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Broadacre Primary School

SEND Information Report for Academic Year 2026/2027

Approved by:	Local Governing Body
Created:	September 2022
Amended:	September 2026
New review date:	September 2027

About this SEND Information Report

This information report has been prepared by David Wilkinson, Head teacher and Caroline Elliott, SENDCO and approved by the Local Governing Body 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 SEND | Broadacre Primary School . In particular, it should be read alongside the school's SEN policy.

The school makes provision for the following kinds of SEN	At Broadacre Primary School, we believe every child should have the opportunity to succeed and reach their full potential. We support children with a wide range of special educational needs and disabilities (SEND) and work closely with parents and carers to make sure the right support is in place. The Code of Practice 2014 describes four broad areas of SEN: • Communication and interaction – for example, difficulties with speaking, understanding language, communicating with others, or autism. • Learning and cognition – where children may learn differently or need extra support with their learning. • Social, emotional and mental health – where children may need support with their emotions, relationships, behaviour, attention, or mental wellbeing. • Sensory and/or physical needs – for example, hearing or vision difficulties, physical disabilities, or other sensory needs. Broadacre Primary School has experience in supporting children across all of these areas of need. We are committed to creating an inclusive and caring environment where every child feels valued, supported, and able to thrive. If you have any concerns about your child's learning, development, or wellbeing, please speak to your child's class teacher or our SENDCo. We are always happy to listen, answer questions, and work in partnership with you to ensure your child receives the support they need.
The school ensures that the admissions process is fair for pupils with SEN or a disability by	Broadacre Primary School is part of Humber Education Trust, which is responsible for setting the school's admissions arrangements in line with national guidance and legal requirements. You can find the Trust's Admissions Policy here: https://www.humbereducationtrust.co.uk/attachments/download.asp?file=201&type=pdf The Local Authority manages applications for school places and is responsible for making offers of places to families. For children who have an Education, Health and Care (EHC) Plan, admissions are arranged through the process set out in the SEND Code of Practice. If Broadacre Primary School is named in a child's EHC Plan, the school must admit the child. We welcome children with SEND and are committed to creating an inclusive environment where every child feels valued, supported and able to take part fully in school life. We

	work closely with parents, carers and other professionals to ensure that children receive the support they need to thrive.
The school identifies and assesses SEN by:	At Broadacre Primary School, we believe that the earlier we identify a child's needs, the sooner we can put the right support in place to help them succeed. We regularly monitor all children's learning, progress and wellbeing. If we have any concerns, we work closely with parents, school staff and, where appropriate, other professionals to understand a child's strengths and any areas where they may need additional support. We use a graduated approach called Assess, Plan, Do, Review (APDR) to help us meet children's individual needs: • Assess – We gather information about the child's strengths, needs and any difficulties they may be experiencing. • Plan – We agree the support that will be provided, the strategies we will use and the outcomes we hope to achieve. • Do – We put the agreed support in place. • Review – We evaluate how well the support is working and decide whether any changes are needed. This is an ongoing process that helps us ensure support is tailored to each child's individual needs and can be adapted as those needs change over time. For some children, additional support from specialist services may be helpful. With parental involvement and consent where appropriate, we may seek advice from professionals such as Speech and Language Therapists, Educational Psychologists, Occupational Therapists, Specialist Outreach Services and other health and education professionals. A small number of children may have more complex or long-term needs that require support beyond what the school can usually provide. In these cases, we may work closely with parents, carers and other professionals to request an Education, Health and Care Needs Assessment (EHCNA) from the Local Authority. If the Local Authority agrees that an assessment is required, it may lead to an Education, Health and Care (EHC) Plan. An EHC Plan sets out a child's needs, the support they require and the outcomes everyone will work towards. We believe that parents and carers know their children best. We value the views of children and their families and involve them at every stage of identifying needs, planning support and reviewing progress. Working together helps us achieve the best possible outcomes for each child. If you have any concerns about your child's learning, development or wellbeing, please speak to your child's class teacher or contact our SENDCo. We are always happy to listen, answer questions and work in partnership with you to support your child's success.
The school supports SEN in accordance with	If you have any concerns about your child's learning, development or wellbeing, please speak to your child's class teacher. Concerns can be raised by parents, carers or

