



SEND Local Offer

(SEND Information Report)

**Broomfield Primary School
East Goscote, Leicester. LE7 3ZQ**

September 2023

Leicestershire's Local Offer for Educational Establishments

Regulation 3 Special Educational Needs and Disability (Information) Regulations (2014)

School/College Name: Broomfield Primary School

Address: East Goscote, Leicestershire, LE7 3ZQ

Telephone Number: 0116 2606704

Name of Head Teacher: Miss Alex Allison

Website address: <https://www.broomfield.bepschools.org/>

Name and Contact details of

SENCO: Miss Katerina Chapman

senco@broomfield.bepschools.org

Age Range of Students: 4-11 years

Date of Last Inspection: July 2021

Outcome of last inspection: Good

Does school have a specialist designated unit / additional learning support department? No

Total number of students with special educational needs: 22

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Who are we and what our aims?

Broomfield Primary School is a mainstream school in Leicestershire. We feel that all children should be equally valued and that school should be an inclusive environment and experience for all. Our vision statement is 'Inspiring the minds of today, building the world of tomorrow'. At Broomfield, our values are the 5 R's: resilience, risk-taking, reflection, responsibility and respect. The vision and values are delivered by creating a safe, caring and stimulating environment. We believe that educational inclusion is about equal opportunities for all learners, regardless of age, gender, ethnicity, impairment, attainment and background. As a school, we feel it is imperative to build strong, collaborative relationships with parents and families in order to support children even further with making progress and achieving the best that they possibly can. We promote high standards of achievement and attainment for all our pupils and encourage them to become creative and critical learners.

What are Special Educational Needs and Disability (SEND)?

At different times in their school career, a child or young person may have a special educational need. The SEND Code of Practice (2014) defines SEN as:

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

*a) Have a **significantly** greater difficulty in learning than the majority of others of the same age:*

or

b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."

What type of Special Educational Needs (SEN) do we cater for?

The SEND Code of Practice (2014) defines special educational provision as being **educational provision** that is **additional to or different** from that made generally for other children or young people of the same age. Children who have special educational needs are **unable to make progress without this additional and different provision** because they have a significant special educational need.

Children may have SEN identified in one of 4 areas (As specified in the SEND Code of Practice, 2014):

Communication and interaction

- Speech, language and communication needs (SLCN). This can display differently for each child but can include difficulties in: speech, understanding language, difficulties in understanding the social rules of communication.
- Children with Autism Spectrum Disorder (ASD) can also have difficulties with communication and interaction.

Cognition and learning

- Children who are learning at a slower pace than their peers, even with appropriate adapted teaching.
- Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
- Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, mental and emotional health

- Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.
- Some disorders could include: attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and /or physical

- This may include: visual impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI). These impairments will require specialist support and/or equipment to access their learning, or habilitation support. These difficulties can be age related and may fluctuate over time. Children and young people with an MSI have a combination of vision and hearing difficulties.
- Some children may have over sensitivity to noise / smells / light / touch / taste.
- Some children may need support with toileting / self-care. In these situations we would refer to the school's intimate care policy.
- Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

How does the school identify and assess pupils with SEN?

For some children, SEN can be identified at an early age. However, for other children and young people difficulties may become evident only as they develop.

Identifying children with SEN is part of our routine process of monitoring the progress of children in the school. At Broomfield, we follow the graduated approach of assess, plan, do review. Class teachers will assess each pupil's current skills and levels of attainment on entry, building on information from previous teachers and/or settings. Class teachers then make regular assessments of progress for all pupils and identifying in particular where pupils are making less than expected progress given their age and individual circumstances. The data from these assessments will then support teachers with their lesson planning and adaptations that need to be made. Children complete this learning and the teacher will assess the outcomes. The cycle then continues. Pupils are also monitored through pupil progress meetings with the head teacher, class teacher and SENCO where appropriate.

A pupil's progress that is causing concern may be characterised by the following:

- Progress that is **significantly** slower than that of their peers starting from the same baseline
- Fails to respond to Quality First Teaching and adaptive teaching including small group work. Quality First Teaching is a style of teaching that focuses on high quality and inclusive teaching for every child in a classroom. Quality First Teaching relies on a variety of

learning strategies in order to be effective and adapting teaching to suit the needs of all the children in the class.

- Is unable to make progress without more long term (over a year) specialised support in a small group or 1:1 situations.
- Does not match or better the child's previous rate of progress
- Does not close the attainment gap (with it possible widening) between the child and their peers
- Progress can include areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs.

At times, parents may also express concerns about their child's learning and/or development. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some parental support.

