At Broomfields Junior School we strive to support all children to enable them to achieve at school. In order to do this many steps are taken to support them through their learning journey. Quality teaching is vital; however for some children there are occasions when further additional support may be needed to help them achieve their targets.

Roles & Responsibilities of the special Needs Co-ordinator - (SENCO).

Our SENCO is responsible for the operation of the Special Educational Needs Policy and co-ordination of specific provision made to support individual children with SEN. We liaise with staff to monitor the pupil’s progress and plan further interventions where progress is slower than expected. We regularly have contact with a wide range of external agencies that are able to give more specialised advice. If you have any concerns regarding SEN matters do not hesitate to contact us.

The Special Needs Co-ordinators is: Mrs Bridie Newlands.
There are many SEN terms that are abbreviated which can lead to confusion (even for us!).

Below is a glossary of the most used SEN terms.

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<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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<tr>
<td>ADD</td>
<td>Attention Deficit Disorder</td>
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<td>ADHD</td>
<td>Attention Deficit &amp; Hyperactivity Disorder</td>
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<td>ASD</td>
<td>Autistic Spectrum Disorder</td>
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<td>CAF</td>
<td>Common Assessment Framework</td>
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<tr>
<td>CAMHS</td>
<td>Child &amp; Adolescent Mental Health Service</td>
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<td>CIN</td>
<td>Child In Need</td>
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<td>COP</td>
<td>Code of Practice</td>
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<td>CP</td>
<td>Child protection</td>
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<td>EAL</td>
<td>English as an Additional language</td>
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<td>EHC</td>
<td>Education Healthcare Plan</td>
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<td>EP</td>
<td>Educational Psychologist</td>
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<td>FSM</td>
<td>Free School Meals</td>
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<td>HI</td>
<td>Hearing Impairment</td>
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<td>IEP</td>
<td>Individual Education Plan</td>
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<td>KS</td>
<td>Key Stage</td>
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<tr>
<td>LAC</td>
<td>Looked After Child</td>
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<td>LEA</td>
<td>Local Education Authority</td>
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<tr>
<td>MLD</td>
<td>Moderate Learning Difficulty</td>
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<td>NC</td>
<td>National Curriculum</td>
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<tr>
<td>OT</td>
<td>Occupational Therapist</td>
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<td>SaLT</td>
<td>Speech &amp; Language Therapy</td>
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<tr>
<td>SEN</td>
<td>Special Educational Needs</td>
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<td>SEND</td>
<td>Special Educational Needs &amp; Disability</td>
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<td>SENCO</td>
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<tr>
<td>SpLD</td>
<td>Specific Learning Difficulty</td>
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<td>VI</td>
<td>Visual Impairment</td>
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Current SEN Updates

What is Pupil Premium?

The Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as ‘Ever 6 FSM’). Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel.

Why has it been introduced?

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

Who decides on how the money is spent?

In most cases the Pupil Premium is paid direct to schools, allocated to them for every pupil who receives free school meals. Schools decide how to use the funding, as they are best placed to assess what their pupils need.

How are schools accountable for the spending of Pupil Premium?

They are held accountable for the decisions they make through:

- the performance tables which show the performance of disadvantaged pupils compared with their peers.
- the new Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, in particular those who attract the Pupil Premium.

Children and Families Bill 2013

The Children and Families Bill takes forward the Coalition Government’s commitments to improve services for vulnerable children and support strong families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The Bill will reform the systems for adoption, looked after children, family justice and special educational needs.
The Government is transforming the system for children and young people with special educational needs (SEN), including those who are disabled, so that services consistently support the best outcomes for them. The Bill will extend the SEN system from birth to 25, giving children, young people and their parents/carers greater control and choice in decisions and ensuring needs are properly met.

