

Broughton Moor Primary School
SEND Information Report
Reviewed May 2025
Mr Dale Bromley – Headteachers
Mrs Bethan Rowlands-Tibbs – SENDCo

Broughton Moor Primary School is dedicated to fostering an inclusive environment where the aspirations and expectations of every student, including those with Special Educational Needs and Disabilities (SEND), are supported and elevated. We recognize and celebrate the talents and accomplishments of all our pupils, striving to create an optimal learning environment that promotes positive educational outcomes. Our approach to SEND support is holistic, involving the entire pupil and the whole school, and is focused on ensuring every child is included, regardless of their individual needs.

We deeply value every child and family in our community and embrace the richness that diversity brings. Our shared commitment is that all students, no matter their specific requirements, receive high-quality instruction that enables them to progress effectively and feel respected and included in the school community.

At Broughton Moor Primary School, we are committed to recognizing the strengths of all our pupils. It is our responsibility to provide each individual in our care with equal opportunities, within a secure and well-resourced learning environment tailored to meet their personal needs. Our goal is to help every child achieve success and reach their full potential by offering exceptional education and support.

The school is fully committed to helping pupils with SEND realise their abilities and attain the best possible academic outcomes.

The SEND Code of Practice (2015) says:

All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential.

This should enable them to:

- *achieve their best*
- *become confident individuals living fulfilling lives, and*
- *make a successful transition into adulthood, whether into employment, further or higher education or training*

We are committed to promoting the full inclusion of all students by addressing their individual needs. Every child is entitled to access a broad and balanced curriculum, and our SEND policy emphasizes the importance of delivering high-quality, inclusive teaching. The Governing Body will ensure that appropriate resources and provisions are in place to support all pupils with SEND.

Current School Data May 2025:

Number of Pupils: 72	Broughton Moor Primary School	National
SEND Register	18.9%	16.3%
SEND Support	16.2%	13.6%
EHCP	4%	4.8%

Pupils identified as SEND are identified as having needs within one or more of the areas below:

- Communication and Interaction
- Cognition and Learning
- Sensory and/or Physical
- Social, Emotional and Mental Health Needs

How does Broughton Moor Primary School know if your child requires extra support?

The SEND Code of Practice (2015) defines the identification of SEND as:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post*

The first stage of support in school and early identification is provided through SEND Support (Assess, Plan, Do, Review). At this stage, high-quality teaching strategies are integrated into classroom routines to address pupils' needs, and any initial concerns are shared with parents or carers. If a child's needs go beyond what can be met through these initial strategies, the school will hold a follow-up meeting with parents or carers to consider the next steps. This could involve seeking guidance from Local Authority professionals such as Specialist Advisory Teachers or Educational Psychologists. In some cases, this process may lead to an application for an Education, Health and Care Plan (EHCP).

How do we ensure that pupils' views are listened to?

When a child is placed on the SEND register through SEND Support, staff complete a Pupil

Profile with the pupil within school. This is also shared with parents, when the support plan is written/reviewed. The Pupil Profile is updated twice a year and details further information about the pupils likes/dislikes, wishes for their support.

For EHCP reviews, where appropriate, the pupil will be invited to share their views. Pupils are also encouraged to complete a pupil profile to share their wants/needs, likes/dislikes as part of the EHCP review.

How will the school support my child?

At Broughton Moor the SEND provision is overseen by the SEND Governor, Mrs. Sam Little. The SENDCo and the SEND Governor meet each term to review the support provided for pupils with SEND and to discuss current priorities and needs across the school. The Headteacher, Mr. Bromley, also holds regular meetings with the SENDCo, Mrs. Rowlands-Tibbs, to ensure that appropriate policies and practices are in place and to track the progress of students on the SEND register. Broughton Moor Primary School incorporates *Ordinarily Available Provision* into its everyday routines. School leaders continuously evaluate how specialist knowledge and resources can be used to meet the needs of pupils with SEND and assess the quality of provision in alignment with the school's improvement strategy.

