



School SEND Information Report

SCHOOL NAME	Broadstone First School		
TYPE OF SCHOOL	Mainstream	Phase 4-9 years	
ACCESSIBILITY	Fully Wheelchair Accessible	No but year groups can be moved accordingly.	
	Auditory enhancements	Yes. One classroom in every year group is fitted with acoustic friendly boarding which allows for those with auditory needs to be accommodated.	
	Other Adaptions:	<p>Fully accessible ground floor. Accessible toilet and shower.</p> <p>The school has an Accessibility Plan that is agreed by school governors and the Castleman Academy Trust.</p> <p>The school works in partnership with the Local Authority to ensure that our school facilities are appropriate for all learners prior to their admission to school. We talk with parents to plan specific provision well in advance of their child starting at our school.</p>	
LOCAL OFFER	Are you currently able to deliver the 'core offer' as set out in Poole's Local Offer?	<p>Yes. Click on the link to BCP local offer information.</p> <p>https://fid.bcpCouncil.gov.uk/send-local-offer</p>	
POLICIES	Are the schools policies available on its website for:	SEND	Yes
		SAFEGUARDING	Yes
		BEHAVIOUR	Yes
		EQUALITY & DIVERSITY	Yes
DISABILITY LEGISLATION	Are you compliant with the requirements of the Disability Discrimination Act 1995 and the Equality Act 2010?	Yes	



RANGE OF PROVISION

Please indicate what your school has to offer (over and above your core offer)

Broadstone First School is a fully inclusive community who aims to prepare all children for a 'life well lived'. We are passionate about developing the whole child. There are four main pillars that are the foundations or cornerstones of their development;

- Knowledge Acquisition
- Preparation for Work
- Self-Agency
- Taking Positive Action

Each of these pillars are equally important in order for us to enable well-rounded individuals. The school has robust systems in place for tracking progress. The tracking is monitored by the Senior Leadership Team and class teachers.

If a learner is identified as needing support, the class teacher will speak to parents or carers. The child will continue to be carefully monitored and some school-based assessments to determine if there are any potential specific learning or developmental barriers may be completed. Whilst these assessments are being undertaken, the child may be added to the monitoring section of the school's SEND register. If it is determined that the child requires additional support beyond Quality First Teaching, the child will be placed on the school's SEND register. Children with this level of need will have a Provision Map with personalised short-term targets. This plan will be shared and reviewed by the class teacher, alongside the child and in partnership with parents/carers. Provision Map meetings will be an opportunity to discuss a child's SEND needs in more detail, and are in addition to parent consultation evenings.

Provision is needs led and we always strive to provide resources that are matched to a young person's Special Educational Needs or Disability.

The school budget includes money for supporting pupils with SEND. The school may receive an additional amount of 'top-up' funding for pupils with a higher level of need.

The school will use its SEND funding in the most focused way to support vulnerable children. This may include some individual or small group interventions working with a Learning Support Assistant or a Teacher. The funding may also be used to put in place a range of support strategies. SEND funding may also be used to purchase specialist equipment or support from other specialist/outreach services.

There are regular meetings to monitor the impact of interventions and SEND provision and the Governing body is kept informed of funding decisions.

We ensure that the learning environment is fully accessible and



inclusive for all learners. We have a disability and accessibility action plan and policy that is available on request.

Several classrooms are hearing impaired friendly.

Visual timetables are used in all classrooms to support learning.

The school has an annual cycle of professional development that is needs led and focuses upon developing the capacity of all staff to meet the needs of all learners. Staff training and development needs are identified as part of the School's People Plan approach and is carefully reviewed.

We work in partnership with other local schools and nurseries to ensure that a smooth and successful transition process takes place either at the end of a phase or as start of a mid-year transfer.

When moving classes in school; information will be passed on to the newclass teacher and in most cases, a planning meeting will take place with the new teacher to discuss a child's strengths and needs and importantly, the Ways In that have been successful.

We continually promote inclusion; all teachers know the profile of their pupils' individual needs and learning activities are planned to match pupil's needs. The school promotes a responsive approach to teaching and learning in order to pitch learning at the best level.

Teachers receive ongoing support throughout the year, and will take part in conferencing and coaching with the SEND Lead and SEND/Wellbeing Lead; this is an opportunity to have detailed discussions about the provision of all children with SEND in their class.

We adopt an inclusive classroom approach. This concept is to enable all children to access the information they need for learning with minimal disruption or additional overloading of information. All classrooms are well organised and clear of clutter. Displays around the room support learning.

Specialist Facilities/Equipment to support SEND

- A well-resourced pastoral room.
- A wide range of speech and language resources and a specific SALT Learning Support Assistant.
- A wide range of inclusive classroom resources including writing slopes, ear defenders, coloured reading rulers, coloured overlays, wobble cushions, sensory and fiddle toys.
- Access to designated sensory or calm space (Diamonds).



We are able to access a full range of assessments and observation questionnaires to support identification of specific needs.

