

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 sensory, and social, emotional and mental health needs. All children are taught within a class with an emphasis on quality first teaching; needs being met through adaptive practise, pupils accessing additional interventions, and support from 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 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, SENDCo and Headteacher.

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 addition, we welcome hearing concerns of parents and we will discuss any issues that are brought to us. Teachers have regular meetings with the SENDCo to discuss the needs of children in their class and are able to raise concerns at any time.

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 SEND 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. Individual Learning Plans (ILPs) and targets are shared with parents and children where appropriate.

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 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 SENDCo 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 SEND they will be on SEN Support which means that the support is planned, monitored and supplied by the school; overseen by the SENDCo.

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 Special Educational Needs Advisory Service (SENAS) will then assess the child and further funding may be obtained to provide more support. The SENDCo and

teachers will decide, in consultation with parents, the best forms of support for the child. Support might be providing extra 1:1 sessions, support within class or by providing technology such as a laptop or Ipad so the curriculum is more accessible to 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 lessons such as PE can be adapted to suit all needs. Children are encouraged to take part in all areas of the curriculum; this could be a 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 and provide a supportive and nurturing environment. Children have access to 'The Club that Cares' drop-in session at lunch times with Miss Thomson, our Pastoral Lead.

There are also groups for developing social interaction and emotional needs.

For children facing more complex issues, we have a counsellor in school two afternoons a week. They see children who are referred by the SENDCO and offer a range of play and talk therapies. This year, we also have an Art Therapist on site one day a week, who delivers 1:1 sessions as well as small group interventions focussing on a range of themes including emotions and friendships.

Many strategies are used to support behaviour and the SENDCO 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 closely monitor 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 SENDCO has the National Award in Special Needs Co-ordination (NASENCO) and the Assistant SENDCO is currently completing the NPQ SENDCO qualification.

Ongoing training is accessed in a range of areas following the identified needs of our pupils. These include speech and language difficulties, dyslexia awareness, mental health awareness, dyspraxia, ADHD and Autism training. We have a speech therapist working in school on a weekly basis whose role is to assess pupils, identify need and set targets and intervention programmes and to support staff to deliver these interventions.

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, Early Help, Community Paediatricians, CAMHS, Educational Psychologists 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 SEND Code of Practice and are kept up to date with developments in this area. The SENDCO has the NASENCO qualification.

Staff have had training in a range of specific additional needs and techniques, including dyslexia awareness, precision teaching, speech and language and social emotional and mental health needs. Many staff are Team Teach trained.

11. How accessible is the school environment?

We aim to make Broadheath Primary school accessible to everyone. Our Accessibility Plan ensures that 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 stairs or a lift. We have three accessible 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. We also have staff members who are bilingual and support where they can, to translate.

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 Friends at Broadheath (FAB) which support and help run a range of events for both pupils and families throughout the year.

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 after school.

Class dojo is used in all classes as a quick and confidential form of communication.

There are parents evenings and workshops throughout the year. The SENDCO is available to all parents at parents evening and through Dojo. There are SEND coffee mornings for parents of SEND children to meet and discuss strategies and issues that they may have.

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 via the school office by phoning 0161 928 4748, emailing broadheath.admin@trafford.gov.uk, or by class dojo. Parents also have the opportunity to speak to the teacher at the end of the school day on the playground.

After this you may contact the SENDCO, Mrs C Boyer at sen@bps.trafford.sch.uk, via the school office or class dojo.

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 an adult within school 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 SEND on the Trafford Service Directory
www.trafford.gov.uk/localoffer
or by contacting the Trafford Family Information Service:
Telephone: 0161 912 1053 Monday to Friday, 8.30am until 5pm
Email: fis@trafford.gov.uk
Facebook: www.facebook.com/traffordfis