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“To Care, Challenge and Inspire”

Broomhill Junior School
Special Educational Needs Policy and Local Offer
Spring 2025

Name of School:	Broomhill Junior School
Policy Adopted on:	Autumn 2024
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Locations this policy can be accessed:	School Server (policies)

Sarah Plaskitt
SEN Policy and Local Offer
Spring 2025 to be reviewed 2026

Broomhill Junior School

Special Educational Needs Policy.

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Broomhill Junior School – Local Offer
Special Educational Needs and Disability (SEND)

1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Set out how our school will:
    - Support and make provision for pupils with special educational needs and disabilities
    - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
    - Help pupils with SEND fulfil their aspirations and achieve their best
    - Help pupils with SEND become confident individuals living fulfilling lives
    - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff

2. Intent, Implementation and Impact.

Intent

At Broomhill we are committed to ensuring that every child is entitled to a broad, balanced and creative curriculum. Our intent is to provide high quality teaching that creates an environment which enables each child to develop their full potential by making reasonable adjustments whilst setting ambitious and aspirational targets. Quality First Teaching is our primary focus to ensure that we provide inclusive support within the classroom setting through additional scaffolding, support and challenge. Where required, tailored interventions are provided that are regularly reviewed and amended to ensure that the specific needs of the individual are met. Our intent is to develop children's knowledge and skills whilst developing their resilience to cope positively to everyday life situations, to become independent learners, to develop an understanding of the emotional and social needs of themselves creating an environment that they feel proud of. Working in partnerships with parents, carers and other external agencies maximises success for the child and our intent is to build successful partnerships that enable this.

Implementation

At Broomhill, our creative curriculum is designed to provide a progressive structure focusing on key skills and knowledge. It is successfully adapted and constructed using a planned 'top down' approach and developed for pupils of all abilities and needs. We ensure that individuals receive the support and encouragement in which to develop a positive self-image through access to highly motivated, trained and experienced family of staff. An integral part of this family is our highly trained (including up-to-date training on the most recent SEN provision) teaching assistants and learning mentors. This enables us to meet children's academic and social and emotional needs at all levels. Children are provided with structured strategies to support their independent learning developing self-confidence and resilience. This includes essential work on developing children's communication skills to overcome barriers and enable them to build positive, personal relationships that underpins individual readiness to learn. Working in collaboration with external agencies allows us to achieve good relationships and positive contributions that directly impact on the tailored support and challenge that is provided for pupils in our care.

All teachers are expected to adhere to 'Quality first teaching' linked to the teaching standards:

They are expected to:

- 'Know where their children are' using concise summative assessment, prior learning, assessment and ongoing discussion
- 'Understand where their children need to be' through a secure understanding of each year group expectations and / or pre key stage expectations and incisive, ongoing, formative assessment
- 'Know how they are going to get them there' using a range of strategies to promote independence, deeper thinking and high expectations of ALL.
- Effectively deploy adults, specifically during introductions, plenaries and catch-up sessions
- Plan for progression during and between lessons.

Impact

At Broomhill, we have a two-fold approach to measuring the impact of our Broomhill curriculum. Impact through monitoring and evaluation by Subject Leaders, thereby developing strategic thinking and leadership; and direct impact of children's social development, attainment and progress. We use rigorous triangulated monitoring throughout the year to gauge the impact of our Broomhill curriculum allowing us to monitor the impact of our curriculum for children with SEN. This incorporates reviewing learning, evaluating child voice, providing individual feedback to move practice forward, celebrating positives and highlighting areas of development that through CPD and coaching and mentoring are improved. The impact of our curriculum will not only be measured by assessment procedures which allow us to measure outcomes against all schools nationally:

- End of KS2 percentage of children working towards or at the expected standard and at the higher standard in reading, writing and maths.

But, will in fact be measured by how effectively it helps our pupils develop into well rounded individuals who embody our values and carry with them the knowledge, skills and attitudes which will make them adaptable lifelong learners, confident communicators and valuable future citizens.
In addition, we measure our impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes.
- Termly assessment Cornerstones Assessments which is a suite of termly standardised maths tests which enable our school to track progress, identify gaps in children's understanding and plan specific additional activities to narrow gaps in understanding.
- Pupil discussions about their own learning.
- BSquared tracks our children working below Pre-Key Stage Levels and provides small step progression, targets and assessment against planned outcomes.

At our school we will provide all pupils with access to a broad and balanced curriculum.

We are committed to making sure all our pupils have the chance to thrive and support them to meet their full potential.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

3. Legislation and guidance

This is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The Governance Handbook, which sets out governors' responsibilities for pupils with SEND

- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

4. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

5. Definitions

5.1 Special educational needs

AREA OF NEED	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment

AREA OF NEED	
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

6. Roles and responsibilities

6.1 The SENCO

The SENCO at our school is Sarah Plaskitt.