How will I know how well my child is doing?

The class teacher holds primary responsibility for monitoring the progress of all pupils in their class. Parents receive regular updates on their child's development through an annual written report and two parent-teacher meetings each academic year. For children identified as receiving SEND Support or who have an Education, Health and Care Plan (EHCP), updates may be provided more often, typically during SEN Support or EHCP review meetings.

In the Early Years, EHCP reviews take place every six months, while from Key Stage One onwards, they occur annually. However, these reviews can be scheduled more frequently if necessary, depending on the child's needs. Reviews for those receiving SEN Support are held at least three times a year, and parents are encouraged to contribute to their child's SEN support plan; additional meetings may also be arranged when needed.

Most pupils are assessed using the school's online tracking system, Scholarpack. For some children, however, the Progression Framework may be a more appropriate tool for tracking progress.

How will the school's approach to teaching and learning be matched to my child's needs?

At Broughton Moor Primary School, we are committed to delivering high-quality teaching that supports the needs of every pupil. Teaching strategies and learning experiences are adapted within the classroom to accommodate individual needs, and when necessary, the curriculum

is personalised to better suit specific learners. Classroom adaptations, such as scaffolds, are often used to support pupils while they continue to learn alongside the main class objectives.

Some pupils may benefit from small group or one-to-one interventions during the school day or as part of an extended school program. These interventions might include targeted support in English and/or Maths, such as pre-teaching, over-learning, or other specific strategies designed to address learning challenges. In addition, pupils may access pastoral care, including ELSA (Emotional Literacy Support Assistant) support, social and emotional development sessions, or Nurture Group interventions.

Subject leaders work closely with class teachers and the SENDCo to adapt the curriculum so all pupils can access it effectively—both academically and physically. Class teachers are ultimately responsible for ensuring that every child can engage with the curriculum.

For pupils assessed through the Progression framework, provision may extend beyond the typical classroom setting to meet more complex needs. These adjustments are made in consultation with parents, carers, and relevant professionals. Pupils with more significant learning needs may also require additional enrichment activities, which are discussed during SEND or EHCP review meetings with families and school staff.

What support will there be for my child's overall well-being?

The well-being of our students is of the utmost importance at Broughton Moor Primary School. Ms Landells, the school's Senior Mental Health Lead, works closely with the SENDCo to regularly review and plan support for students with social, emotional, and mental health needs.

For pupils receiving SEND Support or with an EHCP, additional support related to their social, emotional, or mental health needs may be incorporated into their in-class provision. If further guidance is needed, the school may seek support from external agencies such as the Behaviour Emotional and Wellbeing Officer (BEWO), The Family Hub, or CAMHS.

When a pupil requires help with personal care, staff will work with parents or carers to understand the child's needs and put an appropriate support plan in place. Ensuring that staff are fully aware of these needs is essential for providing effective care in school. If a pupil requires medication during the school day, a Health Care Plan will be developed with the parents to manage this safely. The school's **Supporting Pupils with Medical Conditions** policy is available on the school website.

The school's **behaviour policy** is also available on the school website. If your child is having challenges with their behaviour in school, their class teacher will inform you as soon as possible. A meeting will then be arranged between the class teacher, parents or carers, and

the SENDCo to discuss the most effective ways to support your child. In some cases, the Headteacher, Mr. Bromley, may also be involved.

If the school becomes aware of a bullying incident staff members will follow the Department for Education's Anti-Bullying guidance and the school's behaviour policy to address the issue appropriately. All policies mentioned are aligned with the **Keeping Children Safe in Education** framework and the **Behaviour and Discipline in Schools** guidance issued by the DfE.

What training have the staff, supporting children and young people with SEND, had or are having?

We place strong emphasis on continuously improving classroom practice. Supporting pupils with SEND is seen as a whole-school responsibility, in line with the SEND Code of Practice (2015), and all staff members are encouraged to deepen their knowledge in this area. Recently, staff have completed training in autism, attachment, and dyslexia, and have also received tailored guidance from specialist advisory teachers to better support individual pupils with a variety of needs.

