

# **Broughton Fields Primary School**



## **Annual SEND Information Report (Incorporating Inclusion Policy)**

**September 2023**

**Reviewed Annually**

**SENDSCO: Miss Hayley Hughes**

## **SEND Provision Intent**

Broughton Fields Primary School is a friendly, caring and vibrant learning environment where mutual respect and high expectation produce resilient, independent learners. We aim to provide a safe and secure environment where children can be happy, creative and confident in their learning and development. We seek to celebrate every individual's talents and successes, developing values, pride and self-belief. We believe that the environment, experiences and expectation that we provide will allow all children to achieve their potential both academically and personally.

Broughton Fields is an inclusive school. We promote equality of access and opportunity to all areas of the curriculum for all learners. Pupils are taught in an environment where they receive equal respect and in which their individuality is valued. It is the responsibility of all teachers to help each and every pupil reach their own potential through supported and differentiated teaching across the curriculum.

We believe that parents and carers play a vital role in supporting their child's education and we aim to foster positive relationships between school staff, parents and carers during their time at Broughton Fields Primary School.

At Broughton Fields Primary School we aim to:

- identify pupils with Special Educational Needs and Disabilities (SEND) as early as possible and ensure that their needs are met
- have systems in place to ensure teachers are aware of pupils with SEND and how to meet their needs
- provide all pupils with a broad and balanced curriculum that is differentiated to the needs and ability of the individual
- have high ambitions and expectations for pupils with SEND
- be sympathetic to each pupil's needs by promoting a strong partnership between the pupil, the parent and school staff
- actively engage in support from the Local Authority and outside agencies
- ensure that all pupils take a full and active part in school life.

## **What kinds of Special Educational Needs are provided for at Broughton Fields Primary School?**

At Broughton Fields Primary School we offer provision for pupils with difficulties in the following areas:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health needs
- Physical and / or Sensory needs

## **How does Broughton Fields Primary School know if pupils need extra help and what should I do if I think my child may have Special Educational Needs?**

Throughout the academic year Class Teachers monitor the progress of all children using a range of strategies. These assessments are formally recorded on a termly basis and are the basis for Raising Achievement Meetings with the SLT member with responsibility for assessment. During these meetings, the progress of pupils across the school is discussed. There is then a focus on those that are identified as making less than expected progress and those that have social, emotional or mental health difficulties that are affecting their ability to engage in their learning are discussed. Strategies that can be used by the Class Teacher are suggested and then put into place. If appropriate

additional support may be put into place on a 1:1 or small group basis in order to address any specific areas of difficulty.

If concerns are raised by class teachers in relation to a child's academic attainment or progress, they will speak to the SENDCO. Together the class teacher and SENDCO will discuss the reasons for the concern and consider an appropriate way forward. Possible suggestions might be advice from outside agencies, SENDCO observations, specific intervention, pupil interviews, a higher level of differentiation, scaffolding and modelling or increasing resources available to support learning e.g. manipulatives in maths, pencil grips, coloured overlays and alternative methods of recording.

We encourage parents to speak openly with class teachers about their children's needs and value input from parents. If parents are concerned about their child's progress and they have not already discussed this with their child's class teacher we would encourage them to do so. Conversely, staff will always consult with parents if they have concerns about their child's attainment and progress.

### **How will I know how my child is doing?**

Each term class teachers will either hold a Parents' Evening or issue a written report on every pupil's progress. This will highlight strengths and areas for improvement across the curriculum. Teachers will use these meetings to highlight any concerns they have about the progress of children and to start an open dialogue about the best way forward. As a school we have an open door policy and encourage parents to talk to us about how their child is progressing at Broughton Fields. Our SENDCO is easily contactable via the school office by telephone or email and always responds to parents' correspondence as swiftly as possible.

Those pupils recognised by the school as having a Special Education Need or Disability will be recognised on the school SEND register under the category 'SEND Support'. Pupils with an Education and Health Care Plan (EHCP) will be recorded on the SEND register accordingly. For the majority of these children, targets are set at least once per term and these are shared with parents. Some children have a passport which identifies the barriers to their learning and the provision that the class teacher is putting in place to help them overcome these barriers. Children with an EHCP will also have a formal annual review held in school once per year to review how well the EHCP is meeting the pupils' needs. These meetings will involve adults in school working with the child as well as parents and any relevant external professionals.