its policy framework which is set out at:	school staff at any time, and we will always listen and work with you to find the best way to support your child. At Broadacre Primary School, high-quality teaching that is adapted to meet the needs of individual pupils is the foundation of our approach. Most children's needs can be met through inclusive classroom teaching and appropriate support within school. However, if a child continues to experience difficulties despite this support, we may look more closely at whether they have special educational needs and what additional help may be required. To help us understand a child's needs, we may gather information from a range of sources, including: • Observations in the classroom • Discussions with parents and carers • The child's views and experiences • Assessment and progress information • Advice from specialist professionals, where needed This information helps us build a clear understanding of a child's strengths, interests and any areas where they may need extra support. Further details about how we identify and support children with SEND can be found in our SEND Policy, available on the school website. Paper copies are available from the school office on request. Other policies which describe our regulatory responsibilities include; - Accessibility Plan - Equality Information - Supporting Children with Medical Conditions - Learning & Support Policy. For further information parents should also reference the SEN Code of Practice, in particular Sections 6 (Schools) and 9 (Education, Health and Care Plans) https://www.gov.uk/government/publications/send-code-of-practice-0-to-25 Equality Act, Advice for schools: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/f ile/315587/Equality_Act_Advice_Final.pdf Equality and Human Rights Commission guidance on Reasonable adjustments: https://www.equalityhumanrights.com/en/publication-download/reasonable-adjustmentsdisabled-pupils Guidance on supporting pupils at school with medical conditions: https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medicalconditions--3
The school's SENCO's details are:	School Information: · Our SENDCo is Caroline Elliott

	· Our Deputy SENDCO is Harriet Batty · Our SEND Governor is Sue Cornwall Telephone: 01482 833033 Email: admin@broadacre.het.academy
The school's staff have been trained and have expertise in the following areas:	At Broadacre school, we want every child to feel safe, supported and ready to learn. To help us do this, our staff receive regular training so they can understand and meet the needs of all our pupils. Staff continue to receive support from specialist agencies and professionals to ensure that children with SEND receive high-quality provision that meets their individual needs. Recent and ongoing training includes: • Understanding and supporting pupils with Social, Emotional and Mental Health (SEMH) needs • Dysregulation, de-escalation and behaviour support strategies • Individual Behaviour Plans • The SCERTS Framework for supporting communication and social development • Emotion Coaching • Team Teach positive behaviour support and de-escalation training • Intensive Interaction approaches for pupils with complex communication needs • Supporting pupils with autism and communication difficulties • Developing curriculum approaches for pupils with severe and complex learning difficulties • Pupil-specific communication support and coaching from NHS Speech and Language Therapists Staff also benefit from ongoing advice and training provided by: • Hull LA Outreach services • NHS Speech and Language Therapy Service • Educational Psychologists from Applied Psychologies • Humber Education Trust SEND Conference We are committed to continually developing our knowledge and skills so that every child feels understood, supported and able to succeed. By investing in staff training, we can provide the best possible learning experiences and outcomes for all our pupils.

