

SEND Information Report

Reviewed May 2024

Mrs. Lynsey Turpin – SENDCo

Broughton Primary School is an inclusive school committed to raising the aspirations and expectations of all pupils, including those with Special Educational Needs and/or Disabilities (SEND). We value their abilities and achievements and are committed to providing the best possible environment for positive learning outcomes. We operate a ‘whole-pupil, whole-school’ approach to the management and provision of support for SEND and endeavour to achieve inclusion of every pupil regardless of need.

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.*

Current School Data May 2024:

<u>Total of pupils:</u>	<u>Broughton Primary School</u>	<u>National</u>
SEND Register	8.8%	16.3%
SEND Support	8.8%	12.4%
EHCP	1.4%	3.9%

Broughton Primary School currently (May 2024) has 147 pupils on roll, with 13 pupils on the SEND register. 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 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-16 institutions*

The initial phase of support within school and early identification is through **SEND Support (Assess, Plan, Do, Review)**. This is where quality first teaching approaches are implemented into classroom practice to meet the needs of pupils and initial observations are discussed with parents/carers. After a period of observation and implementing strategies listed in the support plan, it may be appropriate to seek further advice from Local Authority professionals such as: Specialist Advisory Teachers and/or Educational Psychologists. This may also lead to an application of an Educational Health and Care Plan (**EHCP**). If parents/carers are concerned about their child's progress, they are encouraged to speak to their child's class teacher or Mrs. L. Turpin – SENDCo – lturpin@broughton-pri.cumbria.sch.uk

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

When a child is on SEND Support, parents are invited to attend at least termly review meetings to discuss progress, further support needed and next steps. Prior to these meetings, parents are asked to complete a pupil view questionnaire with their child in order to give their views on what is working and what further support they feel is needed for them to progress.

Informal pupil interviews between class teachers, the school SENDCo and pupils may take place in order to obtain pupil views to make appropriate adjustments where necessary.

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?

The SEND provision at Broughton Primary School is overseen by the SEND Governor – Mrs. Anne Jefferson. Broughton Primary School implements [Ordinarily Available Provision](#) into regular school practices. School leaders regularly review how expertise and resources can be used to address SEN needs within school and the quality of whole-school provision in line with the school improvement plan.

How will I know how well my child is doing?

The class teacher has overall responsibility of the progress of pupils within their class. Parents are informed regularly of their child's progress through twice-yearly parents' evenings and a written report at the end of the academic year. If a child is identified as SEND Support or in receipt of an EHCP, parents may be informed of their child's progress more frequently and within a SEN Support/EHCP review.

Within the Early Years, EHCP reviews are held every six months. From Key Stage one onwards, EHCP reviews are held annually. In some cases, EHCP reviews are brought forwards or held more frequently depending on the needs of the pupil. SEN Support reviews are at least three times per year and parents are invited to contribute to their child's SEN support plan. In some cases, they may be more frequent.

Pupils are assessed using the school's online assessment tracking system – **FFT Aspire** and termly progress meetings are held with the class teacher, Headteacher and SENDCo where provision and needs are discussed and amended where appropriate. If concerns are raised that a child may be in need of further support such as that of SEN Support, this will be discussed with parents in the first instance by the class teacher and, in some cases, followed up by communication from the school SENDCo.

If parents are concerned about their child's progress, they may contact Mrs. L. Turpin – SENDCo or their child's class teacher.

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

At Broughton Primary School, we promote high-quality teaching to best meet the needs of all pupils. Teaching and learning is adapted to meet the needs of pupils within school and where required, the curriculum is tailored to meet individual pupils' needs.

In some cases adaptations are used within the classroom to provide pupils with scaffolds to support learning. This is alongside the objectives of lessons and pupils' learning is alongside the main teaching.

For some pupils, they may be offered group and/or 1:1 interventions, within the school or expanded school day. This may be: tailored interventions for English and/or Maths including pre-teaching and over-learning and specific targeted interventions to support learning needs. In addition to this, pupils may also receive pastoral support through individual counselling sessions such as Drawing or Talking Therapy, ELSA support and/or Nurture Group support.

Subject leaders ensure that the curriculum is adapted to meet the needs of all pupils. Through discussions with the class teachers and SENDCo, subject leaders can identify adaptations to the curriculum to ensure that **ALL** pupils are able to access the curriculum both academically and physically. It is the overall responsibility of the class teacher, to ensure that pupils are able to access the curriculum within school.

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

Broughton Primary School are committed to supporting the emotional health and wellbeing of our pupils. We know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support. We take the view that positive mental health and wellbeing is everyone's responsibility and we all have a role to play in supporting this. We have a range of pastoral support available in school such as: Nurture Groups, ELSA, 1:1 pastoral support and counselling such as Drawing and Talking

Therapy. Mrs. L. Turpin is the Mental Health lead in school and Mrs. A. Cockton and Miss. R. Vevers are Mental Health First Aiders.

If the school requires additional advice regarding a pupils' social, emotional and mental health needs, we may refer to outside agencies such as: **BEWO (Behaviour Emotional and Well Being Officer), Family Action, CAMHS.**

Where a pupil requires support with aspects of their personal care, school staff will discuss their needs with parents/carers and plans will be put in place to support the pupil in school. It is important that school staff have a full understanding of a pupils' personal care needs, to ensure that they are fully supported within school. If a pupil requires medication, a Health Care Plan will be made with the parents to administer medication.

Broughton Primary School has a detailed behaviour policy, which can be found on the school's website. This outlines expectations for behaviour within school and measures put in place to support a pupil with any behaviour concerns within school. If your child is struggling with aspects of their behaviour within school, their class teacher will inform you of this at the earliest opportunity. The class teacher, parents/carers and SENDCo will meet to discuss how we can best to support pupils with their behaviour needs. In some instances, this may also involve Mrs. A. Bewsher – Head Teacher.

