

Broughton Fields



Annual SEND Information Report & SEND Policy

Inclusion Manager: Miss Hayley Hughes

Date: September 2020

Broughton Fields School is a friendly, caring and vibrant learning environment where mutual respect and high expectation produces 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 School.

At Broughton Fields 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 School?

At Broughton Fields 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 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 Pupil Progress Meetings with the Senior Leadership Team. 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, the Inclusion Manager may decide to carry out some standardised tests, to more specifically identify any areas of concern. Where specific interventions are put into place they are monitored by Class teachers, Key Stage Leaders and the Inclusion Manager. A clear baseline is established and the tests can be re-administered so that progress and impact of the interventions is clearly monitored.

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.

How will I know how my child is doing?

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 Inclusion Manager is easily contactable via the school office by telephone or email and always responds to parents' correspondence as swiftly as possible.

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.

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. Children with an EHCP will 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 any 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 it 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.

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 Inclusion Manager 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 Inclusion Manager and Senior Leadership Team to ensure maximum impact on pupil learning, progress and engagement.

If appropriate, the Inclusion Manager will organise specific 1:1 or small group interventions to address specific areas of need. Currently a range of different interventions are delivered throughout the school and these change on a regular basis depending on the needs of the children. English interventions may include Boosting Reading @ Primary and Read Write Inc 1:1. Maths interventions

may include Numicon or Success @ Arithmetic. Other interventions also take place to address specific areas of a child's development, for example fine motor skills, and programmes such as Rainbow Road may be used to develop these skills.

Adaptions to the school or classroom environment may be need 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 School?

At Broughton Fields School we are always working towards improving our provision to meet the requirements of the changing needs of our pupils. Every half term, following on from discussions with a range of people, including parents, Teachers and Senior Leadership Team, the Inclusion Manager looks closely at the progress of all pupils on the SEN register. This enables the progress of these pupils to be monitored closely and provision adjusted where progress is not as good as we would like it to be.

At the end of every term, the Inclusion Manager looks at the data for each year group for the three core subjects, Reading, Writing and Maths, and this data is used to monitor and evaluate the overall effectiveness of our school's SEND provision.

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 are looking to accelerate their progress of 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 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. The Inclusion Manager will liaise with parents of those pupils with additional needs on a termly basis, or more frequently if required. 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.

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

At Broughton Fields, our Children & Families Officer, Mrs Garvey works closely with Class Teachers and Teaching Assistants to ensure that pupils feel happy and safe at Broughton Fields. She 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. She 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.

Our school council consists of members from every class in the school. They meet regularly and work very closely with the Headteacher to ensure that pupils' views are listened to and considered through the school year.

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

The views of our SEND children at Broughton Fields School are very important to us. Once per term, the Inclusion Manager selects SEND children from across school and engages in a 'pupil conference' with them. The aim of this discussion is for the children to be able to raise any concerns that they might have about school and for them to be able to evaluate the effectiveness of the

school's provision for them. 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 Inclusion Manager 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 mean 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 Inclusion Manager 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 Inclusion Manager seeks advice from the Local Authority Inclusion and Intervention team as needed. The Inclusion Manager 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 Local Authority School Nursing Team is able to support the school with referrals to additional services including Occupational Therapists and the community paediatricians. 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/special-educational-needs/send-local-offer>

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 Inclusion Manager takes advantage of relevant up-to-date training to support her role. We also have a member of staff supporting the Inclusion manager who has recently completed the National Award for SEND co-ordination.

Our Class Teachers have collectively received training focusing on a range of different areas of SEND, for example Autistic Spectrum Disorder and Developmental Coordination Disorder. The Inclusion Manager 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. This includes a range of different Maths and English interventions, for example Numicon but also programmes focusing on areas such as fine and gross motor skills, for example Rainbow Road.

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 Inclusion Manager. 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 Inclusion Manager 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 all trips and visits that take place outside the classroom. Reasonable adjustments will be made to enable any pupil attending Broughton Fields 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.

How accessible is the school environment?

Broughton Fields 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.

Additional Information

Dyslexia

Broughton Fields School's approach to dyslexia follows that of Milton Keynes Council, as detailed in their local offer.

Children with dyslexia do not necessarily have a Specific Learning Difficulty. Children with a wide range of abilities can have dyslexia; make the same type of word level errors and benefit from researched intervention methods.

