

SEN Information Report

Broadheath Primary School

Trafford's local offer makes it easier for families to find out about the support that is available for children and young people with SEN or who are Disabled. 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 document provides guidance on what should usually be available within school's resources.

Schools have a duty to publish SEN Information on their website which is updated every year. The questions on this template were developed with parents. Some schools have chosen to complete this template to provide their SEN Information. To go straight to a particular question, use the links below:

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

Broadheath Primary is a fully inclusive primary school; we cater for children with a wide range of special educational needs. We have children with cognition and learning, communication and interaction, physical and medical, and social, emotional and mental health needs. All children are taught within a class with an emphasis on quality first teaching; needs being met by additional interventions, support and extra professionals.

2. How does the school know if children/ young people need extra help and what should I do if I think my child/young person may have special educational needs?

All children in the school undergo continual assessment by the class teachers, within in a cycle of formative assessment. Children are identified if they are falling significantly below the age related expectations, their needs will then be discussed by class teacher, Senco and head teacher. As part of our assessment processes Early Years and Key Stage One children go through a Speech and Language screening, then they are supported with any needs that are identified and referrals made to other professionals if necessary. In Year 3 all children are screened for dyslexia and will then be supported in class or with individual interventions as needed. In addition, we welcome hearing concerns of parents and we will discuss any issues that are brought to us. Teachers have regular meetings with the Senco to discuss the needs of children in their class.

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

Teachers will prepare targets for children based on their specific needs and these will be discussed with parents. Children on the SEN register may be assessed using different measures from their peers; depending on the needs in question. We use standardised tests that will show progress however small.

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

Children are generally taught in mixed ability groups; using a Kagen approach. All children are able to choose the level of challenge within lessons; three challenges are usually offered. However certain children will have a specialised curriculum adapted to their specific needs; as much as possible this will be in line with the learning of the rest of the class but if needed they will be able to access whatever is needed to support their needs best.

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

Class teachers and the Senco will discuss and plan support to be given to children. Interventions are mostly delivered by TAs but sometimes it can be a teacher. TAs discuss plans with the teachers and feedback half-termly about the impact of interventions. Children are also supported within lessons by TAs and class teachers. Usually the class teacher will be the main contact for the support, they will have an overview of the whole provision that the child receives.

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

For most children with SEN they will be on school support which means that the support is planned, monitored and supplied by the school; overseen by the Senco. Children who have complex needs can apply for Education, Health and Care (EHC) Needs Assessment; this is usually completed by the school. If a child meets the criteria for assessment Trafford SENAS will then assess the child and further funding may be obtained to provide more support. The Senco and teachers will decide, in consultation with parents, the best forms of support for the child.

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

All activities will be fully inclusive; if necessary support will be given to include children or PE can be adapted to suit all needs. Children are encouraged to take part in all areas of the curriculum; this could TA supporting children with swimming in the pool due to medical needs, adapted equipment, more adults in a lesson to support certain children.

In terms of school trips children will always be included and specific needs will be taken into account at the planning stage. In Years 5 and 6 where children are encouraged to go on residential trips parents of children with complex needs may be invited to accompany their child so that they can still fully participate.

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

As a school we believe in the development of the whole child we will provide a supportive and nurturing environment. Children have access to a drop-in session at lunch times with Miss Thompson who is a TA with responsibility for mental well-being.

There are also groups for developing social interaction and emotional needs. We will use the Circle of Friends scheme for children who need support in making and maintaining friendships. For children facing more complex issues we have a counsellor in school on a weekly basis, she sees children who are referred by the Senco and offers a range of play and talk therapies.

Many strategies are used to support behaviour and the Senco will be involved in supporting class teachers, parents and children where problems persist. We have links with outside agencies that we can call upon if necessary to try to find solutions to any problems to avoid exclusions.

We keep close monitoring of attendance and punctuality and will enlist the support of the EWO if needed.

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

All our teachers and teaching assistants are qualified, with many holding extra qualifications in their areas of expertise. The Senco has the National Award in Special Needs Co-ordination(NASENCO).

Extra training has been given in speech and language issues, dyslexia awareness, mental health awareness, dyspraxia.

We have a speech therapist and a play therapist/counsellor working in school on a weekly basis. We also have the support of many outside agencies, who work with children at school including: the school nurse, health visitors, speech and language therapists, stronger families, community paediatricians, Healthy Young Minds (formerly CAHMs) and SENAS (Special Needs Assessment Service).

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

All staff have been given training on the SEN code of practice and are kept up to date of developments in this area. The Senco has the NASENCO qualification.

Staff have had training in a range of specific special needs and techniques, including dyslexia awareness, precision teaching, speech and language, social emotional and mental health needs.

11. How accessible is the school environment?

We aim to make Broadheath Primary school accessible to everyone. Most of our school is on the ground floor with no steps to negotiate, where there are steps there is also a ramp. Our classrooms upstairs are accessible by a lift. We have three disabled toilets available across the building.

Wherever possible we will use adapted equipment to make the school and curriculum accessible to all. The building is fully wheelchair accessible.

Parent carers who do not speak English as a first language will be matched with other parents who can translate for them.

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

Parents are an important aspect of our school community; we have a growing and active PTA. During the school day parents can approach senior staff who are available first thing at the school gates or class teachers who will be in the playground both before and after school. Teachers may set up a home school book if needed to communicate with parents on a regular basis. Class dojo is used in all classes as a quick and confidential form of communication. The school have a parent voice group who meet regularly to discuss various topics. There are parents evenings and workshops throughout the year. There are SEN coffee mornings for parents of SEN children to meet and discuss strategies and issues that they may have. There is also a SEN children's voice group who meet termly. The school in partnership with the Children's Centre deliver the Incredible Years course for parents of children aged 18 months – 3 years on a range of parenting issues. We also have a number of courses offered by Trafford college that are run at school.

13. Who can I contact for further information?

Your first contact for issues regarding your child is always their class teacher, who can be contacted either before school in the playground or via the school office by phoning 0161 928 4748 or emailing broadheath.admin@trafford.gov.uk. After this you may contact the Senco, Mrs C Sheridan or Mrs G Lees (nursery and reception) also via the school office. If you require general advice try the Trafford Local Offer which has all SEN services in the area. www.trafford.gov.uk/localoffer

14. 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?

All children will have visits to school prior to joining nursery and a gradual start if needed. The school has a transition day for children moving up the school; but if more work is needed in meeting the new teacher or classroom this will be accommodated. If a transfer to a new provision is needed we will go with parents to visit schools and discuss all the possibilities and support the move. We have good links with all the local High Schools and we will support parents with their choice. Children will have extra transition visits if needed with a TA to prepare them for the move.

15. 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/localoffer 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
Facebook: www.facebook.com/traffordfis