

**Broom Barns  
Primary School**

Homestead Moat, Stevenage, Herts. SG1 1UE



Email: [admin@broombarns.herts.sch.uk](mailto:admin@broombarns.herts.sch.uk)

# Special Educational Needs Information Report

Date: October 2023

Review Date: October 2024



## What is the school SEN Information Report?

Broom Barns Primary School's SEN Information Report sets out in one place what we provide for children and young people with special educational needs and/or disabilities (SEN/D) throughout their time with us. It is here to explain how we support them onto the next stage of their education. Our SEN policy gives more detail about our day to day procedures. The information in this report relates to the regulations detailed in the SEN Code of Practice (2015) which can be found [HERE](#).

*The policy has been designed to be as accessible as possible for all parties, if you do have any questions please see the Special Educational Needs Co-ordinator/Headteacher.*

Hertfordshire Local Authority also publishes on its website a Local Offer setting out a wide range of information about the specialist services, schools, colleges and organisations that can provide support and information for families of children and young people with SEN/D. It also explains the procedures for requesting an assessment for an Education Health and Care Plan (EHCP). Additionally, you will find information about

- Where to go for advice and guidance on SEN and Disability matters
- Leisure activities for children with SEN/D
- Links to Frequently Asked Questions
- Direct links to other services in Hertfordshire who can help.

You can access the local authority offer [here](#).

## What is the purpose of the SEN Information Report?

The purpose of our school's SEN Information Report is to inform parents and carers about

- How we welcome pupils into our school with special educational needs and/or disabilities
- How we support pupils in all aspects of school life and remove barriers to achievement
- How we work in closer partnership with parents/carers and children
- How we make effective provision for all of our children with special educational needs and disabilities.

## What kind of school is Broom Barns Primary School?

Broom Barns Primary School is an inclusive mainstream primary school that admits children from age 3-11 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/>.

## Who to contact for more information?

- The class teacher – our class teachers are highly skilled in meeting the needs of individual pupils in their classroom. The team of staff working with your child in the classroom are the people in school who know your child best. They should be your first point of contact if you have any questions or wish to discuss anything about your child.
- The family support worker (Miss Robinson) – our family support worker can signpost you to other services and support with the well-being of your family and our school community.
- The school Special Educational Needs Co-ordinator (Mrs Hogan) – our Senco (Special Educational Needs Co-ordinator) strategically manages the implementation of the SEND Code of Practice and supports school staff in meeting the needs of pupils with SEND.
- The SEN Governor (Mrs Brown) – our SEN Governor is the Governing Body's champion for pupils with SEND and she supports and challenges the leadership team to ensure that the school meets the needs of all pupils.

All school staff can be contacted via the school office at [admin@broombarns.herts.sch.uk](mailto:admin@broombarns.herts.sch.uk) or by phone on 01438 354913.

If you wish to raise a concern, please see our Complaints Policy which can be found on our Website [here](#)

## 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 and want your child to have the best possible education that they can. If you have any concerns, please talk to your class teacher. Once you have discussed your concerns with the class teacher and feel that your child has more specialist needs, you can make an appointment to attend a Senco surgery. These can be made by contacting the school office on 01438 354913.

### *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 will always involve you in any decisions about whether your child has a special educational need and the best ways to provide support. We follow the SEN Code of Practice (2015) 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 Senco;
- 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:

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

**T** hink. Teachers ensure that classroom environments are carefully planned so that they are inclusion friendly.

**E** arly 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.

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

**S** enco. 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 know that high quality teaching and well-matched support will make a big difference, not only to the progress of children with SEN/D, but to all children in the school. Making sure that this happens in all classrooms is one of the most important priorities for our school leaders. We make sure that all staff have a clear understanding of the learning needs of all the children in their class. We will always discuss any additional provision with you and your child.

**ALL** children receive:

- High quality classrooms. All classroom environments take account of and make adjustments for learners individual needs.
- High quality teaching. 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 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 Senco, 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 (2015).

## 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. In addition to this, you will receive a written school report in the Spring Term. This will detail any interventions that your child is attending and explain your child's progress.



If your child is in receipt of individualised SEN support, you will be given the opportunity to meet with the class teacher termly to review their provision. You will also receive a copy of their individualised provision plan and pupil profile. 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.

## **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 well-being?**

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 PSHRE lessons.
- Support packages and plans designed for individual children.
- Family support worker.
- Pastoral care worker.

## **What specialist services are available 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.

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
- Greenside outreach
- Speech and language therapists
- Stevenage Education Support Centre
- SEND advisory teachers.

## What training have the staff supporting pupils 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 Special Educational Needs Co-ordinator 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 my child be supported with transitions?

- Approaches to teaching and learning are harmonised at the point of transition.
- Planning is based upon assessment information from the previous class / setting.
- Styles of teaching and learning meet the needs of the children and not pre-conceived notions of what is appropriate for the next phase / key stage.
- There is a professional regard for the information from the previous setting / phase.
- Children are able to enjoy new approaches at transition.
- Transition motivates and challenges children.
- Staff allocation gives attention to the particular needs of the children.

For more information please see our Transition Policy which can be found [here](#).

## 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 parents 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 in 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 (Disability Discrimination Act) 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. We also have access to interpretation services.