

April 2017

Broom Barns Community Primary School SEN Information Report

Welcome to the Broom Barns Community Primary School SEN information report which is part of the Hertfordshire local offer for children with special educational needs. The information in this report relates to the regulations detailed in the SEN Code of Practice (2014) which can be found [HERE](#). At Broom Barns we are committed to working with all members of our school community and this document has been produced in consultation with pupils, parents, staff and governors. We would welcome your feedback and future involvement in the provision for children with special educational needs in the school. To do so please come along to one of our coffee mornings (details of which can be found on the school newsletter) or speak to Mrs Hogan (Broom Barns Inclusion Coordinator).

Broom Barns Community Primary School is an inclusive mainstream primary school that admits children from age 3 to 11 years. The school is maintained by Hertfordshire local authority and follows their admissions procedures. Details of which can be found at <http://www.hertsdirect.org/services/edlearn/admissions/>

This information report answers frequently asked questions you may have relating to what we offer for children who have a special educational need (SEN).

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

What to do as a parent

We recognise that as a parent you know your child best. If you have any concerns talk to us. We all want the same thing for your child to give them the best possible education that we can. You can make an appointment to see your child's class teacher or the Inclusion Co-ordinator (Mrs Hogan).

What we do as a school

At different times in their school career a child or young person may be identified as having a special educational need. We follow the SEN Code of Practice (2014) which defines a pupil as having SEND when "*their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.*" We use a variety of methods to identify if a child has special educational needs. These may include:

- Pupil progress meetings where all children's educational progress is tracked and monitored;
- Informal day to day observations and assessments of children;
- Formal assessments;
- Discussions with parents;

- Discussions with and observations by the INCO (Inclusion Coordinator);
- Referrals from other agencies, such as Health Visitors;
- Referrals from your child's previous settings.

We follow the Broom Barns School STEPS approach to ensure that we have accurately identified children's barriers to learning and learning needs. This is detailed below:

Stages and ages. Teachers are familiar with the milestones for their age group and can refer to relevant documentation.

Think. Teachers ensure that classroom environments are carefully planned so that they are inclusion friendly.

Early identification. Teachers use assessments and monitoring to identify any difficulties that children may be having as early as possible. Teachers use these assessments effectively to identify children's barriers to learning and discuss their concerns with pupils and parents.

Progress check. Interventions are put in place by the class teacher. These are reviewed regularly to ensure that they are overcoming the barrier to learning.

Senco. If your child's progress remains slow after they have taken part in interventions, the class teacher will consult with you and the Senco to discuss your child's needs and the provision which the school will make.

How will school staff support my child?

We will discuss any additional provision for your child with you and your child.

ALL children receive:

- High quality classrooms. The Senco completes termly inclusion learning walks to ensure that classroom environments are inclusive. The senior leadership team completes regular monitoring of the quality of teaching and gives support to staff where it is needed. All classroom environments take account of and make adjustments for learners needs.

- High quality teaching. The senior leadership team completes regular monitoring of the quality of teaching and gives support to staff where it is needed. All teachers plan adjustments for groups and individuals to ensure that they can access the learning, while still providing challenge for every pupil.
- Regular feedback. Pupils have regular opportunities to discuss their learning with the class teaching staff. Marking is of a high standard and follows the school policy.
- Each class has a provision and contextual overview where we provide important information about children's needs.
- Every child's progress is carefully monitored by the class teacher and discussed at termly pupil progress meetings with the Key Stage leader or Headteacher.
- Regular formal and informal assessments to identify gaps in learning.
- High quality record keeping and staff communication so that all staff are aware of children's needs.

SOME children receive:

- Interventions to close any gaps in their learning.
- Support in class we aim to keep children in the classrooms as much as possible and support them within the whole class. In class support may include specifically targeted support from the teacher or teaching assistant in a specific area of their learning.
- Additional meetings with parents to discuss concerns.

FEW children receive:

- Individualised adjustments to the classroom environment or curriculum.
- Individual pupil profiles to detail barriers to learning.
- Support from outside agencies to identify and overcome barriers to learning.
- An individualised plan with specific targets using the ASSESS, PLAN, DO and REVIEW approach as detailed in the SEND Code of Practice (2014).

How will I know how my child is doing?