They will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the Head Teacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the Head Teacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the Head Teacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development

- With the Head Teacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the Head Teacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching

6.2 The Governing body

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

6.3 The SEND Link Governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings

- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the Head Teacher and SENCO to determine the strategic development of the SEND policy and provision in the school

6.4 The Head Teacher

The Head Teacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching

6.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision

- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
    - Set clear outcomes and review progress towards them
    - Discuss the activities and support that will help achieve the set outcomes
    - Identify the responsibilities of the parent, the pupil and the school
    - Listen to the parents' concerns and agree their aspirations for the pupil

6.6 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil.

6.7 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

7. SEN information report

The school publishes an SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our approach to SEND support

8.1 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.
Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs.
When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.
Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.
Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.
When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.
If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

8.2 Consulting and involving pupils and parents

The school will put the pupil and their parents at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.
We will formally notify parents if it is decided that a pupil will receive special educational provision.

8.3 The graduated approach to SEN support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. **Assess**

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. **Plan**

In consultation with the parents and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be shared on our system so that all staff can access relevant paperwork and can update a child's Graduated Response form, IEP and targets.

Parents will be fully aware of the planned support and interventions and may be asked to reinforce or contribute to progress at home.

3. **Do**

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely

with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching**.**

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. **Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

8.4 Levels of support

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

8.5 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Tracking pupils' progress, including by using provision maps

- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents

9. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The Head Teacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

10. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

11. Admission and accessibility arrangements

11.1 Admission arrangements

The admission arrangements for all pupils are in accordance with national legislation. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

The SENCO will meet regularly with other SEN coordinators in the family of schools to ensure the smooth transition of information and children.

All children will have a planned transition to their secondary school (feeder, none feeder or special educational placement) which includes visits to the environment, to experience the daily life at the named school and meet staff. Children coming to us from KS1 will be offered additional visits, access to transition club and staff will liaise with key staff. Children with more complex needs will experience additional

visits. Some children may require additional resources to support transition, these will be discussed on an individual basis.

Please refer to the admissions policy.

11.2 Accessibility arrangements

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the Inclusion Team will consult with the child's parents for other flexible arrangements to be made.

- Keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- Providing regular training and learning opportunities for staff on the subject of SEN and SEN teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEN
- Making use of all class facilities and space
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- Making sure that individual or group support is available where it is felt that pupils would benefit from this provision.
- Any decision to provide group support outside the classroom will involve the Inclusion Team in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made.
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

12. Complaints about SEND provision

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher and SENCO. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.
Formal complaints about SEND provision in our school should be made to the SENCO/Head Teacher] in the first instance. They will be handled in line with the school's complaints policy. (This can be found on the school website.)
If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves. To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

13. Monitoring and evaluation arrangements

13.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents

13.2 Monitoring the policy

This policy will be reviewed by Sarah Plaskitt **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.
It will be approved by the full governing board.

14. Links with other policies and documents

This policy links to the following documents:

- The local offer
- SEN Information Report
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy

Broomhill Junior School
Local Offer
Special Educational Needs and Disability (SEND)

Curriculum Intent

At Broomhill we are committed to ensuring that every child is entitled to a broad, balanced and creative curriculum. Our intent is to provide high quality teaching that creates an environment which enables each child to develop their full potential by making reasonable adjustments whilst setting ambitious and aspirational targets. Quality First Teaching is our primary focus to ensure that we provide inclusive support within the classroom setting through additional scaffolding, support and challenge. Where required, tailored interventions are provided that are regularly reviewed and amended to ensure that the specific needs of the individual are met. Our intent is to develop children's knowledge and skills whilst developing their resilience to cope positively to everyday life situations, to become independent learners, to develop an understanding of the emotional and social needs of themselves creating an environment that they feel proud of. Working in partnerships with parents, carers and other external agencies maximises success for the child and our intent is to build successful partnerships that enable this.

Curriculum Implementation

At Broomhill, our creative curriculum is designed to provide a progressive structure focusing on key skills and knowledge. It is successfully adapted and constructed using a planned 'top down' approach and developed for pupils of all abilities and needs. We ensure that individuals receive the support and encouragement in which to develop a positive self-image through access to highly motivated, trained and experienced family of staff. An integral part of this family are our highly trained (including up-to-date training on the most recent SEN provision) Assistant Teachers and Learning Mentors. This enables us to meet children's academic and social and emotional needs at all levels. Children are provided with structured strategies to support their independent learning developing self-confidence and resilience. This includes essential work on developing children's communication skills in order to overcome barriers and enable them to build positive, personal relationships that underpins individual readiness to learn. Working in collaboration with external agencies allows us to achieve good relationships and positive contributions that directly impact on the tailored support and challenge that is provided for pupils in our care.

