SEND Information Report

School Name:
Broadstone First School

Type of school:	
Mainstream	First School: 4-9 years

Accessibility:	
Fully Wheelchair Accessible	Yes The whole school is accessible for wheelchair users.
Auditory/Visual enhancements	Yes Some of our classrooms are equipped with acoustic boards/sound proofing to support auditory enhancements.
Other Adaptations:	The school has a Sensory Integration Room for children who need sensory input, regulation and breaks throughout the day. There are two lifts within school. One between our first and second floor. There is also a second lift between our main corridor into the Reception shared space. The school has three accessible toilets, two on the first floor and one on the second floor. We have a quiet pastoral space for children to use called 'The Hive'. The school has an Accessibility Plan that is agreed by school governors and the Trust. 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.

The kinds of SEND that are provided for:

Our school currently provides provision for a range of needs, including:

- Communication and interaction, for example, Autism Spectrum Condition (ASC), speech and language difficulties
- Cognition and learning, for example, learning difficulties, dyslexia, dyscalculia
- Social, emotional and mental health difficulties, for example, Attachment Disorder, Attention Deficit Hyperactivity Disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments
- Resource Base 'The Link' for children with an Autism diagnosis.

Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and EYFS/Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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.

This may include progress in areas other than attainment, for example, social needs.
Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND or be placed on the SEND Register.

If a pupil is identified as needing support, the class teacher will speak to parents. The pupil 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 pupil may be added to the targeted section of the school's SEND register. This is then reviewed after six weeks. If it is determined that the pupil requires additional support beyond Quality First Teaching, they will be placed on the school's SEND register. Pupils with this level of need will have personalised short-term targets. A small number of pupils have significant difficulties or lifelong needs that cannot reasonably be met within the normal SEND provision available; these pupils may need an Education, Health and Care Plan (EHCP).

Consulting and involving pupils and parents
We continually monitor our pupils with SEND through pupil interviews, collecting data, talking to you and your child's teachers and teaching assistants. All pupils have a voice about their learning. They are aware of their personalised targets. Parents are kept up to date with their child's progress through progress reports, parent's evenings, reviews, and reports at the end of each term. In cases where more frequent regular contact with parents/carers is necessary, this will be arranged based on the individual pupil's needs. If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend any meetings with external agencies regarding their child and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. Children can be identified as needing some pastoral intervention to help with social and emotional barriers. These are identified by the class teacher and children may then be placed onto a pastoral intervention. If parents are concerned about their child needing pastoral input it is possible for this to be raised with the class teacher. Remember at any stage you can contact us to discuss your child's progress.

Assessing and reviewing pupils' progress towards outcomes

Teaching pupils with SEND is a whole school response. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.
We will monitor the progress of all pupils in order to aid the early identification of pupils with SEND. Regular monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their personalised learning targets.

The teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant.

Every pupil with SEND will have a child-centred, personalised learning plan which is reviewed at least once a term. Clear targets are set and these will be used to track progress over the year.

Supporting pupils moving between phases and preparing for adulthood

We are committed to ensuring that parents have confidence in the arrangements for children on entry to our school, in the year to year progression and at the point of exit and transition to the next school. Staff will discuss these arrangements with parents and agree the information that should be passed to the next phase of education.

We work in partnership with other local settings 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 new class 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.

For children entering the school, the SENCo at Broadstone First School will contact the SENCo from their current setting for an update on the child's needs and current strategies and provision that has been put in place. If appropriate, a discussion will take place with external agencies.

Transitions are managed very carefully between schools and settings. We have good relationships with our feeder nurseries and promote visits to the school regularly. For our Reception students we host Stay and Play Sessions, Welcome Parent Evening and transfer day. We also conduct Home Visits for our new Reception children with their teacher. For the rest of the school, we hold enhanced transition packages that meet the needs of a particular individual.

For children transferring to another school, the SENCo will aim to contact the SENCo to pass on relevant information. Their records will all be passed on to their new school once the pupil has arrived.

Preparing young people for the next stage in their life is essential. We offer opportunities both in our curriculum and in our extra-curricular activities and trips to prepare all our pupils for this next stage.