As a school we do not formally diagnose dyslexia. We have an assessment package which can indicate whether a child is showing dyslexic tendencies and, where this indicates that to be the case, we will make adaptations to the child's teaching and resources to reflect this.

It is the teacher's responsibility to use evidence from everyday assessments to help us to decide if a child has dyslexia. Three key aspects need to be evaluated.

- Has the pupil learned accurate or fluent word reading and/or spelling very incompletely?
- Have appropriate learning opportunities been provided?
- Has progress only been made as the result of much additional effort/instruction but difficulties have nevertheless persisted?

If the answers to these questions are yes then the teacher needs to consult the Inclusion Manager to arrange early intervention strategies and seek support from external agencies as appropriate. School staff cannot "diagnose" dyslexia, this must be done by specialists. The term 'Dyslexia' should be used with caution during discussion with parents.

The SEND register

The revised SEND Code of Practice (2014) identifies two categories of SEND in schools. The vast majority of children in school have needs that can be met through high quality first teaching and short term, targeted interventions, guided group work within the planned curriculum or a short term intervention to target a specific gap on a regular basis. Often such a targeted intervention is enough to narrow a specifically identified gap. These children may never need to be placed on the SEND register.

Where children need a longer term intervention or a more personalised approach in order to access the curriculum and make progress they will be placed on the SEND register within the SEND Support category. The decision about whether to place a child on the register will be taken following discussion between the class teacher and the Inclusion Manager.

The child's class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. Parents will always be consulted and kept informed of the action taken to help the child, and of the outcome of this action.

Often, children placed on the SEND register may have had, or be having, input from external services such as; the Inclusion & Intervention Team, the Educational Psychologist (EP), or Speech and Language Therapist (SALT). Such services will advise teachers in any or all of the following ways:

- suggesting new targets and accompanying strategies,
- provide more specialist assessments to inform planning and the measurement of a pupil's progress
- give advice on the use of new or specialist strategies or materials,
- provide support for particular activities.

When school seeks the help of external support services, those services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. Parental permission has to be obtained prior to advice from external specialists being sought. The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the child directly.

SEN Support Plans

The Inclusion Manager, in discussion with the class teacher, may decide it is necessary for some children on the SEND register to have an SEN Support Plan. A Support Plan is appropriate for children who require the most personalised approach to ensure that their learning needs are met. The Support Plan is planned to identify a realistic target for the individual child in each of their areas of difficulty. The plan shows the provision to ensure the targets are met. Support Plans are working documents, they will be constantly reviewed and amended depending on the child's level of success.

Parents make a valuable contribution to their child's support plan at the point of inception. Once the school targets have been added the plan is shared with parents at the mid-point in the Autumn term, or at another meeting should they be introduced at a different time of the year. They will then be reviewed in February and the class teacher will meet with parents to share the new plan and the child's achievements since the previous plan was implemented. A final review will take place in May and new targets will be set to see the child into the new school year, prior to the cycle starting again in October the following year. These meetings will often include the Inclusion Manager as well as the child's class teacher to ensure that an overview of all provision is maintained.

School request for assessment for an Education, Health & Care Plan

The final stage on the SEND register is an Education, Health and Care (EHC) Plan. In order for a child to have an EHC plan the school must make a request to the Local Authority (LA). The school may choose to do this when a child has demonstrated significant cause for concern and is making very limited progress. The school will be required to demonstrate the measures they have put in place to support the child to make progress and to comment on the success, or otherwise, of these.

The Local Authority set clear thresholds to demonstrate eligibility for an EHC Plan and this has to be backed up by extensive evidence demonstrating the support that has been given prior to the application. Details of these thresholds can be found here: <https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/send-local-offer/education/ehc-needs-assessments> .

This information may include:

- previous support plans for the pupil
- records of regular reviews and their outcomes
- the pupil's health including the child's medical history where relevant
- attainment levels in areas of difficulty
- educational and other assessments, for example from an advisory specialist teacher or an educational psychologist
- views of the parents and of the child
- involvement of other professionals such as health or social services

Assessment by the LA involves, working co-operatively with parents, the school and, as appropriate, other agencies. Together they will consider whether an assessment of the child's special educational needs is necessary. A child can be brought to the LA's attention as possibly requiring an assessment through a request by the child's school, from a parent or a referral by another agency.

