

# **Broadacre Primary School**

## **SEN Information Report for Academic Year 2023/2024**



**This policy was approved by Trustees on July 2023**

**Adopted on 19<sup>th</sup> September 2023**

**This policy will be reviewed annually on or before 19<sup>th</sup> September 2024**

This information report has been prepared by Caroline Elliott (SENCO) and David Wilkinson (Headteacher) and approved by the Local Governing Body on 19<sup>th</sup> September 2023 for publication on the website.

The SEN Information Report is part of a wider suite of documents relating to SEN, disability and inclusion which can be found here. In particular, it should be read alongside the academy's SEN policy.

<p><b>The academy makes provision for the following kinds of SEN</b></p>	<p>Broadacre Primary School currently supports children with a range of special educational needs and disabilities (SEND). The Code of Practice 2014 describes four broad areas of SEND:</p> <p><b>Communication and Interaction:</b> including Speech, Language and Communication needs (SLCN) and Autism Spectrum Condition (ASC)</p> <p><b>Cognition and Learning:</b> including Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD), Specific Learning difficulties (SpLD), including Dyslexia.</p> <p><b>Social, mental and emotional health:</b> including Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD), as well as other issues that are rooted in mental health.</p> <p><b>Sensory and/or physical needs:</b> including a range of Physical Difficulties (PD) as well as Hearing Impairment (HI), Visual Impairment (VI) and Multisensory Impairment (MSI).</p> <p>The school has direct experience of supporting children with SEND and disabilities covering all 4 broad areas of need.</p> <p>Broadacre Primary school is supportive of the development of the local offer and of services for pupils with SEND locally.</p> <p><u>Our ASC Resource Base</u>          Within our mainstream school, we have a 10 place Resource Base where children with Autistic Spectrum Condition (ASC) are taught. To be eligible for a place in the Resource Base, a child must have an Education Health and Care Plan. Specially trained staff teach the pupils in the</p>
--	---

	<p>Resource Base. The pupils are taught a highly bespoke curriculum adapted to their individual needs.</p>
<p><b>The academy identifies and assesses SEN by:</b></p>	<p>The school is committed to the early identification and support of all pupils. The school has a clearly defined graduated response. Concerns about progress may be raised at any time by class teachers and/or parents.</p> <p>High quality teaching and adapted activities for individual pupils is the first step in meeting the needs of pupils who have or may have SEND. Some pupils may continue to make limited progress despite Quality First Teaching and/or targeted intervention. At this stage, it is appropriate to consider the possibility that a pupil might have special needs. The SEND Code of Practice 2014 recommends a range of sources of information that teachers can draw upon to establish a clear understanding of a pupil's needs including observations and assessments.</p> <p>Referrals may be made by teaching staff, including information from observations, including learning walks. Referrals may also include those from parents and from self-referral of pupils.</p> <p>Arrangements are in place to identify and review pupils' needs on a regular basis. These assessments are reviewed following an 'assess-plan-do-review' model, to ensure support is graduated and matched to the need of the pupil. Barriers to learning are identified and a clear picture of the support needs of the child is formed. In some cases, where a child's needs may be described as 'complex', an Education, Health and Care plan would be sought.</p> <p>The professional judgement of practitioners in the school, alongside the views and wishes of pupils and parents, plays an important role in the assessment and review of pupils' needs. Where required, we liaise with other professionals including</p>

	<p>speech and language therapy, educational psychologists, physiotherapists, occupational therapists, IPASS and further services to provide additional assessment information.</p> <p>Further information about the ways we do this can be found in our Special Educational Needs and Disability (SEND) Policy which can be found on the school website. Paper copies are also available on request from the school office. Other policies which describe our regulatory responsibilities include:</p> <ul style="list-style-type: none"> <li>• Accessibility Plan</li> <li>• Admissions Arrangements</li> <li>• Safeguarding and Child Protection policy and procedures</li> <li>• Complaints procedures</li> <li>• Early Years Foundation Stage</li> <li>• Equality Information</li> <li>• Data Protection</li> <li>• Health &amp; Safety</li> <li>• Home-school agreement document</li> <li>• Behaviour</li> <li>• Sex &amp; Relationships Education</li> <li>• Supporting Children with Medical Conditions</li> </ul>
<p><b>The academy supports SEN in accordance with its policy framework which is set out at:</b></p>	<p><i>The following policies set out Broadacre Primary School's approach to SEND:</i></p> <ul style="list-style-type: none"> <li>• SEND policy</li> <li>• Equalities policy</li> <li>• Inclusion policy</li> </ul> <p><i>These policies set out Broadacre Primary Schools approach to:</i></p> <ul style="list-style-type: none"> <li>• Assessing and review the progress of children with SEND;</li> <li>• Teaching children with SEND;</li> <li>• Adapting the curriculum and learning environment for children with SEND;</li> <li>• Making decisions on additional support in relation to children with SEND;</li> </ul>