You will have the opportunity to meet with your child's class teacher twice a year (in the Autumn and Summer terms) during parent consultations. During the meeting you will have a chance to view your child's learning and discuss their progress. If your child is taking part in interventions their progress and expected outcomes of the intervention will either be discussed at the parent consultations or at another meeting.

If your child is in receipt of individualised SEN support you will be given the opportunity to meet with the class teacher (and INCO if required) termly to review their provision. You will also receive a copy of their individualised provision map and pupil profile in the spring term. Some children will also have a home/school communication book. All children with an Education, Health and Care Plan will have a yearly review as well as termly progress meetings.

In addition to the above, you may want to meet with us more often. If you would like to discuss your child's progress please make an appointment to see their class teacher or the school INCO.

How will the learning and development provision be matched to my child's needs?

Broom Barns is committed to equality of opportunities to all children. Inclusion is embedded in everything that we do. All teaching and learning is adjusted according to the needs of individual children. This is also sometimes called differentiation. The school may also decide that, alongside these adjustments, additional resources are necessary to overcome a child's barriers to learning. Additional resources may include teaching interventions, the use of the sensory room or the use of a laptop during extended writing. Any additional provision and resources will be discussed with pupils and parents and are designed to meet children's individual needs.

In some cases, where children have more complex needs, an individualised curriculum will be developed. This will be done in consultation with parents, pupils and other agencies.

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

All staff are trained to provide pastoral support for all children. We offer a variety of support for individual children. This may include:

- A clear and effective behaviour policy. You can see this [HERE](#)
- Lunchtime play leaders.
- Lunchtime nurture group.
- Weekly PSHE lessons.
- Support packages and plans designed for individual children.
- Family support worker.

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

We have a number of established relationships with a range of professionals in health, education and social care. Some of these services may be detailed in the Hertfordshire local offer. Further details can be found [HERE](#).

Some examples of services that we have used this year are:

- Music Tuition
- Stevenage Sporting Futures Team
- Children's Services
- Specific learning difficulties base
- Physiotherapy
- Occupational therapy
- Early Years SEND advisory service

- Educational psychology team
- Health visitors and school health advisors
- Woolgrove outreach
- Speech and language therapists
- Stevenage Education Support Centre
- SEND advisory teachers.

What training have the staff supporting children with SEND had?

All teachers at Broom Barns School have qualified teacher status and receive training and support according to their own individual training needs. The INCO is also a qualified teacher and is highly experienced within her role as Senco. She has completed the Senco Award and attends regular updates. It is her role within the school to disseminate this training to other members of staff. The school has a development plan which details the training planned for staff for the coming year. This may include whole school training to address wider SEND issues or to support groups of learners. Individual staff also attend courses run by outside agencies, depending on the needs of their class.

How will you help me to support my child's learning?

We are an open school. We would encourage you to speak to your child's class teacher to discuss their progress in school and how this can be supported at home. All children receive the following information on how to support their learning:

- Yearly welcome meetings to introduce the class teacher to the parents
- Termly parent consultations or written reports
- Homework and reading record books
- Termly information for parents
- Subject specific information meetings and workshops.

In addition to this, some parents and pupils may receive additional information such as targeted and individualised learning plans and information on specific interventions.

How will I be involved about discussions about planning for my child's education?

Our aim is to involve pupils and parents in every decision that we make about learning in our school. If your child is identified as needing SEN support, the class teacher will discuss their needs and the provision that the school can make with you. We recognise that a parent is a child's first teacher and, therefore, you have an insight into how your child learns best. Once a provision has been identified, the outcome of that provision will be agreed by both the pupil and parents. You will then be invited to a meeting to review whether that outcome has been achieved or whether further intervention is required. These meetings should take place at least termly. We will always ask your permission to discuss your child's learning with external agencies and you will be given an opportunity to meet with any external agencies involved.

How will my child be included in opportunities outside the classroom, including school trips?

We are an inclusive school and the needs of all children are taken into account when planning trips and outside opportunities. Where there are concerns regarding safety, further planning and meetings with parents may be required to ensure access.

How accessible is the school environment?

Our school is compliant with DDA regulations. We make reasonable adjustments to the environment where required, with the advice of our outside agency support. Our school site is accessible to wheelchair and frame users and we have disabled facilities. Classroom environments are reviewed regularly to ensure that they provide equal opportunities to all pupils.

To support parents and children who speak languages other than English, we have a BME family support worker. We also have access to interpretation services.