The school will secure equipment and facilities for children with SEND by:	We adapt teaching, learning activities and the school environment to help all children access the curriculum and make progress. Support may include changes to learning tasks, additional adult support, specialist equipment, or adjustments to the classroom or school environment. Examples of support we may provide include: • Support for children with dyslexia or literacy difficulties may include coloured overlays, coloured exercise books, seating arrangements that reduce glare and distractions, and specialist intervention programmes where appropriate. • Children with Autism Spectrum Disorder (ASD) may have access to a quiet learning space for individual or small-group work when needed. This helps reduce distractions and provides a calm environment in which they can learn effectively. • Children with physical or learning disabilities will have their learning environment assessed to ensure it is safe, accessible and suitable for their needs. Adjustments may include specialist furniture, handrails, writing slopes, footrests, adapted toilet facilities or quiet learning areas. • Children with visual impairments can access enlarged print and other adapted resources. We work closely with specialist services, including IPaSS, to ensure appropriate support and materials are available. • Access around the school is reviewed regularly, with support from specialist services where needed, to ensure children can move around the school safely and independently. • Emotional wellbeing support is available for children who may need extra help. This may include a personalised support plan, regular check-ins with a trusted adult, and opportunities to talk about their feelings and experiences.

	• Children with additional needs in our Nursery may be eligible for Early Years SEND funding. This funding helps the school provide targeted support and interventions to meet the child's individual needs.

The school aims to involve the parents and children with SEND in the education of the children and will do so by:	At Broadacre Primary School, we believe that children do best when schools and families work together. We value your views and will work closely with you to make sure your child gets the support they need to succeed, feel included and enjoy school. Working with Parents and Carers Your child's class teacher is usually the first person to talk to if you have any questions or concerns. We will: • Listen to your views and concerns. • Keep you informed about your child's progress. • Discuss any additional support your child may need. • Involve you in decisions about your child's learning and wellbeing. • Work with you to set and review targets for your child. You can also discuss your child's progress at Parents' Evenings and other meetings throughout the year. Involving You in SEND Support If your child receives SEND support, we will: • Talk to you about any concerns we have. • Explain the support we are putting in place. • Review how well the support is working. • Ask for your views and ideas. • Agree next steps together. If your child has an Education, Health and Care Plan (EHCP), you will be invited to attend annual review meetings and be involved in planning future support. Listening to Children We believe children should have a say in the support they receive. We regularly talk to children about: • What they enjoy at school. • What they do well. • Any difficulties they may have. • What support helps them most. Their views help us plan the right support and ensure they feel listened to and valued. Supporting Wellbeing We know that children learn best when they feel happy, safe and supported. Staff regularly check in with children and provide support when needed. Children can talk to trusted adults about any worries or concerns and will be supported to develop confidence and resilience. Taking Part in School Life We want every child to be fully involved in school life. All children, including those with SEND, are encouraged to take part in: • Breakfast Club • Lunchtime clubs • After-school clubs • School trips • Special events and activities We will make reasonable adjustments where needed so that children can take part alongside their peers. Attendance and Behaviour

	Good attendance helps children make friends, feel part of the school community and make progress in their learning. We work closely with families to support regular attendance and overcome any barriers to coming to school. We also promote positive behaviour through clear expectations, encouragement and praise, helping children feel safe, respected and ready to learn. Working Together We believe that the best outcomes happen when children, parents and school staff work together. By listening to each other and sharing information, we can make sure every child feels supported, included and able to achieve their full potential.
Any concerns or complaints raised by a parent of a child with SEND will be dealt with by the school by:	We want families to feel comfortable talking to us if they have any questions, concerns or worries about their child's education or support. If you would like to discuss any aspect of your child's progress, wellbeing or provision, please speak to their class teacher in the first instance. Most concerns can be resolved quickly through open communication. If you feel further support is needed, you can contact a member of the school's leadership team, including an Assistant Headteacher, Deputy Headteacher or the Headteacher, admin@broadacre.het.academy or by arranging an appointment through the school office. We value feedback from parents and carers and will always listen carefully and work with you to find the best way forward. If, after discussing your concerns with the school, you feel that the matter has not been resolved, you can follow the school's complaints procedure. A copy of the Broadacre Primary School Complaints Procedure can be found here- https://www.humbereducationtrust.co.uk/attachments/download.asp?file=221&type=pdf
The school works with other agencies to support children with SEND and their families by:	At Broadacre school, we work closely with a range of professionals and specialist services to make sure pupils and families receive the support they need. Sometimes, extra advice or support from specialists can help us better understand a child's needs and ensure the right support is in place. We will always work with families and involve them in these discussions. Depending on a child's needs, we may work with services such as: · City Psychological Service - Educational Psychologist · Applied Psychologies – Educational Psychologist · CITE – Communication and Interaction Team Education (Formerly Northcott Outreach Service) · Children's Speech and Language Therapy Service (NHS SALT) · Public Health Nursing Team 0-19 Service · IPASS – Integrated Physical and Sensory Service · Physiotherapist Service · Occupational Therapist Service