	<ul style="list-style-type: none"> <li>• Ensuring inclusion of children with SEND with children without such needs across all school activities;</li> <li>• Supporting the emotional, social and mental development of children with SEND; and</li> <li>• Evaluating the effectiveness of our provision for our children with SEND.</li> </ul>
<b>The academy's SENCO's details are:</b>	<p>Mrs Caroline Elliott</p> <p>01482 833 033</p> <p>celliot@broadacre.het.academy</p>
<b>The academy's staff have been trained and have expertise in the following areas:</b>	<p>Broadacre has a policy of continuous professional development for all staff, including teachers and teaching assistants. This includes training on special educational needs. All teachers receive formal training across all four areas of needs each half term.</p> <p>Staff receive specialist training from a range of agencies, including speech &amp; language, occupational therapy, IPASS and physiotherapy. This allows staff to be trained on individual pupils' needs to a high standard.</p>
<b>The academy will secure equipment and facilities for children with SEND by:</b>	<p>Additional funding can be allocated to pupils to support their needs through the Local Authority and Early Years Teams.</p> <p>Pupils with identified additional needs in the nursery may be eligible to access Early Years funding. This is a small amount of money paid to the school each term to support specific interventions for the pupil.</p> <p>Pupils with an Education, Health and Care Plan will be allocated additional funding by the Local Authority. The school uses this money to facilitate bespoke interventions, as stipulated in Section F of the plan, to purchase equipment to meet the needs of the pupil and to access additional resources.</p>

<p><b>The academy aims to involve the parents and children with SEND in the education of the children and will do so by:</b></p>	<p><i>Set out the usual steps of communication with all parents of children at the academy and identify the additional steps which will be put in place around children with SEND – termly IEP reviews etc</i></p>
<p><b>Any concerns or complaints raised by a parent of a child with SEND will be dealt with by the academy by:</b></p>	<p>The SENCO is available for parents/carers, pupils and staff to speak to. Speaking to the class teacher and/or SENCO should be the first point of contact.</p> <p>If parents/carers are concerned about the progress or provision of their child, they can contact the class teacher, SENCO, SEND Governor or Headteacher by emailing <a href="mailto:admin@broadacre.het.academy">admin@broadacre.het.academy</a> or by making an appointment through the school office.</p> <p>The school has a complaints policy which can be requested via the office.</p>
<p><b>The academy works with other agencies to support children with SEND and their families by:</b></p>	<p>Broadacre Primary School has effective working relationships with many outside agencies to enable us to support the whole child. All services are drawn upon on a needs-led basis. Agencies which actively support Broadacre Primary School are:</p> <ul style="list-style-type: none"> <li>• Speech and Language Therapists</li> <li>• Educational Psychologists</li> <li>• CAHMS</li> <li>• Public Health Nursing Team</li> <li>• National Autism Society</li> <li>• Northcott Autistic Spectrum Disorder Outreach Service</li> <li>• Pupil Referral Unit – Support for pupils with behavioural difficulties</li> <li>• Social Care</li> <li>• Early Help</li> <li>• IPaSS – Integrated Physical and Sensory Service (Visual/Hearing/Physical)</li> <li>• Social Care Teams</li> <li>• Children’s Centres</li> <li>• Early Years SENCO team</li> <li>• Occupational Therapists</li> <li>• Physiotherapists</li> <li>• SLD Outreach Services</li> </ul>

	Referrals to the outside agencies can, in most cases, be made by school to support the pupils' individual needs.
<b>The academy acknowledges that parents of children with SEND sometimes need additional independent support and the local independent advice and support service can be contacted at:</b>	SENDIASS support in Hull can be located at -  <a href="https://www.kids.org.uk/hull-sendiass">https://www.kids.org.uk/hull-sendiass</a>
<b>The academy works on transition arrangements for children joining or leaving the academy by:</b>	<p><u>Transition into the school</u></p> <p>Transitions into the school are designed to be bespoke, dependent on the pupils' needs. Additional visits to the school, social stories, photographs of key adults and areas as well regular communication with parent/carers and previous settings are all considered to make transitions as seamless as possible.</p> <p><u>Transition within the school</u></p> <p>Vulnerable pupils are supported through transition between classes and key stages. Support might include additional visits, use of social stories, transition books, communication passports and / or transition meetings. As pupils transition into new year groups, meetings are held between the current class teacher and the new class teacher to ensure all messages and provision in place is seamlessly communicated.</p> <p><u>Primary-Secondary Transition</u></p> <p>Where a child has an Education Health Care Plan, a preference for educational setting will be made during the Annual Review process the year prior to transition to secondary school. This enables the local authority to consult and request placements at the preferred school.</p> <p>Transition to secondary school for vulnerable pupils is planned carefully and might include additional visits, use of social stories, transition books, communication passports and / or transition meetings to support new pupils. Early admittance policies are also being used by some secondary providers to help children to settle earlier into new routines. The school</p>

	<p>provides bespoke offers for all pupils, dependent on their needs.</p> <p>All children with an Education Health Care Plan, must have their secondary transfer placement confirmed by 15<sup>th</sup> February in Year 6.</p>
<p><b>The Local Offer produced by the Hull Local Authority is available at:</b></p>	<p>Hull Local Offer can be viewed at the following address –</p> <p><a href="https://hull.mylocaloffer.org/">https://hull.mylocaloffer.org/</a></p>