All teachers are expected to adhere to 'Quality first teaching' linked to the teaching standards:

They are expected to:

- ‘Know where their children are’ through the use of concise summative assessment, prior learning, assessment and ongoing discussion
- ‘Understand where their children need to be’ through a secure understanding of each year group expectations and / or pre-key stage expectations and incisive, ongoing, formative assessment
- ‘Know how they are going to get them there’ using a range of strategies to promote independence, deeper thinking and high expectations of ALL.
- Effectively deploy adults, specifically during introductions, plenaries and catch-up sessions
- Plan for progression during and between lessons.

Curriculum Impact

At Broomhill, we have a two-fold approach to measuring the impact of our Broomhill curriculum. Impact through monitoring and evaluation by Subject Leaders, thereby developing strategic thinking and leadership; and direct impact of children’s social development, attainment and progress. We use rigorous triangulated monitoring throughout the year to gauge the impact of our Broomhill curriculum allowing us to monitor the impact of our curriculum for children with SEN. This incorporates reviewing learning, evaluating child voice, providing individual feedback to move practice forward, celebrating positives and highlighting areas of development that through CPD and coaching and mentoring are improved. The impact of our curriculum will not only be measured by assessment procedures which allow us to measure outcomes against all schools nationally:

- End of KS2 percentage of children working towards or at the expected standard and at the higher standard in reading, writing and maths.

But, will in fact be measured by how effectively it helps our pupils develop into well rounded individuals who embody our values and carry with them the knowledge, skills and attitudes which will make them adaptable lifelong learners, confident communicators and valuable future citizens.

In addition, we measure our impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes.
- Termly assessment Cornerstones Assessments which is a suite of termly standardised maths tests which enable our school to track progress, identify gaps in children’s understanding and plan specific additional activities to narrow gaps in understanding.
- Pupil discussions about their own learning.
- BSquared tracks our children working below Pre-Key Stage Levels and provides small step progression, targets and assessment against planned outcomes.

Objectives

- **Identify the needs of pupils with SEN as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and feeder schools or early years settings prior to the child's entry into the school.
- **Monitor the progress of all pupils** to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by the Senior Leadership Team (SLT), governors, class teachers and Assistant Teachers which will help to ensure that each child is able to reach their full potential through aspirational target setting and high expectations.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum**. This will be co-ordinated by the SENCO and will be carefully monitored and regularly reviewed to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents** to gain a better understanding of their child and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices, providing regular reports on their child's progress, and providing information three times yearly on the provisions for pupils within the school, and the effectiveness of the SEN policy and the school's SEN work.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone.

Create a school environment where pupils feel safe to voice their opinions of their own needs. This means providing regular opportunities for discussions between pupils, their teachers and Assistant Teachers because pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life as a whole e.g. Assessment for Learning, pupil questionnaires, pupil progress meetings, target setting and reviews i.e EHCP, EHAF, Multi Agency Meetings (MAM).

Our Local Offer describes the range of provision and support available to support identified children as and when appropriate. (This offer is subject to change depending on budgetary constraints and policy review.)

Provision to support access to the curriculum and independent learning. • Differentiated tasks and activities • Small group support in class from teacher or teaching assistant • Use of visual support • Individual targets in both English (reading & writing) and Maths • Individual targets for social/behavioural needs • Scaffolding – writing frames etc. • Additional resources such as reading rulers, specialist pens/pencils etc.
Access to a supportive environment – IT resources and equipment. • Extensive use of visual support both in and out of the class to support

understanding and facilitate access to the school environment and learning
- Use of interactive whiteboards
- Regular access to computers, laptops and iPads
- Provision of resources to enhance independent learning including multisensory resources
- Supportive computer programmes and intervention programmes

Strategies to support and develop English and Maths across the school.

- Targeted small group support in class
- Withdrawal of small group or individual pupils for additional English or Maths support
- Use of intervention
- A range of multisensory and additional resources to ensure that learning is interactive and exciting
- Literacy volunteers to support reading outside of the classroom
- Small group reading support in class through guided reading and individual support

Strategies to support and modify behaviour.