The SEND/Wellbeing Lead is able to offer a therapeutic nurture package through interventions such as: Lego Therapy, Talkabout and 5 point scale.

Part of the wider Broadstone First School staff and Castleman Academy staff include specialist teachers from the First and Middle Link Resourced Bases. Teachers are able to seek advice from these members of staff as and when needed.

Input from Educational Psychologists/Therapists/Advisory Teachers/other specialist support services

All external partners we work with are vetted in terms of safeguarding.

We work closely with a range of services:

- School Nurse
- GPs and Health Visitors
- Paediatricians
- Children and Young People's Social Care
- NHS Speech and Language Therapy
- Hearing Support Services
- Vision Support Services
- Physiotherapy and Occupational Therapy (Children's Therapy Team at NHS Poole Hospital)
- Child and Adolescent Mental Health Service (CAMHS)
- Family Outreach and Attendance Team
- Outreach Support Services (Winchelsea, Longspee and Montacute)
- BCP Educational Psychology Service
- Police- Safer Schools Community Team

The SENDCO also acts as a Designated Teacher for looked-after children and previously looked-after children. They liaise with the Virtual School Head from the local authority, who provide professional information and advice.



	<p>Breakfast and After School Club support</p> <p>As a part of our curriculum lived we offer a wider range of co-curricular opportunities. A morning club is available to all children as well as an extensive after school offer. These clubs are all run in house by our own staff, who know the children well. These clubs range from sporting, to drama to craft. Pupil voice is collected throughout the year, including those children with SEND, to support us in shaping the after-school provision offer.</p> <p>After and before school clubs and other enrichment activities are available to all pupils. Adjustments such as additional support will be made to support SEND pupil participation.</p> <p>Responsibilities</p> <p>We believe it is vital that children play a genuine and active role in shaping and supporting our school community. One of the ways we do this is by all children taking a position of responsibility. By taking on a role of responsibility across school children learn the knowledge and skills that comes with this such as independence, time management, resilience and effective teamwork just to name a few.</p>
INCLUSION	<p>We are an inclusive school community and we work in partnership with allstake holders to ensure that all learners have equitable opportunities as part of their school experience.</p> <p>Risk assessments are carried out for school visits including residential trips and reasonable adjustments will be made where required. Where needed the risk assessment would include a meeting with parents as well as taking account of any medical advice. The destination of these trips will be taken into account when assessing the needs of all children. On some occasions an individual member of staff may be assigned to support a small group or individual child if the risk assessment indicates that this is necessary.</p> <p>Health and safety audits are conducted to ensure that the school provides a safe environment for all pupils.</p> <p>We are committed to the principle of reasonable adjustment and continuously make changes and adjustments of our learners in order to remove any barrier they might face due to their needs.</p> <p>All children and young people with SEND will have an identified primary area of need and many will have secondary or additional needs across a range of other areas. Every child is different and it is important that it is the individual child and their range of needs which are addressed when deciding how best to support them.</p> <p>What proportion of children currently at the school have SEND?</p>



Each of the 4 areas of need: 'Communication and Interaction', 'Cognition and Learning'; 'Social, Emotional and Mental Health', and 'Sensory and Physical' are detailed below:

SEND:
(Autumn 2022)

	C&L	C&I	SEMH	S&P
R		7		
1		2	1	
2	2	2		
3	2	2	3	
4	4	3		
Total	8	16	4	0

EHCP- 3 out of 306 = 0.98%
K – 25 out of 306 = 8.17%
Total – 28 out of 306 = 9.15%



<p>PARENT SUPPORT INVOLVEMENT/LIAISON</p>	<p>Parents are an integral part of their child's learning and actively encouraged to provide a lasting and positive partnership with the school.</p> <p>We work with parents to support each child's well-being, learning needs, progress and aspirations. We operate an open-door policy to allow parents to contact their child's class teacher with ease. Parents are provided with their child's teacher's email address at the start of the academic year.</p> <p>If you have a concern about your child's development or learning needs, please discuss initially with their class teacher. The SEND/Wellbeing Lead or SENDCO may observe your child in class, and with permission, carry out specific in school assessments depending on the need. The results of these assessments will inform next step planning. If your child has needs above those at Quality First Teaching, then your child will be added to the school's Special Educational Needs (SEND) register. They will also have a Provision Map, which is created collaboratively between the school, pupil and parents/carers.</p> <p>Provision Map review meetings are held in order that parents can meet and talk with teachers about their child's next steps.</p> <p>It is our aim that we can form a true partnership with parents in order to ensure the best outcomes for children. We recognise that parents know their children best and endeavour to ensure that our provision and practice reflects this.</p>
	<p>When children leave Broadstone First School and enter a Middle school setting a thorough handover is in place to ensure a smooth transition. The new school are invited to attend any reviews before your child transfers. Your child will take part in focused learning about aspects of transition to support their understanding of the changes ahead. Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school. A range of strategies, suitable for your child, may be used to support them at the time of transition. For example, if your child would be helped by a book/social story to support them understand moving on, then it will be made available for them. Class teachers and the Inclusion Team are involved in the transition process</p>
<p>INVOLVEMENT OF CHILDREN AND YOUNG PEOPLE</p>	<p>All pupils have a voice about their learning. They are aware of their personalised targets and are part of the discussion to set these. Regular opportunities for pupil learning conferences gives pupils time to articulate about their learning and this enables staff to have a clear focus on current learning and future needs.</p> <p>Teaching staff have the responsibility to provide high quality and inclusive teaching. This means that work within class is planned and pitched at an appropriate level so that all children are able to access the key learning through 'Ways In' according to their needs. For example, a child will be given the opportunity to record information in different ways.</p> <p>Wherever possible, children should be included in all aspects of the</p>



