



~ **Respect, Independence, Creativity** ~

School SEND Information Report

SCHOOL NAME	Broadstone First School		
TYPE OF SCHOOL	Mainstream	Phase 4-9yrs	
ACCESSIBILITY	Fully Wheelchair Accessible	No but year groups can be moved accordingly.	
	Auditory/Visual enhancements	Yes. One classroom in every year group is fitted with acoustic friendly boarding and lighting which allows for those with auditory or visual 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> <p>Open access to a sensory room within inclusion area for children who may need sensory stimulation or safe space.</p>	
LOCAL OFFER	Are you currently able to deliver the 'core offer' as set out in Poole's Local Offer?	<p>Yes.</p> <p>Click on the link to Poole local offer information.</p> <p>http://www.poolefamilyinformationdirectory.com/kb5/poole/fis/localoffer.page</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	

<p>RANGE OF PROVISION</p>	<p>Please indicate what your school has to offer (over and above your core offer) In each of the following areas:</p> <p>Areas of Strength</p> <p>Broadstone First School is a fully inclusive community which wants every child to reach their potential as a 'lifelong' learner. Learning is creative and where ever possible through first hand experiences. The school has robust systems in place for tracking progress. This maximises the personal learning challenges of each pupil. The tracking is monitored by the Senior Leadership Team, school leaders and class teachers.</p> <p>If young people are identified as needing support to meet their aspirational targets a meeting of key professionals is arranged to discuss how their needs are best met.</p> <p>We value partnership with parents and carers and actively encourage parents to come into school and become involved in their child's learning.</p> <p>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.</p> <p>The Director of Inclusion decides on how to spend the budget for SEND in consultation with SLT and school governors. The school may receive an additional amount of 'top-up' funding for pupils with a higher level of need.</p> <p>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 specialist 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.</p> <p>There are regular meetings to monitor the impact of interventions and SEND provision and the Governing body is kept informed of funding decisions.</p> <p>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 visual and hearing impaired friendly. Visual timetables/displays are used in all classrooms to support learning.</p> <p>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.</p> <p>We work in partnership with other local schools and nurseries to ensure that a smooth and successful transition processes takes place either at the end of a phase or as art of a mid year transfer.</p> <p>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 strategies that have been successful.</p> <p>A 'Personal Individual Information System' (PIIMS) is devised for each child, targets are et and reviewed in collaboration with parents and learners.</p> <p>We continually promote inclusion; all teachers know the profile of their</p>
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pupils individual needs and learning activities are planned to match pupil's needs through differentiation and scaffold. The school promotes a responsive approach to teaching and learning in order to pitch learning at the best level.

The environment is stimulating, supportive and well resourced. Wall and interactive displays provide prompts and reminders to encourage children to learn and achieve independently.

Specialist Facilities/Equipment to support SEND

We have an area dedicated to supporting SEND pupils with high quality resources called 'Bright Sparks'. The SEND lead and Inclusion lead work out of this area. There is a room dedicated to SALT work as well as a small sensory area. We are able to access a full range of assessments and observation questionnaires to support identification of specific needs. The Inclusion lead is able to offer a therapeutic nurture package through interventions such as: lego therapy, talk and write, 5 point scale.

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

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

Educational outside agencies include:

Educational Psychology (EP);

Special Needs Support Services and/or Learning Support Services. (SENISS/LSS)

Longspee Outreach (Behaviour)

Montecute and Winchelsea Special Schools Outreach

Specialist health services such as Speech and Language Therapy (SALT)

Hearing Impaired Service (HI) and Visually Impaired Service (VI)

Occupational Therapy (OT)

School nurse

Child and Adolescent Mental Health (CAMHs);

We work with Social Services, Poole Family Support and Dorset Police through the Safe Schools and Community Team SSCT. We also have a Family Outreach Worker (FOW).

	<p>Breakfast and After School Club support Early morning Club After School Club</p>																																										
<p>INCLUSION</p>	<p>We are an inclusive school community and we work in partnership with all stake 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>After 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>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>What proportion of children currently at the school have SEND?</p> <p>SEND: (Autumn 2019)</p> <table border="1" data-bbox="544 1301 1225 1800"> <thead> <tr> <th>Yr Group</th> <th>Cognition and Learning</th> <th>Communication and interaction</th> <th>Physical and Sensory</th> <th>Social Emotional and Mental Health</th> <th>EHCP</th> </tr> </thead> <tbody> <tr> <td>R</td> <td></td> <td>1</td> <td></td> <td></td> <td></td> </tr> <tr> <td>1</td> <td></td> <td>2</td> <td></td> <td></td> <td>1</td> </tr> <tr> <td>2</td> <td>1</td> <td>1</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3</td> <td>1</td> <td>4</td> <td></td> <td></td> <td>2</td> </tr> <tr> <td>4</td> <td>4</td> <td>5</td> <td>1</td> <td>1</td> <td>2</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Percentage of school role SEND: 7%</p>	Yr Group	Cognition and Learning	Communication and interaction	Physical and Sensory	Social Emotional and Mental Health	EHCP	R		1				1		2			1	2	1	1				3	1	4			2	4	4	5	1	1	2						
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<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.</p> <p>PIIMS meetings are held in order that parents can meet and talk with teachers about their child's next steps. During this time, the Director of Inclusion and Send lead are also available to attend meetings with parents who may have further questions or queries.</p> <p>It is our aim that we can form true partnership with parents in order to get the best outcomes for children. We recognize that parents know their children best and endeavor to ensure that our provision and practice reflects this.</p>
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	<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, Inclusion and SEN Lead 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. They discuss their preferred learning styles, achievements and barriers to learning. Regular opportunities for pupil learning conferences give pupils time to articulate about their learning and this enables staff to have a clear focus on current learning and future needs.</p> <p>High quality teaching and adjusted plans and resources for individual pupils is the first step in responding to children who may have special needs. For example, a child will be given the opportunity to record information in different ways. This type of teaching is known as differentiation and will enable your child to access a broad, balanced and relevant 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 Director of Inclusion and 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 review are held in order that progress is tracked thoroughly The school adopt a Person Centered Approach to these reviews and have undertaken the relevant training to be able to facilitate in this way. The learner is central to the process.</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 the Person Centered Review process.</p> <p>Impact of our intervention is judged on the success of the identified outcomes.</p>
<p>Inclusion Leader contact details</p>	<p>Director of Inclusion: Rachel Milton – rmilton@castlemanacademytrust.co.uk</p> <p>SENCO: Louise Pankhurst lpankhurst@castlemanacademytrust.co.uk</p> <p>School website: 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 with the SEN Lead.</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. The school has a text messaging service.</p>
<p>CONCERNS AND COMPLAINTS</p>	<p>How can parents raise concerns or make a complaint about SEN provision?</p> <p>Any important information should be shared with the class teacher. The class teacher is the first point of contact. The Director of Inclusion would be the next port of call as the strategic leader of SEND, followed by the Head teacher and Governing Body</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 Director of Inclusion, SENCo and SEN Lead to provide support. We ask specialist teachers and outside agencies to offer guidance and support when 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 class and subject teachers 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)	Louise Pankhurst – SENCo Castleman Academy Trust
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