- Consistent and rigorous implementation of the school's behaviour policy and code of conduct
- Extra provision for pupils whose behaviour provides a barrier to learning including, close liaison with parents/carers, a home/school book to ensure daily communication and regular team meeting to discuss concerns and progress
- Use of our Learning Mentor Team to support children's behaviour in and beyond the classroom, this will include individual and small group sessions and programmes as well as maximising liaison between home and school.
- Where a child's behavioural needs aren't met within school, a referral can be made to external agencies for additional support (EP, SBAP)

Strategies to enhance self esteem and to promote emotional well being.

- Our Learning Mentor Team support children both individually and in small groups, using programmes such as managing emotions, Lego Therapy, Drawing and Talking and Art Therapy sessions. This is dependent on need and will be adapted for specific need
- Circle of friends type activities to support social interaction and help children to communicate with others
- Regular, weekly, liaison between staff to discuss concerns regarding individual families and children
- Open door policy for parents
- Weekly SEAL/PHSE sessions for all children and half termly 'celebration' assemblies to highlight children who have made good progress and reached targets
- Links with The Mental Health Team at Mansfield Town Football Club.
- Collaboration and communication with all external professionals involved

with children e.g. GP's and CAHMS

Support at playtimes.

- Trained midday supervisors both inside and outside of school
- Learning Mentor joins staff outside on duty to monitor key children
- Access to Learning Mentor clubs at playtimes. These have a different focus each day.
- Individual children's needs are discussed with senior midday to ensure the correct strategies are used for all children, class teachers monitor lunchtime behaviours, which are then shared with the SLT
- Playtime charts and reward systems are used for children who find lunchtimes difficult and these are then monitored by staff and the Learning Mentors

Strategies to support physical needs.

- Assessment by and intervention from an occupational therapist on referral
- Implementation of recommendations by occupational therapist or physiotherapist by an allocated member of staff
- Provision of support resources such as writing wedges, adapted equipment
- Liaison with PSED team for support in staff training and equipment

Access to medical interventions.

- Close liaison with the school nurse and resources at the children's centre
- All staff and midday supervisors trained in first aid
- Staff training in the administration of support and medication, as and when necessary (Epipens etc.)
- Liaison with medical professionals for children with ongoing treatment
- Medical form given to all members of staff and updated throughout the year
- Individual protocols for children with significant medical needs

Strategies to support speech and language.

- Implementation of speech and language programmes by Assistant Teachers
- Meetings with SALT to discuss progress of children
- Completion of referral forms to receive the most appropriate support
- Discussion at Termly Springboard Meetings and access to support from our Family SALT Specialist teacher.

Arrangement for specialist expertise in and outside school.

- Early identification of needs requiring referral to external professionals
- Regular communication and information sharing with a range of external agencies
- Sharing of professional reports with parents

Assessment and monitoring and evaluating the impact of intervention and support on progress and outcomes for pupils with SEN.

- Termly pupil progress meetings with teachers and teaching assistants
- Monitoring of individual targets and review of targets, each term
- Analysing SEN data, each term, within school tracking system (SENCO) alongside the Assessment Coordinator.
- Updating progress and monitoring results of intervention programmes, focusing on impact on children's progress
- Pupil interviews
- Regular assessment of progress and achievement against national and individual targets
- Regular meetings with parents/carers to review progress (Parent's evenings)

Engagement with parents/carers & communication with parents/carers.

- Open door policy for parents/carers to discuss their child with SENCO or staff
- Parent's evenings twice a year to discuss progress with teachers and Assistant Teachers.
- Support for parents who have concerns
- Learning Mentor Team to support Parents/carers.
- Open afternoon for parents/carers to look at interventions available and to discuss their child
- Regular updates on progress (termly)

The person responsible for overseeing the provision the children with SEN is Sarah Plaskitt (SENCO). She will check that appropriate support is given and that all teaching staff cater for the needs of pupils within their own practice in accordance with the 2014 Revised Code of Practice. She will also have an overview of school provision and will monitor children's progress, ensuring relevant interventions are available.

Whole school interventions are led and managed by Sarah Plaskitt.

Group interventions and additional support programmes are led by Assistant Teachers, within Upper and Lower School Teams.

The SEN Govenor will monitor the effectiveness of the provision through discussion with the SENCO and visits to school.

If necessary external agencies will be used such as Speech and Language therapy (SALT), Schools and Family Support Service (SFSS) Educational Psychologist (EP) SBAP – Behaviour support, Personal Social Emotional Development Team (PSED) Child and Mental Health Service (CAHMS).

As a parent/carer you will be contacted by a member of staff if we have any concerns about your child's development or progress. You must contact us if you have any concerns.
Following discussion we will decide together the best way forward and will assess your child to ensure the most suitable intervention and support is put in place.

You will be involved at every step as a child gains the most when school and home work closely together, supporting each other through their journey at Broomhill.