	<p>curriculum and wider life of the school; adaptations and reasonable adjustments can be considered to enable this to happen, in line with the SEND Code of Practice.</p> <p>Should your child be working more than a year below their chronological age they will be placed on a differentiated curriculum, where the work is pitched and tailored to their specific next steps in learning linked to the previous year's curriculum.</p> <p>If your child is not making the expected progress and has specific gaps in their understanding they may work within a smaller group of children. These sessions will be led by a Teacher or a Learning Support Assistant who has been trained to run these groups or by a specialist from outside the school such as a Speech and Language Therapist.</p> <p>Further specific support may also be provided through an Education Health and Care Plan (EHCP). This means your child will have been identified by the SENCO and other external professional bodies as needing a particularly high level of individual need which cannot be met by the school budget.</p> <p>When a statutory plan has been issued, annual reviews are held in order that progress is tracked thoroughly.</p>
<p>EVALUATING SEN PROVISION</p>	<p>We regularly review progress to ensure that children continue to make rapid and sustained progress.</p> <p>For children with additional educational or medical needs an emphasis is placed upon the involvement of parents and learners at all stages in our decision making process.</p> <p>We aim to communicate with families to ensure that they have increasing ownership of the provision and learning opportunities in place; we make decisions about next steps together. This will ensure that parents/carers are aware of how to support their child at home and ensure that a graduated approach to their learning is continuous.</p> <p>Support is agreed collaboratively as part of an on-going review with all stakeholders and consensus is sought through a Child Centered Review process.</p> <p>The class teachers and Senior Leadership Team will track the progress of individual children. They regularly monitor classroom practice through looking at books, triangulation of planning and classroom observations. The Head of School and Inclusion Team will also carry out specific SEND learning walks and feedback findings in order to inform next steps and improve provision. As well as this, interventions are tracked and where necessary adaptations are made.</p> <p>As a part of the Provision Map review, targets and Ways In are carefully evaluated. If a child does not make expected progress with a target, then either the target will be adjusted or the support and provision will be</p>



	<p>adjusted, as appropriate.</p>
<p>Inclusion contact details</p>	<p>SEND/CO: Claire Sweeney c.sweeney.st@bmsweb.co.uk</p> <p>SEND Lead: Donna Swann dswann@broadstonefirst.poole.sch.uk</p> <p>SEND/Wellbeing Lead: Megan Pike mpike@broadstonefirst.poole.sch.uk</p> <p>School website: https://www.broadstonefirstschool.co.uk/</p> <p>If you are considering applying for a place at Broadstone First School and your child has Special Educational Needs or Disabilities please telephone the school and arrange an initial visit.</p> <p>We will be happy to meet with you and discuss our provision in greater detail.</p> <p>Regular newsletters informing parents of dates, events and items of school news are available on our website.</p> <p>The school has a text messaging service.</p>
<p>CONCERNS AND COMPLAINTS</p>	<p>It is in everyone's interests for concerns /complaints to be resolved as quickly as possible. Complaints about SEND provision in our schools should be made by the below steps.</p> <p>Talk to the class teacher - The class teacher deals with the complaint initially.</p> <p>If there is no further resolution, the complaint is then dealt with by a member of the Senior Leadership Team.</p> <p>If at this stage, there is still no resolution, then the complainant should use the school's complaints policy.</p>



OTHER INFORMATION	<p>What else do you think parents would like to know about your school?</p> <p>All teachers at Broadstone First School are teachers of SEND. Class teachers have overall responsibility for the SEND learners in their classes and work in liaison with the, SEND Lead, SEND and Wellbeing Lead and SENCO and to provide support. We ask specialist teachers within the First and Middle Link and outside agencies to offer guidance and support where needed.</p> <p>Our focus is on quality first teaching that allows all children to be effective learners.</p> <p>The school governors are proactive in creating equity of opportunity.</p> <p>We encourage parents to enter into partnership with the class teacher in the first instance. Our teaching staff will ensure that the appropriate next steps are taken to support all identified children and intervention is put in place to ensure positive outcomes for the learner.</p>
COMPLETED BY (Name and Position)	Rebecca Wood Head of School
DATE COMPLETED	October 2022
UPDATE	September 2023