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

Quality First Teaching is in place in all classes and helps to ensure all pupils are able to access the curriculum. Teachers are skilled at developing their teaching to meet the diverse needs of the pupils in their class.

Differentiation is the process by which teachers ensure that tasks are matched to pupils' abilities. This might involve the use of adult support, different resources being used or different outcomes being expected of the pupils. At Broughton Fields, this is approached in a range of different ways to enable pupils to access the curriculum and help ensure that all pupils can experience both success and challenge in their learning.

Grouping arrangements are organised flexibly with opportunities for ability and mixed groups to maximise learning opportunities for all. The level of scaffolding and modelling in place during learning is also a means of supporting children to access the learning.

Our broad and balanced curriculum is accessed by all pupils. Adaptions are made to support specific curriculum needs, for example where a need to develop more independence is identified.

As well as teachers, Broughton Fields staffing is made up of nursery nurses, class teaching assistants and those working 1:1 with named children with additional needs. The SENDCO manages these support staff and directs them to work in specific year groups and with specific groups or individual pupils. The use of these additional adults is closely monitored by the SENDCO and Senior Leadership Team to ensure maximum impact on pupil learning, progress and engagement.

Adaptions to the school or classroom environment may be needed in order to meet the needs of specific pupils. This may involve purchasing specialist furniture or writing equipment, or may involve providing pupils with alternative methods of recording their work, for example a laptop or iPad.

### **How effective is the SEND provision at Broughton Fields Primary School?**

At Broughton Fields Primary School we are always working towards improving our provision to meet the requirements of the changing needs of our pupils. The progress the children are making towards the targets identified on their SEND plans is identified at each review point and this is discussed with the teacher, SENDCO and parents. Where pupils are not making adequate progress towards these specific targets, or within the broader classroom context, consideration will be given to additional provision that might be needed or to seeking additional external support.

We use the PiXL assessment system in years 1-6. PiXL offers a range of assessments in core subjects – maths, reading and grammar, punctuation and spelling. The assessments give a forensic level of detail of the children's performance and enable staff to quickly identify gaps. PiXL then offer a range of therapies that can be used as a means of addressing those gaps. Over the course of a year, we would hope that all children's marks in these assessments will increase. In some cases, a SEND child may take an assessment from a lower year group in order to provide more meaningful data to staff. Should there not be an increase in a pupil's assessments, a conversation will take place between the class teacher, SENDCO & parents about the possible reasons for this and whether any additional measures need to be put into place.

All of this information is then used to inform our planning for the following academic year. Where children have not made the expected rate of progress we look to accelerate their progress over the coming year as well as looking at provision to see if any wider changes are needed across school.

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

We operate an open door policy at Broughton Fields Primary School and encourage parents to talk to staff informally or arrange more formal meetings with class teachers as needed to discuss their child's learning. Each class has an email address and this can be used as a means of communication between home and school, particularly where children attend Care Club or parents do not regularly collect their children. Staff are encouraged to be proactive and to send supporting materials home to parents if they will be helpful for them to be successful in school. Broughton Fields are keen to support parents in helping children continue their learning at home and share details of any strategies and interventions used in school with parents so that parents can work towards the same goals at home with their child. Homework for our SEND pupils will always be adapted to ensure it's accessible and meaningful to them.

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

At Broughton Fields, our Learning Mentor, Mr Clarke works closely with class teachers and teaching assistants to ensure that pupils feel happy and safe at Broughton Fields. He liaises closely with parents and outside agencies and is able to provide 1:1 or small group work to support any additional social, emotional and mental health difficulties. He also monitors pupils' attendance and can provide support to parents with this.

We aim to teach pupils to become respectful, resilient and mindful of others' thoughts and feelings through a consistent approach to expectations of behaviour across all year groups in order to prevent bullying.