It takes forward the reform programme set out in Support and aspiration: A new approach to special educational needs and disability: Progress and next steps by:

- replacing statements and learning difficulty assessments with a new birth-to-25 Education, Health and Care Plan, extending rights and protections to young people in further education and training and offering families personal budgets so that they have more control over the support they need;
- improving cooperation between all the services that support children and their families and particularly requiring local authorities and health authorities to work together;
- requiring local authorities to involve children, young people and parents in reviewing and developing provision for those with special educational needs and to publish a ‘local offer’ of support.

What is the Local Offer?

- The Local Offer was first introduced in the Green Paper (March 2011) as a local offer of all services available to support disabled children and children with SEN and their families. This easy to understand information will set out what is normally available in schools to help children with lower-level SEN as well as the options available to support families who need additional help to care for their child.”

What will it do?

- The Local Offer should provide parents/carers with information about how to access services in their area, and what they can expect from those services. With regard to Education, it will let parents/carers and young people know how school and colleges will support them, and what they can expect across the local settings. During the last year, the Local Offer Steering Group has developed questions for schools, and trialled them with a small number of settings.

- There are 14 questions, devised in consultation with parents/carers and other agencies, which reflect their concerns and interests. These will be answered by agencies, schools and colleges to provide information to parents and carers to enable them to make decisions about how to best support their child’s needs.
Below are Broomfield Junior School’s responses to these questions.

1. How does your education setting know if children/young people need extra help?

- We receive information from our partner school (Cobbs Infants & Nursery) about the additional needs of individual children, at transition meetings, before they enter our setting. We also receive information from pupils’ previous schools.

- The progress of all pupils is monitored regularly by class teachers and the senior leadership team, so that if a child is found not to be making expected progress in a particular area of learning, we can quickly identify the need for additional support. This will then be discussed with parents/carers and the pupil concerned.

2. What do I do if I think my child has special educational needs?

- We encourage parents to share information with us and to discuss/raise any concerns they may have as early as possible.

- In the first instance, parents/carers should discuss any concerns with the class teacher, who will then liaise with our Special Needs and Disability Coordinator (SENDCO) as appropriate.

3. How will the education setting staff support my child / young person?

- The classroom teacher will take responsibility for the daily provision for your child and will be supported and advised by the school SENDCO where necessary.

- The teacher will discuss with you any support that they think is needed, that is additional and different to what we offer to children as part of our usual practice.

- If a need is identified for a specific in-school assessment or involvement from any outside specialist services then the SENDCO will talk to you about this and seek your permission to proceed.

- We will monitor the progress of all children receiving additional support and evaluate the provision to ensure that the provision we have put in place is having an impact on the child’s attainment.

- Governors are responsible for monitoring the effectiveness of the provision in place for pupils identified with SEND and they will receive a report from the SENDCO on the progress of pupils with SEND.

4. How will the curriculum at your education setting be matched to my child / young person’s needs?

- High quality classroom teaching and adjusted plans and resources for individual pupils is the first step in responding to children who may have special needs.

- All teachers are provided with information on the needs of individual pupils so that they can plan the learning within our curriculum to ensure that all pupils are able to make progress – This type of teaching is known as differentiation and will enable your child to access a broad,
balanced and relevant curriculum. You can find out more about differentiation in the school’s Teaching and Learning Policy.

- If your child is not making the expected progress and has specific gaps in their understanding he/she may work within a smaller group of children

These groups, also called intervention groups, may be run:
- In the classroom or outside;
- By a teacher or a teaching assistant who has been trained to run these groups;
- By a specialist from outside the school such as a speech and language therapist

- Further specific support may also be provided through a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means that your child will have been identified as needing a particularly high level of individual or small group teaching which cannot always be provided from the budget available to the school.

5. How will both you and I know how my child/young person is doing and how will you help me to support my child / young person’s learning?