	· ECT – Early Communication Team (Formerly SLD Outreach) · Steps to Success (Venn Academy SEMH Outreach) · KIDS · Virtual School – Looked After Children · Early Help · Social Care
The school acknowledges that parents of children with SEND sometimes need additional independent support and the local independent advice and support service can be contacted at:	We understand that there may be times when parents, carers or young people would like independent advice, information or support. Sometimes it can be helpful to talk to someone outside of school about SEND, education, health or social care matters. SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service) is a free, confidential and impartial service available to families, children and young people. SENDIASS can provide support with: • Understanding SEND processes and paperwork • Education, Health and Care Plans (EHCPs) • Meetings and reviews • Knowing your rights and options • Finding services and support available in the local area • Helping parents, carers and young people have their voices heard Contact SENDIASS Hull Telephone:01482467541 Advice Line: Monday to Friday Address: 182 Chanterlands Avenue, Hull, HU5 4DJ Phone number: 01482 467 541 Email: sendiassduty@kids.org.uk Website: https://www.kids.org.uk/sendiass/services/hull-sendiass SENDIASS supports: • Parents and carers of children and young people aged 0–25 with SEND • Children and young people with SEND • Young people aged 16–25 who would like information, advice or support in their own right We are always happy to help families access additional support and information whenever it is needed.
The school works on transition arrangements for	We understand that changes, such as starting school, moving to a new class or transferring to secondary school, can sometimes be challenging for children and their

children joining or leaving the school by:	families. We work closely with parents, carers and other professionals to make these transitions as smooth and successful as possible. Before a child joins Broadacre, we work with parents, early years settings and any professionals involved with the child to understand their needs and plan the right support. This may include: • Sharing information with nurseries and pre-schools (with parental consent) • Meeting with parents and other professionals involved in supporting the child • Arranging visits to help children become familiar with their new school environment • Planning any additional support or adjustments that may be needed For some children, we may create an individual transition plan to help them feel confident and settled when they start school. Moving to Secondary School We work closely with pupils, families and secondary schools to ensure that support continues when children move on from Broadacre. This may include: • Sharing information about a child's needs and support arrangements (with parental consent) • Additional visits to the secondary school • Meetings between school staff, parents and professionals • Transition booklets, social stories or other resources to help prepare children for the move • Extra support for pupils with SEND where needed For children with an Education, Health and Care Plan (EHCP), we follow Local Authority guidance and support families throughout the transition process. Moving Schools During the School Year If a child joins Broadacre from another school, we will work with parents, the previous school and any professionals involved to ensure that we understand the child's needs and can provide the right support as quickly as possible. We want every child to feel safe, confident and ready for the next stage of their education. We work closely with families to ensure transitions are carefully planned and that children receive the support they need to succeed.

The Local Offer produced by the Hull Local Authority is available at:	The Hull Local Offer provides information about the services, support and opportunities available for children and young people with Special Educational Needs and Disabilities (SEND) and their families. You can find information about education, health services, social care, leisure activities, preparing for adulthood and sources of advice and support. Further information is available on the Hull Local Offer website: Home – Hull SEND Local Offer If you need help accessing information from the Local Offer, please contact the school and we will be happy to help. The Hull SEND Local Offer