



SEN Information Report

Special Educational Needs and Disability

The intention of Trafford's local offer is to improve choice and transparency for families. All schools and academies in Trafford are expected to identify and support pupils with special educational needs to make the best possible progress. Schools are supported to be as inclusive as possible and wherever possible, the needs of pupils with a Special Educational Need are met in a mainstream setting, where families want this to happen. Trafford's Graduated Approach provides guidance on expectations of what should usually be available within school's resources.

What kinds of special educational needs does the school provide for?

At Broadheath Primary school we have received Trafford's Inclusion Award and Trafford's Dyslexia aware Quality Mark. We are a fully inclusive school and provide support to children with a range of Special Educational Needs. These include Dyslexia and Specific Learning Difficulties, Speech Language and Communication needs, Physical and/ or medical needs and Emotional and Behavioural needs. Our staff have received a range of training sessions either in school or externally to improve their knowledge in supporting children with a range of needs and all staff work very closely with a range of outside agencies such as Speech Therapists to ensure we are always providing the best for each child and enabling each child to reach their full potential.

How does the school know if children need extra help and what should I do if I think my child may have Special educational Needs?

If you have any concerns that your child may have Special Educational Needs please speak to our SENCO's (Mrs Clare Sheridan and Mrs Lees) or to your child's class teacher. Staff will listen to your concerns and discuss any observations and assessments which have been undertaken. Staff will monitor your child closely and if required complete some assessments to see where your child is working at and to identify the difficulties they are having.

How will both you and I know how my child/young person is doing?

At all times staff will keep you informed about what we are doing with your child and what the next steps will be. We will work as a team with you. If your child is referred to an outside agency for example Speech and Language Therapy or SENAS

(Trafford's advisory service) will work with you to complete the referral process. When review meetings are taking place all agencies involved with supporting your child will be invited to the meetings along with yourself. The child will also be encouraged to share their views. This could take place in a range of formats: through talking with staff, writing their views down, drawing them or attending the meetings. We also encourage the parents to always communicate with staff when anything different occurs and when their child is attending any appointments so we can always work together to ensure your child reaches their full potential and that their needs are fully met at all times. Provision is continually evaluated for each child when a child needs an intervention programme to support their needs this is offered either on a 1-1 or a small group basis. Their progress is continually monitored and evaluated; the provision offered is then adapted as necessary to meet the needs of the child.

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

All staff teach using a range of multisensory strategies, as each child learns differently. When teaching in a multisensory approach we are teaching to all children's best learning styles. We encourage the children to work as teams in the classroom and to support each other. The children in our school are always eager to help others. We differentiate through a range of strategies this may be through altering the activity provided to meet the children's needs, providing extra resources to help them, using computers to record their work, having extra support within the classroom: this could be provided by the Teacher or the Teaching Assistant. On each group of tables staff provided resources packs which all children have access to so all children are free to use them when they know they need them. The packs include resources such as word mats, phonics mats, and coloured acetates to help when reading, topic word mats number lines and number squares. Almost all photocopying is done on buff coloured paper this colour paper is easier for all children to read unless they have a visual difficulty (any photocopying is then done on white paper). Staff use alternatives to writing and are very aware of any children who find writing difficult and a range of strategies are then incorporated such as drawings, creating tables, mind mapping and role playing are just a few examples.

If your child needs extra support in any area this will then be provided which will then hopefully develop their skills across the whole curriculum.

How will school staff support my child/young person?

Mrs Grace Lees and Mrs Clare Sheridan are the school's SENCOs and they oversee all provision for children with Special Educational needs and ensure working with all the staff that it matches the children's needs. If your child requires additional support this can be in a range of formats either in class support or short withdrawn sessions either 1-1 or in a small group. We have 3 Higher Level Teaching assistants (Mrs. Julie Thomason, Mrs. Sarah Savage, and Mrs Dana Borowik) who support children with Special Educational needs both in the classrooms and by providing targeted intervention programmes such as Toe by Toe, Beat Dyslexia and supporting Speech and Language Needs. They are very experienced at delivering a range of programmes and work closely with class teachers and the SENCO to monitor the

child's progress and to adapt any interventions to meet the child's needs as necessary. From Nursery to Year 2 there is also a Teaching Assistant allocated to each class so extra support can be provided for the children who need it on daily basis by the Class teacher or the Teaching assistant as they work as a team to meet the needs of all children in their care.

The Class Teacher will explain the support which will be given to your child but you are always welcome to speak to Mrs Clare Sheridan, Mrs Lees or any of the Teaching assistants. All staff are happy to discuss your child's needs and they will work with you to best meet your child's needs.

Mrs. Vicky Erskine is the school Governor responsible for Special Educational Needs and works closely with the SENCO. She reports back to the Full Governing Body annually on how the school is supporting children with Special Educational Needs and the figures of children with Special Educational Needs. She has attended both internal and external training on Special Educational Needs.

Mrs Kirsten Lyde (Head Teacher) oversees the progress of all children and works closely with the SENCO and all staff to ensure the provision is in place to meet the needs of all children.