- We have an open door policy for any daily information that needs to be shared between school and home.
- Parents and teachers arrange a more private meeting with the class teacher or with the SENDCO if there is anything of a more serious or private nature to be discussed. In some instances a home-school communication book may be used.
- Annual reports and twice yearly parent consultation evenings give all parents and carers regular feedback on their child’s up to date academic levels, individual reading, writing and mathematics targets and any behavioural, emotional or social difficulties.
- Outside services involved with some children provide reports and information about attainment and expected progress for health based needs, such as speech and language or physical development.
- If a child is identified as needing an individual School Based Plan (IEP) to support their education then parents and children will be involved in helping the school to create this, and then reviewing targets at regular intervals, usually three times a year or more if needed.

6. What support will there be for my child’s/young person’s overall emotional health and wellbeing?

- The well-being of all our pupils is our primary concern at Broomfields. They are supported with their social and emotional development throughout the school day, through the curriculum and extra- curricular activities. Personal, Social, and Health Education (PSHE) and Social, Emotional Aspects of Learning (SEAL) are integral to our curriculum and are also taught explicitly throughout each term.

- Additional support from specialist staff is arranged as needed for individual pupils, both in and out of the classroom; an individual plan may be put in place for those with the highest need.
• Our school has a system of sanctions and rewards for behaviour management of all children (please refer to the school Behaviour Policy for more information about this). Our Behaviour Policy; which includes guidance on expectations, rewards and sanctions is utilised by all staff.

• We regularly monitor attendance, support pupils returning to school after absence and take the necessary actions to prevent prolonged unauthorised absence.

• We have several staff who are trained first aidsers and have received defibrillator training (we have a defibrillator in school). Relevant staff are trained to support medical needs and in some cases all staff receive training. We have a medical policy in place. If your child needs medication to be administered in school then you are asked to provide written details.

• Pupils’ views are regularly sought through school council and other forums.

7. What specialist services and expertise are available at or accessed by the education setting?

• There are a range of agencies that work within schools. These include:
  ▪ Educational Psychology Service (EPS)
  ▪ Speech and Language Therapy Service (SALT)
  ▪ Child and Adolescent Mental Health Service (CAMHS)
  ▪ Hearing Impaired Service (HI)
  ▪ Visual Impaired Service (VI)
  ▪ Occupational Therapy (OT)
  ▪ Physiotherapy (PT)
  ▪ School Health Advisors (SHA)
  ▪ Other Health Professionals (ASD, ADHD)

• We work with Social Services, Parent Partnership and Community Police.

8. What training are the staff supporting children and young people with SEND had or are having?
• We have a rolling programme of training and support for staff based on the needs of the pupils within school. Staff are sent on more individualised training, if they are supporting a child with a more specific need.

• Our Special Educational Needs Coordinator (SENDCO) is a qualified and experienced teacher who receives ongoing SEND training in specific areas.

• All our teachers hold qualified teacher status and all staff members, including HLTAs and TAs, receive regular training to best support our pupils with SEND.

• Team teaching

• In addition some of our staff have undertaken specialist training. Trained staff members include:
  ▪ A specialist Dyslexia teacher
  ▪ The majority of teaching assistants are trained in the delivery of speech and language programmes
  ▪ Some basic Makaton awareness and use

9. How will my child/young person be included in activities outside the classroom including school trips and provision for access to Afterschool clubs?

• Our inclusion Policy promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom.

• Risk assessments are carried out for school visits including residential trips and reasonable adjustments will be made when required. Where needed, the risk assessment would include a meeting with parents as well as taking account of any medical issues. The destination of these trips will be taken into account when assessing the needs of all children

• After school clubs are available to all children and reasonable adjustments can be made to support vulnerable pupils in their participation

• Health and Safety audits are conducted to ensure that the school provides a safe environment for all pupils.

10. How accessible is the education setting environment?

• We have an Accessibility Plan in place and where feasible, make reasonable adjustments to improve the accessibility of our environment to meet individual
We have two disabled toilets large enough to accommodate changing if required.

We monitor the languages spoken by families in our setting and make use of translation websites and endeavour to arrange for a translator to attend meetings when necessary.