Each year, staff training is planned based on the current needs identified within the school. Mrs. Rowlands-Tibbs, the SENDCo, regularly attends Local Authority training sessions to stay up to date with the latest policies and procedures, ensuring that school staff are kept informed of ongoing developments in SEND provision.

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

When additional support or guidance is needed, in accordance with the SEND Code of Practice, the school will meet with parents or carers to plan the most suitable support for their child. As part of this process, professionals from the Local Authority may be involved, including Specialist Advisory Teachers, Educational Psychologists, EYFS SENDCos, or the Behaviour and Emotional Wellbeing Officer (BEWO).

In some instances, it may be agreed with parents or carers that a referral to NHS services is appropriate. These may include speech and language therapy, community paediatrics, occupational therapy, or CAMHS. Parents will always be consulted before any referral is made.

In certain situations, the school may also make a referral—again with parental consent—to the Cumbria Safeguarding Hub to request an assessment by the Child and Family Disabilities Social Care Team. This is typically considered when parents or carers are seeking additional out-of-school support, such as Direct Payments, to provide respite care for their child.

If parents wish to discuss their child's SEND needs and processes outside of school, they are advised to contact SENDAC - <https://www.sendac.org/> and/or SENDIASS <https://sendiass.cumbria.gov.uk/aboutcumbriasendiass.asp>

How will you help me support my child outside of school?

The school's website provides details on homework expectations for all year groups and key stages. If a pupil requires modified learning tasks, the class teacher will adapt homework to suit their individual needs. Should a pupil find it difficult to complete tasks at home, parents are encouraged to speak with the class teacher or SENDCo to find the most effective way to support their child. For pupils who are not following a subject-specific curriculum, the class teacher will work with parents or carers to set appropriate learning targets based on the pupil's Progression framework assessments to support their progress.

How does the school enable constructive partnership working with families?

In line with the SEND Code of Practice (2015), parents and carers are encouraged to seek additional guidance from SENDAC or SENDIASS for support relating to their child's SEND needs and provision. Broughton Moor Primary School values open and ongoing communication with families, offering regular opportunities for parents to meet and discuss their child's progress.

When other external agencies are involved, parents are invited to attend meetings to receive feedback and contribute to planning the next steps in their child's support. The school ensures that parental views are heard and considered. If a parent or carer requires additional support to attend meetings—such as access arrangements—the SENDCo will coordinate with the relevant professionals to make appropriate arrangements.

The school's SEND Policy and further information can be found on the SEND section of the website. If parents or carers have any concerns, compliments, or complaints regarding SEND, they are encouraged to contact Mrs Rowlands-Tibbs or Mr Bromley.

How will my child be included in activities outside the classroom and on school trips?

Here at Broughton Moor Primary School we offer a broad and balanced curriculum, providing all pupils with opportunities to take part in extra-curricular clubs, educational visits, and residential trips throughout the school year. If a pupil requires additional support or adaptations to access these activities, the class teacher and SENDCo will work closely with parents or carers to plan the necessary arrangements.

All pupils are given the chance to participate in school trips and residential, in line with the school's SEND, Equality, and Accessibility Policies, which can be found on the school website. The school makes every effort to ensure that both families and staff are well-informed about a pupil's specific needs before any visit or residential takes place. Parents and carers are actively involved in the planning process to ensure accessibility and appropriate support for their child.

In certain cases, where a pupil needs a higher level of support, parents may be invited to accompany their child on a residential trip. This is only considered when absolutely necessary and is planned in full agreement between parents and school staff.

For some pupils with an Education, Health and Care Plan (EHCP), Broughton Moor Primary School may offer additional curriculum enhancements designed to meet their individual needs. These activities are carefully planned and supported in line with the objectives outlined in each child's EHCP.

How accessible is the school environment?

In line with the SEND Regulations (2014) and the Equality Act (2010) Advice For Schools: Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

Increase the extent to which disabled pupils can participate in the curriculum

Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided

Improve the availability of accessible information to disabled pupils

Broughton Moor Primary School aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The school supports any available partnerships to develop and implement the plan.