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

We work as a team at Broadheath Primary School. If a child requires extra support, the child will be discussed with the SENCO and then decisions will be made about the first step. These could include observations, discussing with parents about the possibility of taking the child for a hearing or vision check to rule these out, and how the child is getting on at home and referring to outside agencies if required. The SENCO and Class Teacher will then discuss the best approach to meeting the child's needs; this could be an intervention programme outside of class, assessing the child's reading ability, different resources in class. At all times parents are involved to ensure we are best meeting the needs of the child. If the child does require extra support then an Individual Education Plan (IEP) will be put in place which will show the targets your child is working on, who will work with the child, how often the support will be. This will be discussed with parents and everyone involved in meeting the needs of the child will be asked to sign the IEP. This will also be discussed with the child to ensure they know what their targets are. This discussion will take place at a level appropriate to the child. The child's progress will be monitored closely and when they are assessed it will be clear to see if the support has worked for example this could be through a reading assessment, phonics test or improved independence skills. If your child has progressed and does not need the support any more or the support needs to be altered or reduced this will also be taken into consideration and will be altered as necessary so we are always encouraging your child to reach their full potential.

If you have a complaint about the provision your child is receiving you are able to follow the schools Complaints policy. As a first port of call please see Mrs Clare Sheridan, Mrs Grace Lees (SENCO) or Mrs Kirsten Lyde (Head Teacher)

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

Your child will be involved in all aspects of school life. Adaptations will be undertaken if necessary to ensure your child can access everything on offer. Our school is fully inclusive and all children have been on all trips and participated in all activities. If additional adult support is needed to ensure your child can access what is on offer this will be provided and close liaison will take place between school and staff involved in providing the activity or hosting the trip so they are always fully aware of your child's needs. Extra resources will be used if required. If going on a trip parents will be involved in discussing the best ways to meet the child's needs this is especially so in regards to the schools residential holiday in Upper Key stage 2, where all children regardless of their Special educational needs are encouraged to attend.

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

The staff at Broadheath Primary School are very aware of the importance of the whole child and their wellbeing. All staff are available to talk to and children who need it are encouraged to talk to certain members of staff. We encourage the children to speak to the member of staff they feel most confident with this could be the teacher, teaching assistant, head teacher, Midday assistant. All staff work as a team and where information needs to be passed on about the child, all staff will be informed about how best to meet the child's needs and which strategies work to support the child.

If medicines are required to be given in school a Health Care Plan is put in place so everybody clearly knows what is expected of them. If Calpol is needed for a headache then parents are asked to come and administer the pain killer. We will work with any health professionals to ensure the children are receiving the appropriate care and attention.

If a child requires personal care then a Health Care Plan is completed with parents, staff and any outside agencies if necessary so everyone involved knows what needs to be done and how and also what would constitute an emergency.

We promote positive behaviour strategies at Broadheath Primary School and encourage all children to say 'I Can'. There have not been any exclusions for a number of years and we work with the Education Welfare Officer in Monitoring attendance. All children's attendance is monitored closely and each week the class with the highest attendance receives the attendance cup. Children are given stickers, team points, certificates for appropriate and excellent behaviour and if need be then a child's behaviour will be discussed with parents to ensure your child is behaving and what is happening in school is being reinforced at home.

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

The SENCO is very experienced and has been SENCO for a number of years she has supported Trafford's SEN team in delivering training for new SENCOs and has shared our good practice at SENCO Forums. The SENCO has won Trafford's Outstanding Teacher for Speech and Language needs in the Giving Voice awards and one of our HLTA's (Mrs. Julie Thomason) has won outstanding Teaching Assistant for Speech and Language needs in the Giving Voice Awards. The school has also won Trafford's Inclusion Award and Trafford's Dyslexia friendly Award.

The school works closely with a range of outside agencies including Speech and Language Therapy, Trafford's SENAS team, Occupational therapy, Physiotherapy, Longford Park Outreach Team, the school Nurse, Health Visitors, Trafford's Sensory Impairment Team, Educational Psychology and Social Services.

What training have the staff supporting children/young people with SEND had?

A range of training takes place each year. This can be internally or some staff may have external training to further develop their skills. Staff have had training on being Dyslexia friendly, supporting children with Speech Language and Communication needs, Supporting children with social communication needs and Autism, Making every child a talker, The new SEN Code of practice, Our response to a range of Special needs and how to identify special needs and what to do about the range of needs within the classroom, using a range of ICT programmes, using I pads to support children with Special Educational Needs and using, teaching and identifying a range of learning styles.

Each year all staff complete an audit to identify if any training is required. All staff that are new to the school spend time with the SENCO so they know how to support the children and what approaches and strategies to use in the classroom.

How accessible is the school environment?