11. How will the education setting prepare and support my child/young person to join the education setting, transfer to a new education setting or the next stage of education and life?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- We will contact the school SENDCO and ensure that they know about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher and in most cases a planning meeting will take place with the new teacher to discuss your child’s strengths and weaknesses and the strategies that have been most successful.

Coming into Year Three:

- There are induction events during the summer term for all children who are joining year three in September.
- The SENDCO may arrange additional visits for children who have been identified as having SEND and additional meetings will be arranged with parents and any other agencies who have been involved with your child.

In Year Six:

- The Y6 team and/or SENDCO will discuss the specific needs of your child with the SENDCO/Inclusion Manager of their secondary school.
- The new school is invited to attend any reviews that we hold before your child transfers to them.
• Your child will take part in focused learning about aspects of transition to support their understanding of the changes ahead.

• Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in our school.

• We have very good relationships with our feeder settings and the settings that most of our pupils move onto; we share information to support pupils’ learning and well-being at transition.

A range of strategies, suitable for your child, may be used to support them at the time of transition. For example, if your child would be helped by a book/social story to support them in understanding their transition then it would be made for them.

12. How are the education setting’s resources allocated and matched to children’s/young people’s special educational needs?

• The school budget received from the Local Authority includes money for supporting pupils with SEND. The Head teacher then decides on the budget for SEND in consultation with the school governors and based on the needs of pupils in the school. The school may receive an additional amount of ‘top-up’ funding for pupils with higher level needs.

• The school will use its SEND funding in the most appropriate way to support your child. This support may include some individual or small group teaching assistant support; but this may not always be the best way to support your child. The funding may therefore be used to put in place a range of support strategies.

• SEND funding may also be used to purchase specialist equipment or support from other specialist support services.

• There are regular meetings to monitor the impact of interventions and SEND provision and the Governing Body is kept informed of funding decisions

13. How is the decision made about what type and how much support my child/young person will receive?

• Each child is assessed individually according to the SEND Code of Practice and Local Authority guidance and a personalised support programme will be developed
• All class teachers meet with the Head teacher and Deputy during the school year to discuss pupils’ progress

• We look closely at the provisions that have been in place and examine their effectiveness and impact on the child’s learning

• Additional assessments from outside services, such as Educational Psychologists and Speech and language Therapist, will help us decide what type of support and resources are needed.

• Some pupils will have a pupil passport and intervention plans, these will be reviewed with you three times a year. Pupils with a Statement or EHCP will have an annual review.

• The SENCO oversees all additional support and regularly shares updates with the SEND Governor.

14. How are parents involved in the setting / school / college? How can I be involved?

• We work in close partnership with parents to support each child/young person’s well-being, learning needs, progress and aspirations.

• We operate an open door policy to allow parents to contact their child’s class teacher with ease

• The school website: www.broomfieldsjunior.co.uk

• School Ping communication to parents service

• Termly newsletter – outlines events and topics covered throughout the term

• Parents are invited to become involved in school life through a number of means:
  • Parent Teacher Association (PTA) – organises fundraising events throughout the year to raise money for additional resources
  • Hearing readers (class based)
  • Book Mums
  • Trips – additional adult support

• Our Governing Body includes Parent Governors/representatives
15. Who can I contact for further information?

- The class teacher is the first point of contact
- Parents are welcome to contact the SENCO directly, for further information and support

Useful contact details:

Head teacher: Mrs Rachel Morris Brown
Deputy: Mrs. Helen Plant
SENDCO: Mrs. Bridie Newlands
SEND Governor: Mrs Sue Foster
School Phone Number: 01925 265297

Head teacher e-mail: Broomfields_Junior_Head@warrington.gov.uk
Deputy Head teacher e-mail: Broomfields_Junior_Deputy@warrington.gov.uk
SENDCO: Broomfields_senco@warrington.gov.uk