The LA will consider the case for an assessment of the child's special educational needs where evidence suggests that the child's learning difficulties are long-term and complex and have not responded to relevant and purposeful measures taken by the school and external specialists. They will consider whether the child's needs may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools.

After an assessment has been completed the LA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such to grant the pupil an Education, Health and Care Plan.

An EHC plan will include:

- the pupil's name, address and date of birth
- details of all of the pupils special needs
- details of the special educational provision deemed necessary to meet the pupil's special educational needs the type and name of the school where the provision is to be made
- Additional provision/funding to be provided by the LA to meet the needs of the child
- relevant non-educational needs of the child
- information on non-educational provision

All children with EHC plans will have targets set for them that have been established after consultation with parents and the child and include targets linked to the objectives identified in the EHC plan. These targets will be set out in their support plan and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the support plan will continue to be the responsibility of the class teacher.

Annual review of an EHC Plan

All EHC plans must be reviewed every year as part of an Annual Review Meeting. The parents, the pupil, the LA, the school and professionals involved are invited to attend the meeting. Together those present consider what amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the plan. The annual review should focus on what the child has achieved as well as on any difficulties that need to be resolved. In the event that the

school or parents feel that the EHCP no longer suits the child's needs or where a change of placement may be needed, an early review can be called.

Who can I contact for more information about SEND at Broughton Fields 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.

Key Stage Leaders: Mr David Killick – Foundation Stage & KS1, Mr Steve Rae – LKS2 & Mrs Nicola Mansfield-Niemi – UKS2

For queries of a general nature that parents don't feel can be met by the class teacher, the relevant Key Stage Leader should be the first point of contact.

Inclusion Manager (Deputy Headteacher): Miss Hayley Hughes supported by Miss Sutton

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

Headteacher: Mr Nick Hearn

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.

SEND Governor: Mr Richard Wardman

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
- Curriculum Policy

If you wish to make a complaint about any aspect of the SEND provision at Broughton Fields 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 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 the morning in school as part of a whole school 'changeover day' in July. On this day pupils will spend the morning 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.

For pupils with any additional needs, the Inclusion Manager may also visit the pupil in their current setting to enable conversations between staff and to meet the pupil.

For pupils that have an EHC Plan, or any additional needs, there will be an agreed series of transition visits and meetings organised by the Inclusion Manager to ensure that arrangements are in place for the child's transition to Broughton Fields. These meetings will involve 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 School at other times

When pupils join Broughton Fields School in-year, the Inclusion Manager always aims to liaise with the child's previous school if the child has any additional needs. The Inclusion Manager 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 EHC Plan, there will be an agreed series of transition visits and meetings organised by the Inclusion Manager to ensure that arrangements are in place for the child's transition into Broughton Fields 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 Inclusion Manager will ensure that transition arrangements are in place for pupils with additional needs. Meetings may be held with the Inclusion Manager of Broughton Fields and the Inclusion Manager of the pupils' new school to discuss the pupils' needs. These meetings may also involve the Class Teachers. For those pupils with an EHC Plan, the Inclusion Managers from both schools will meet to discuss some additional transition visits for pupils as appropriate. Any Teaching Assistants that support the pupil at Broughton Fields will also be involved in this transition process.

For those pupils transferring to other schools, the Inclusion Manager will liaise with the Inclusion Manager 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 Learning Support Assistant to support individuals or small group
- Providing any additional resources to support learning in any area

The school is obliged to offer every child on the SEND register up to 13.25 hours of additional support each week in order to help them make progress and to meet their needs. This equates to approximately £6000 per annum. If a child is deemed as needing more support than this the school can apply for "High Needs Funding" from the local authority providing a trigger point identified by Milton Keynes Council is reached.

In order to apply for the funding the Inclusion Manager will liaise with the child's class teacher, parents and external specialists as appropriate and complete the application. The application gives details of the provision that has already been put in place for the child, the interventions that have been tried and how successful they have been. This application is then presented to the Inclusion

Forum and they consider whether to allocate high needs funding and, if so, how much and for what period of time. They will consider such an application alongside a wider analysis of how the school deploys their notional SEND funding and any high-needs funding we are already in receipt of.