If your child has a special educational need you apply for admission to our school through Trafford's' admission department. You are most welcome to phone the school and make an appointment to look round. Our school is very caring and as we have children with a range of needs all the children care and look out for each other. Children with disabilities or special educational needs are not treated differently as we are fully inclusive. Any specialised equipment which is needed can be locked away when not in use and the school is fully wheelchair accessible. If a child has visual or auditory difficulties we work with Trafford's sensory Impairment team to ensure we are doing everything we can for the child for example if work needs photocopying in a larger font this will take place. We have accessible toilets in the main school and in Nursery and we have a changing table in the Nursery. We have worked closely with the Community Nursing team when children have needed support in becoming toilet trained.

If the parent's first language is not English we have used members of staff who speak their language or when required we have got an interpreter to ensure we do all understand what is being said. Other parents who speak the same language have also happily interpreted.

How are parents and young people themselves involved in the school?

There is regular contact with parents and school. The school operates an open door policy and if you want to discuss an issue in more detail you can make an appointment to see the appropriate member of staff. Staff are available to talk to before and after school and there are two formal parents' evenings throughout the year and you will receive an end of year report at the end of the school year. If your child has Special Educational Needs we may need to have regular review meetings where all professionals involved in supporting your child can meet with you to discuss the next steps. Parents are invited in to hear readers, help on school trips and to come and support school events, assemblies and productions. They are also

able to join the PTFA which meet regularly to plan events to raise money for the school. Your child will receive a Homework timetable, so you will know when to expect homework and what type of homework it will be. At times a Home/ school diary may be needed, if so this will be discussed with parents and put into place as necessary.

All children take part in class assemblies, productions and in Upper Key Stage 2 they are encouraged to help throughout school, this could be as a playground leader, leading 'Wake Up Shake Up' or giving out the registers. We also have a School Council which meets regularly and we always have at least one child with Special Educational Needs on the School Council each year.

Each class also has a class blog where you can see what the children have been doing in school. Parents and children can comment on the blog and when the comments have been approved they will be uploaded to the blog.

How do you involve other agencies in meeting the needs of children/young people with SEND and in supporting families?

We have involvement with a wide range of agencies. The outside agencies come and give staff advice on dealing with a range of needs and/or offer support for the children. They can also observe and assess the children and provide staff with next steps to meet the children's needs. We work closely with the School Nurse who will check all Reception children's height, weight, hearing and vision and will also check hearing and vision of children throughout the school. If Social Services are involved we work closely with them to work together and provide the best for the child, multiagency meetings will be planned to discuss next steps. Speech and Language Therapy provide reports when they have assessed the children therefore giving us next steps and on occasions the children are transferred to school Support whereby we deliver the Speech Therapy programme written by the therapists and they review the programme termly. If your child requires a referral or are working with CAMHS will work with them and monitor the progress of the child and implement any strategies they suggest. We have extremely good working relationships with all outside agencies, and involve parents in any multiagency meetings as we all want the best for every child.

Who can I contact for further information?

The first point of contact if your child is already at the school is your child's class teacher or Mrs Clare Sheridan/Mrs Grace Lees (SENCO). All staff involved in supporting your child can also help. The HLTA's who provide withdrawn intervention programmes are

Mrs. Julie Thomason, Mrs. Sarah Savage and Mrs. Dana Borowik. If you have concerns you can contact any of the above and also

Mrs. Kirsten Lyde (Head Teacher). All staff are available to listen, support, offer help and advice. We want your child to say 'I Can' and to be 'Safe, Happy and learning'.

The school phone number is 0161 928 4748 and the email address is broadheath.admin@trafford.gov.uk .

Other people you may want to contact for advice are:

SENAS: 0161 912 3380
TSISS: 07809 382486
Parent Partnership Service: 0161 912 3150
Educational Psychology Service: 0161 912 2250
Speech and Language Therapy: 0161 912 2592
School Nurse: 0161 912 2340
Inclusion Advisor (Mrs. Sally Smith): 0161 911 8679
Trafford Primary School Admissions: 0161 912 5007

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?

The transition process at whatever stage of a child's education can be a daunting prospect. When moving classes and schools the current class teacher and the SENCO will meet with the new teacher and/ or school and discuss the child's needs in detail and what strategies, resources and interventions are working for that child. If the child requires a transition book we will make one of these. A transition book answers any questions the child may have about the move and provides photographs and labels about the new environment. The child can keep this book and can refer to it when they need to. Extra visits are planned if necessary the new Teacher will be invited to see the child in their current familiar classroom environment at first and then when it is felt that the child is ready they will go on visits with or without a member of our staff to visit the new classroom / school. The amount of visits provided will depend on each individual child and how much support they will require. When they do move classes/ school all information about the child is passed on this includes reports and Individual Education Plans. In year 6 to help with Transition a HLTA will work with any children who are a bit unsure about the move to High School and a programme of activities will be put in place to develop the familiarity with the school and to answer any queries.

What other support is available?

Find out more about the local offer of support which is available for disabled children and young people and those who have SEN on the Trafford Service Directory www.trafford.gov.uk/servicedirectory or by contacting the Family Information Service:

Telephone: 0161 912 1053 Monday to Friday, 8.30am until 5pm
Email: fis@trafford.gov.uk
Twitter: [@traffordfis](https://twitter.com/traffordfis)
Facebook: www.facebook.com/traffordfi