### **What arrangements are in place for involving SEND children in their own education?**

The views of our SEND children at Broughton Fields Primary School are very important to us. We encourage staff to talk to their children about their achievements and difficulties and, together, to look for possible solutions. Possible questions that might be asked include - What do they like about the support they receive? How could it be improved? We listen to the children's views and explain anything they do not understand. The SENDCO uses this to support the school's evaluation of the provision.

We always involve any child with an EHCP in their annual review. What this will actually look like will vary according to the child's special educational needs. Participation can range from the child helping with the preparations, to attending the meet and greet / welcome part of the SEND review meeting, through to the child playing a full part in the entire SEND review meeting. Regardless of whether the child attends the meeting, their views will be sought and recorded before the meeting. The child will record their thoughts, wishes and feelings in an appropriate way depending on their capability. This process will be supported by an adult that has worked closely with the child. These views will then be shared during the meeting.

The SENDCO is also the Designated Teacher for Looked After Children (CLA). In order to support the needs of these pupils, the school liaises closely and seeks support from staff at the Virtual School where appropriate.

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

Our SENDCO seeks advice from the Local Authority Inclusion and Intervention team as needed. The SENDCO also actively engages with local opportunities to share best practice and keeps up-to-date with current Local and National policies to support pupils with SEND.

The School Nursing Team is able to support the school with referrals to additional services including Occupational Therapists and community paediatrics. Our SENDCO supports parents with referrals to community paediatricians and is able to provide written evidence for parents to detail any provision that a child is having at school. We welcome visits in school from outside professionals involving observations and discussions about individual children and actively use any strategies suggested to us to improve our provision.

The Local Offer is a directory of information that helps families to find and access support and, through getting families feedback on the Local Offer, will become a useful tool in considering what services need to be changed and developed. All local authorities are required to have their own local offer as part of the government's SEND reforms. The Local Offer for Milton Keynes can be found on the following website: <https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/SEND>

The school works closely with agencies delivering the Local Offer and makes reasonable adjustments to support pupils across other schools.

### **What training have the staff supporting children with SEND had or are having?**

Our SENDCO takes advantage of relevant up-to-date training to support the role.

Our class teachers have collectively received training focusing on a range of different areas of SEND, for example Autistic Spectrum Condition and Developmental Coordination Disorder. The SENDCO also leads whole school training on specific areas of SEND.

Our nursery nurses and teaching assistants have been trained in a range of different 1:1, small group and whole school initiatives that support their day-to-day role.

### **How will I be involved in discussions about the planning for my child's education?**

Any pupils with additional needs will have their progress closely monitored by the SENDCO. We welcome parental involvement in any decisions about how to support pupils in school and aim to keep parents up-to-date with their child's current progress. Our SENDCO is available to meet with parents before, during and after school to discuss their child's needs as requested.

### **How will my child be included in activities outside the classroom, including school trips?**

At Broughton Fields we aim for all pupils to be able to access extra-curricular clubs, trips and visits that take place outside the classroom. Reasonable adjustments will be made to enable any pupil attending Broughton Fields Primary School to fully participate in activities outside of the classroom, including school trips. Risk assessments are carried out and where appropriate are discussed with parents to ensure that where possible all pupils are able to participate in all activities. If it is deemed appropriate that an intensive level of 1:1 support is needed, a parent may be asked to accompany their child during a specific activity. In exceptional circumstances, it may be decided (following a risk assessment) that a child attending a school visit may not be able to be kept safe and that they should remain in school. This will always be carefully considered in school and the decision made in conjunction with parents and the headteacher.

### **How accessible is the school environment?**

Broughton Fields Primary School teaching areas are all on one level and there is step-free access to all areas of the school building. There are two disabled toilets on site. Reasonable adjustments would be made to support any children with additional needs in our care from our SEND budget.

### **Who can I contact for more information about SEND at Broughton Fields Primary School?**

#### **The Class Teacher**

Relationships are built up between school support staff, teaching staff and parents informally on a day-to-day basis. If any concerns arise about your child's learning or progress, parents are initially encouraged to request a meeting with their child's Class Teacher. Further meetings can be arranged to discuss strategies and progress as required.

For queries specific to special educational needs and disabilities, the SENDCO is the appropriate point of contact.