Broughton Moor Primary School will endeavour to meet the needs of pupils and ensure that all pupils are able to access the curriculum within school. In cases, where a pupil requires adaptations to the environment, school staff will contact parents/carers, the local authority and specialist teachers/medical professionals involved within the pupil's care to support improvements to the environment. Details of the school's accessibility plan and policies are available on the school website.

Who can I contact for further information?

Your child's class teacher is the first contact within school. If you would like further information regarding support/provision/needs for your child please contact:

Mrs Sam Little – SEND Governor

Mrs Bethan Rowlands-Tibbs – SENDCo/Deputy Safeguarding Lead

Mr Dale Bromley – Headteacher/Safeguarding Lead

SENDIASS -<https://sendiass.cumbria.gov.uk/aboutcumbriasendiass.asp>

How will the school prepare and support my child to join the school, transfer to a new school or the next stage in education or life?

Within the Early Years environment, our Early years team will liaise with Mrs Rowlands-Tibbs to ensure that pupils, with additional needs have enhanced transition periods and access to support within these settings.

Links with our local transfer to secondary schools are very good. Staff from the schools which pupils are transferring to, visit the school prior to the end of the transition; this ensures that all staff are aware of the needs of our pupils and can make adequate arrangements in readiness for the transition of our pupils. In preparation for the transition, the school encourages that parent/carers engage with both schools to ensure a smooth transition. School staff will arrange a meeting with parents/carers and both schools to ensure a smooth transition. In the case of Year 6 pupils, the SENDCo will arrange enhanced transition visits to the next school and liaise with the SENDCo. The SENDCo will also be invited to EHCP transitional review.

How are the school's resources allocated and matched to children's special educational needs?

The SEN Code of Practice says:

All mainstream schools are provided with resources to support those with additional needs, including pupils with SEN and disabilities. Most of these resources are determined by a local funding formula, discussed with the local schools' forum, which is also applied to local academies.

Schools have an amount identified within their overall budget, called the notional SEN budget. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget.

It is for schools, as part of their normal budget planning, to determine their approach to using their resources to support the progress of pupils with SEN. The SENCO, headteacher and governing body or proprietor should establish a clear picture of the resources that are available to the school. They should consider their strategic approach to meeting SEN in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium.

As part of the Cumberland Local Offer, Broughton Moor Primary School follows guidance available from the Cumberland SEND Information hub and Ordinarily Available Provision.

In cases where the school has followed the graduated approach and the pupil's needs require additional funding to fully support them within the school/curriculum, the school will apply to the Local Authority for additional funding. This discussion will involve parents/carers, school staff/SENDCo and further professionals.

How are decisions made about the range of support my child will receive?

At Broughton Moor Primary School, support for pupils is determined through the *graduated approach*—**assess, plan, do, review**. When concerns are raised, they are first discussed with

parents or carers and then with the SENDCo. The type of support offered is based on the pupil's academic level and any identified pastoral, social, or emotional needs.

Following discussions with parents, appropriate interventions are arranged, and if necessary, a support plan is created to target the pupil's specific areas of need. If school staff believe that additional support may be required, a further meeting will be held with the parents or carers and the SENDCo to review and plan the next steps.

Some of the interventions that are offered by Broughton Moor Primary School are:

- ELSA
- Nurture Group
- Maths/English interventions
- Specific 1:1 interventions addressing targets provided by professionals
- Speech, language and communication
- Little Wandle Phonics intervention

Support in school can vary between 1:1 support, group interventions and group support within class. In some cases where a pupil is not engaged in subject specific study, there is collaboration between outside agencies, the local authority, parents/carers and school staff to plan and ensure the needs of pupils are being met.

Where can I find out about the local authority's local offer of services and provision for children and young people with SEND?

Details about the Local Authority's offer of services can be found here:

<https://fid.cumberland.gov.uk/kb5/cumberland/directory/home.page>