Where the school is made aware of an incident of Bullying, Mrs. A. Bewsher and other members of school staff will follow the Ant-Bullying guidance published by the DFE and the school's behaviour policy, to address any concerns raised to school staff. All policies outlined above are in line with **Keeping Children Safe in Education** and **Behaviour and Discipline in Schools (DFE).**

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

SEND is a whole school responsibility (as outlined in the SEND Code of Practice 2015) and all members of staff at Broughton Primary School are given the opportunity to further their understanding in this area. We have recently completed Autism training, dyslexia training, Adaptive Teaching training as well as receiving personalised advice from specialist advisory teachers about how to support individual pupils within school with a range of needs. Mrs. L. Turpin – SENDCo – regularly attends training provided by the Local Authority to keep up-to-date with policies and procedures to ensure that school are kept informed of changes and developments within SEND.

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

Where the school requires additional support or advice in line with the SEND Code of Practice, we meet with parents/carers and plan for the best support for their child. From this, the school may involve professionals from the Local Authority such as: Specialist Advisory Teachers, Educational Psychologists, EYFS SENDCos, BEWO (Behaviour and Emotional Well Being Officer). In some cases, it may be decided with parents/carers that is appropriate to refer to services provided by the NHS such as: speech and language therapy,

community paediatrics, occupational therapists and CAMHS. A discussion will be held with parents prior to any referrals being made.

In some cases, the school may refer to the Cumbria Safeguarding Hub, with parental consent, to seek an assessment from the Child and Family Disabilities Social Care Team. This is where parents/carers are seeking additional support out of school time through Direct Payments, to provide respite support 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 to support my child's learning?

If a pupil requires adapted learning tasks, the class teacher will ensure that their homework is adapted appropriately for their needs. If a pupil is struggling to access tasks at home, parents can speak to the class teacher or SENDCo to discuss how best to meet their needs.

For children with SEN Support or an EHCP, information will be provided by the SENDCo and class teacher on how you can best support your child at home.

Broughton Primary School also facilitate parent/carer workshops throughout the year, planned around the needs of pupils and their families through Family Action, NHS providers or advisory teams through Cumbria County Council.

How does the school enable constructive partnership working with families?

As outlined in the **SEND Code of Practice 2015**, parents can seek further support from **SENDAC/SENDIASS** (as detailed above) regarding their child's SEND needs and provision. We encourage an open dialogue with parents and invite parents in at regular opportunities to discuss their child's progress. Where other agencies are involved, parents are invited to feedback meetings and to discuss the next steps for their child, ensuring that their views are listened to.

The SEND policy and further SEND information, is available on the SEND page of the school website: <https://broughtonprimariesch.co.uk/our-school/special-needs>. Mrs. A. Jefferson is the Governor responsible for SEND within Broughton Primary School. If parents or carers have any complaints or compliments in regards to SEND, they are encouraged to contact Mrs. L. Turpin or a member of the Senior Leadership Team.

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

Broughton Primary School promotes a wide and varied curriculum. Pupils have the opportunity to attend extra-curricular activities, school visits and residential within each year group. Where a pupil requires adaptations or further support to access school visits and/or residential, the class teacher and SENDCo will liaise with the parents/carers regarding the plans in place for the school visit. All children will be offered the opportunity to attend school visits and residential in line with the SEND Policy and Equality and Accessibility Policies outlined on the school website. Broughton Primary School, will

endeavour to ensure that parents/carers and staff are well-informed of pupils' needs prior to any educational visits and/or residential visits and will ensure that parents/carers are involved in the planning and accessibility needs for their child to attend. In some cases, parents have been asked to attend residential visits alongside their child however, this is only in cases where a child requires enhanced, additional support and is carefully planned between school staff and parents/carers.

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

Our 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 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. If you would like to discuss access arrangements, please contact the Headteacher – Mrs. A. Bewsher.

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. A. Jefferson – SEND Governor – ajefferson@broughton-pri.cumbria.sch.uk

Mrs. L. Turpin – SENDCo/Deputy Safeguarding Lead/Senior Mental Health Lead – lturpin@broughton-pri.cumbria.sch.uk

Mrs. A. Bewsher – Headteacher/Deputy Safeguarding Lead – head@broughton-pri.cumbria.sch.uk

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, Mrs. Wynne (Nursery teacher) and Mrs Johnston (Reception class teacher) will coordinate the admission of pupils into Nursery and Reception classes. They will liaise with the SENDCo – Mrs. Turpin – to ensure that pupils, with additional needs have enhanced transition periods and access to support within these settings.

We have strong links with feeder and transfer schools due to our close liaison with these schools. Staff from the schools, which pupils are transferring to, visit the school prior to the transition, and meetings are held with the SENDCo and class teachers of each school. 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 where appropriate and liaise with the Secondary SENDCo. The Secondary SENDCo will also be invited to EHCP transitional reviews.

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 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?

Broughton Primary School follow the graduated approach – **assess, plan, do, review**. Any concerns are discussed with parents/carers and following this the SENDCo. The type of school support your child will receive, is determined by the level of need and support they require.

From the meeting with parents, interventions will be put in place and a support plan written (if required) to address the pupils' learning/pastoral/social and emotional needs. If school staff feel that a pupil requires further support, a discussion will take place with parents/carers and the class teacher and SENDCo.

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

- ELSA
- Drawing and Talking Therapy
- Nurture Group
- IDL Maths/IDL English interventions
- Specific 1:1 interventions addressing targets provided by professionals
- 123 Maths intervention
- Fast Track Phonics Tutoring
- Fresh Start Phonics Intervention
- Reciprocal Reading

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>