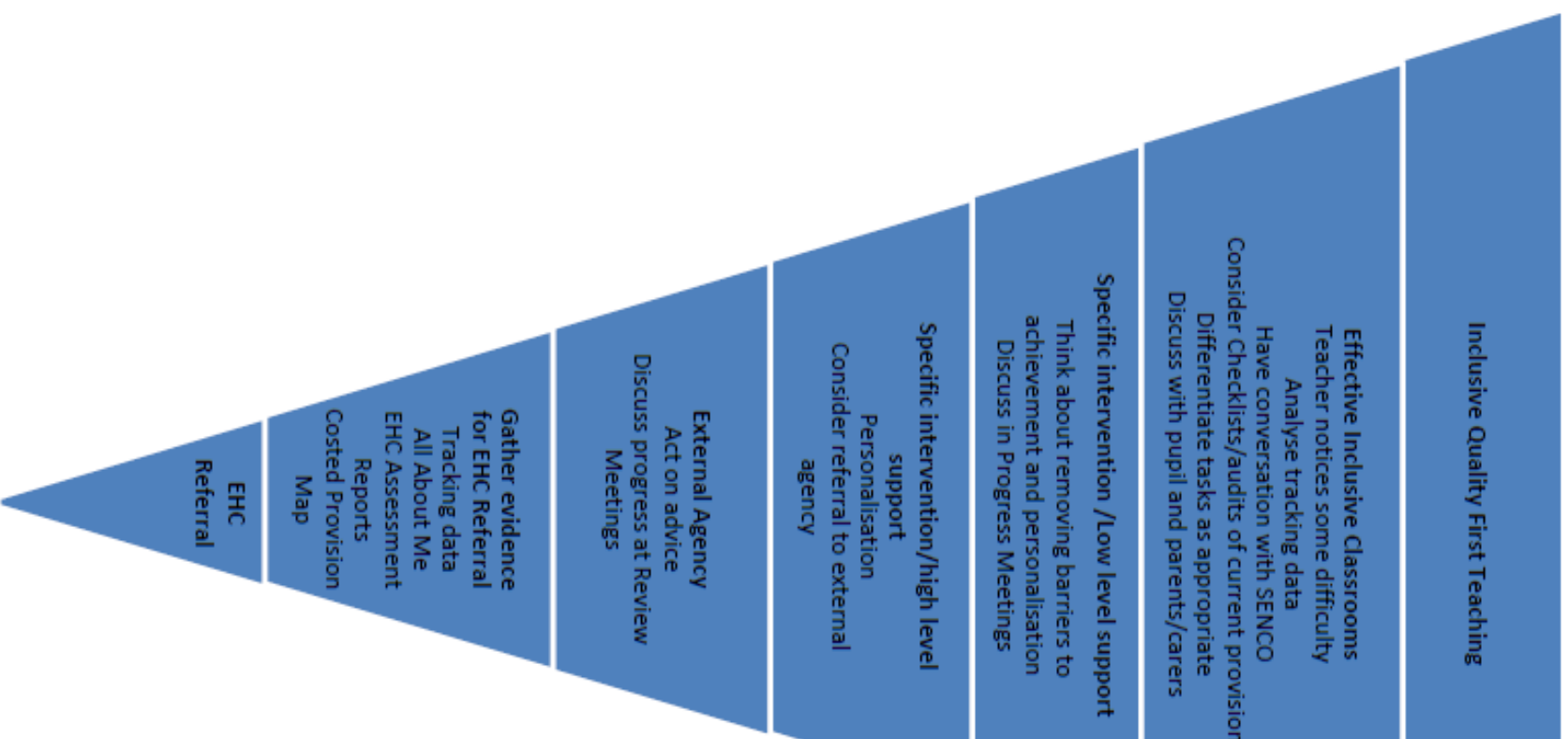
15. How will school aim to resolve disagreements?

- The school is committed to resolving disagreements between pupils, parents and the school.
- School will:
 - Support early resolution of disagreements at the local level.
 - Explain the independent disagreement resolution arrangements in our Complaints Procedures Policy, which is available for disagreements across special educational provision, and health and care provision in relation to EHC plans and tribunals.
- The school's complaints procedures policy will be published on the school website.

16. Who can I contact for further information?

- The first port of call for any questions or concerns should be to the class teacher of your child.
- Any further queries can be brought to the attention of the SENDCo for your child's phase or:
 - Mrs Hignett - Headteacher
 - Mr Affleck - Deputy Head
 - Mrs Gibson - Pastoral Manager

Graduated Response to SEND – General



Assess, Plan, Do, Review at each stage