Helping children to become increasingly independent is of utmost importance and we aim to provide opportunities for pupils to develop their independence skills throughout their time with us. Achieving a balance of support, guidance and pupils working independently is something we strive for with your child.

Our approach to teaching pupils with SEN

Our focus in on quality first teaching that allows all pupils to be effective learners. We aim to ensure that all teachers have the skills, knowledge and confidence to deliver excellent, inclusive lessons. Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We may also provide the following interventions:

- Fast Track Phonics
- Precision teaching

Adaptations to the curriculum and learning environment

We adopt an inclusive classroom approach. This concept is to enable all pupils 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.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Modifying our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Additional support for learning

We have specialist teachers who can offer support and guidance across the main school.

We have Learning Support Assistants to support pupils with SEND. The Learning Support Assistants are trained to deliver interventions and will support individuals or groups of children in class.

Our SENCO is completing the National Professional Qualification for SEN.

Our staff receive regular training and development linked to supporting our children with SEND. Training may be delivered on a whole school basis, or it may be offered to specific staff linked to the needs of the pupils they are working with.

We work with the following agencies to provide support for pupils with SEN:

- Educational Psychologist
- Speech and Language Therapy Services
- Specialist Teachers
- Community Pediatrician
- Physiotherapist
- Occupational Therapist
- Children Adolescents Mental Health Support (CAMHS)
- Hearing and Vision Support Service
- Outreach Team (TADSS)
- Dorset Locality Early Help Team/ BCP Navigators

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their individual targets each term
- Reviewing the impact of interventions
- Using Learning Plans to gather their views about their support
- Monitoring of classroom practice by the SENCO, Senior Leadership Team and the Trust SEND and Inclusion Director
- Analysis of pupil tracking data and test results
- Meetings of parents and staff, both formal and informal, to review progress and targets, revise provision and celebrate success
- Holding Annual Reviews for pupils with EHC plans.

In order to make consistent continuous progress in relation to SEND provision, the school encourages feedback from staff, parents and pupils throughout the year.

Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN
We are an inclusive school community and we work in partnership with all stake holders to ensure that all pupils have equitable opportunities as part of their school experience. All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. No pupil is ever excluded from taking part in activities because of their SEN or disability. All pupils are encouraged to go on residential trips when they are offered. Risk assessments are carried out for school visits including residential trips and reasonable adjustments will be made where required. Health and safety audits are conducted to ensure that the school provides a safe environment for all pupils. We are committed to the principle of reasonable adjustment and continuously make changes and adjustments in order to remove any barrier pupils might face due to their needs.

Support for improving emotional and social development
As well as making good progress academically it is important to us that all our pupils are developing emotionally. We provide support for pupils to improve their emotional and social development in the following ways: • Talk About • Think Brick • Attention Autism Whatever problem your child may encounter; we will be sure to work closely with you in order to improve the situation.

Complaints about SEN provision
It is in everyone's interests for concerns /complaints to be resolved as quickly as possible. Complaints about SEND provision in our school should be made by the below steps. • Talk to the class teacher - The class teacher deals with the complaint initially. For a problem that might need time to explore fully, parents should make an appointment. This will allow the class teacher time to consult with the SENDCo if appropriate. The class teacher or the parent may wish to ask the SENDCo to attend this meeting. • If there is no further resolution, the complaint is then dealt with by a member of the Senior Leadership Team. • If at this stage, there is still no resolution, then the complainant should use the school's complaints policy. Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

Other Information	
School Contacts	SENCO – Charlene Wright Cwright@broadstonefirst.poole.sch.uk
SEND Governor	

Dorset Council's SEND Local offer **BCP's SEND Local offer**	**https://www.dorsetcouncil.gov.uk/children-families/sen-and-disability-local-offer/dorsets-local-offer.aspx** The Bournemouth, Christchurch and Poole SEND Local Offer - BCP Council
SENDIASS – A free, impartial and confidential service offering SEND information, support and advice	Dorset SENDIASS SENDiass4BCP - SENDiass4BCP
Dorset Education Advice Line	Dorset Education Advice Line (DEAL) - Dorset Council **(DEAL) - Dorset Council 0800 14 040 41**
Dorset Educational Psychology Advice	Educational psychologists - Dorset Council