#### **SENDCO (Deputy Headteacher): Miss Hayley Hughes**

Further conversations between the SENDCO, the class teacher and parents can be arranged as appropriate to discuss any developing needs. The SENDCO is responsible for coordinating any additional support that your child may need.

The Headteacher oversees all areas of the school's provision. If appropriate, the Headteacher will be involved in meeting with parents to discuss children's progress and deciding upon how the school can best meet your child's needs.

#### **Headteacher: Mr Nick Hearn**

Our SEND Governor supports the school in ensuring that the needs of all children are met in line with the SEND Code of Practice (2014).

Please follow the link below to our school website where you will find the following policies and procedures that you may wish to read:

- Behaviour Policy
- Child Protection Policy

## Teaching & Learning Policy **SEND Governor: Fi Romain**

If you wish to make a complaint about any aspect of the SEND provision at Broughton Fields Primary School, please do so by consulting the procedures detailed in our Complaints policy. This can be found on our school website.

## **How will the school prepare and support my child when they join Broughton Fields Primary School, transfer to a new school or move on to the next stage of their education?**

### **Starting in Foundation Stage**

For children that start Broughton Fields in Foundation Stage, parents and carers are invited to spend half a day in school in July. On this day pupils will spend time with their new class and teacher. Before starting in September the Foundation Stage staff will complete a home visit to see the children in their home environment. Should this visit not be able to take place, the child and their parents will be invited to come in to school or a video call will be arranged.

During the summer term, contact is made with all pre-school and nursery settings. At this time, any SEND needs will be shared by current settings and, where deemed appropriate, the SENDCO will visit the pupil in their current setting to enable conversations between staff and to meet the pupil. In some cases, a meeting with parents/carers and external agencies may be organised, this is usually at the discretion of the setting or MK Council depending on the level of need.

For pupils that have an EHCP, or with specific additional needs or anxiety, there may be an agreed series of transition visits and meetings organised to ensure that arrangements are in place for the child's transition to Broughton Fields to be as smooth as possible. These meetings are likely to involve members of MKC Inclusion & Intervention team, school staff, staff from the current setting and parents as appropriate.

Additional visits can be organised if appropriate for any pupils so that they can become more familiar with Broughton Fields and the staff before September.

### **Joining Broughton Fields Primary School at other times**

When pupils join Broughton Fields Primary School in-year, the SENDCO always aims to liaise with the child's previous school if the child has any additional needs. The SENDCO also aims to meet with the pupil's parents prior to them starting at Broughton Fields if possible. This helps to ensure a smooth transition and helps the school prepare for the pupil starting Broughton Fields.

For pupils who have an EHCP, there will be an agreed series of transition visits and meetings organised by the SENDCO to ensure that arrangements are in place for the child's transition into Broughton Fields Primary School. These meetings will involve Broughton Fields staff, school staff from the pupil's previous setting and parents.

### **Moving to Secondary School**

During the Summer Term before pupils move to Secondary School, the SENDCO will ensure that transition arrangements are in place for pupils with additional needs. Meetings may be held with the SENDCO of Broughton Fields and the SENDCO of the pupils' new school to discuss the pupils' needs. These meetings may also involve the class teachers. Some additional transition visits for pupils may be arranged, as appropriate and depending on the policies and procedures of the secondary school. Where possible, secondary school SENDCOs will be invited to EHCP reviews

for children in year 6. Any teaching assistants that support the pupil at Broughton Fields will be involved in this transition process.

For those pupils transferring to other schools outside of the normal transition points, the SENDCO will liaise with the SENDCO from these schools to organise an individual transition schedule as appropriate to the needs of the pupil.

### **How are the school's resources allocated and matched to children's Special Educational Needs?**

The school has an SEND Budget allocated each year. The money is used to provide additional support or resources to support the needs of children.

This money can be used for:

- Providing specialist equipment to support a specific need
- Providing additional intervention programmes to help a child learn and progress
- Providing a teaching assistant to support individuals or small group
- Providing any additional resources to support learning in any area
- Providing class teaching assistants to facilitate smaller group teaching
- Providing specialist support e.g. speech therapists