Although the school can identify special educational needs, and make provision to meet those needs, **we do not offer diagnoses**. It may sometimes be necessary for school to work alongside other education and/or healthcare professionals for a diagnosis to be agreed. These professionals may include:

- Speech and language therapists
- Educational Psychology Service
- Community Paediatricians
- Physiotherapists
- Occupational Therapy
- Specialist Teaching Services
- Autism Outreach Support Team
- Oakfield School to school support

Not all children who have received a diagnosis of, for example ASD or dyslexia, automatically qualify for special educational needs support as they may not have a significantly greater difficulty in learning, which requires special provision which without they wouldn't make progress. It depends on the individual child, not the disability or disorder.

How will the school support children with SEN?

When children are identified as having a special educational need, with parental consent, they will be added to our SEN record. This is an outline of all the children in school with SEN and what their needs are. For all children, the school will initially offer your child Quality First Teaching. Work will be appropriately differentiated and adapted for children at an appropriate level. We recognise that all children have individual needs and therefore tailor the support appropriately to suit individuals. Depending on the requirement of the special educational need, the school will always endeavour to ensure that all children with SEN are included in all curriculum areas. If a child is not able to access part of the curriculum the school will endeavour to either adapt the curriculum or the learning environment in order to accommodate the child. The school will liaise closely with parents and external agencies to ensure that the learning environment is fit for purpose.

All children with SEN will be given an Individual Learning Plan (these used to be known as Individual Education Plans). This plan outlines support/interventions a child receives and bespoke small step targets to support them with making progress with their learning. These are written (where appropriate) in conjunction with the child and then shared with parents at a termly meeting for them to also have the opportunity to add their views/ideas.

There are three levels of support that we offer within school depending on the needs of each individual child: SEN Support, SEN support Plan and Education Health Care Plan (EHCP).

SEN support

- An Individual Learning Plan will be created.
- A 'Pupil Passport' is completed using a Provision Mapping Tool.
- The teacher records a short comment about progress made towards each of the targets on the Learning Plan.
- Parent meetings are held termly to review the targets included in the Learning Plan and the personalised provision in place for the child. These are discussed with children and parents and agreed next steps/targets are agreed and recorded.
- At these meetings parents will be able to discuss the best ways in which they can support their child at home. We actively encourage parents to be involved in their child's

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education and welcome their contributions to provide the best opportunities for the children.

- Children are invited to the review meetings where appropriate. A child's views will always be heard and recorded at the level appropriate to them.
- The 'Pupil Passport' page is updated every September. Sometimes it may be necessary for this information to be updated during the year.

SEN Support Plan

If children are making very little progress, in spite of high quality, targeted support through 'SEN Support' i.e a Learning Plan, and are showing increased levels of need and involvement from external agencies, an 'SEN Support Plan' will be put into place to access resources over and above that the school is able to provide, such as Special Educational Needs Intervention Funding (SENIF) from the Local Authority, which will need to be agreed by the Special Educational Needs Assessment Service (SENA). This may be in the form of extra staffing, ICT support, visual aids etc. according to the needs of the child. Parents, the child and the school will devise this plan together.

Education and Health Care Plan (EHCP)

If children fail to make progress, despite high quality, targeted support at SEN support plan level, we may apply for the child to be assessed for an EHCP. Generally, we apply for an EHCP if:

- The child has a disability which is lifelong and which means that they will always need support to learn effectively.
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision.
- The child fits the 'Criteria for Assessment' outlined by SENA.

<https://resources.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/support-for-schools/assessment-of-sen-sena>

Having a **diagnosis** (e.g. of ASD, ADHD or dyslexia) **does not mean** that a child needs an **EHC Plan**.

Within our school, to support our children, we offer:

- Adaptive teaching
- Class based interventions
- Small group teaching and interventions
- 1:1 sessions with an adult
- Pre-teaching
- Emotional Literacy with our Emotional Literacy Support Assistant (ELSA)
- Specialist interventions – for children who have received input and recommendations from external specialist services
- Social, communication groups
- Motor skills interventions
- Sensory Circuits (an intervention to support children with sensory needs)
- Liaison with external agencies including: Autism Outreach, Specialist Teaching Services, Educational Psychologist and Oakfield School to school support.
- Referrals to Leicestershire NHS Partnership Trust via the FYPC (Families Young People and Children's directorate)
- British Vocabulary Picture Scale Assessment (BPVS)
- Hertfordshire Phonological Awareness Assessment and interventions

If necessary, contact is made with the Social Services Department and Educational Welfare Service as appropriate. Referrals are made by designated members of school staff to organisations such as 'Early Help' when deemed appropriate.

What should I do, as a parent/carer, if I think my child may have special educational needs?

Initially, if you have concerns about your child's development and/or academic progress then please to speak to the class teacher. The teacher may then discuss your concerns with the SENCO. If appropriate, a meeting might be organised to discuss your concerns further and consider what actions might need to be taken. It will be important to see the graduated approach for that child of assess, plan, do and review. Where a pupil's needs continue, the class teacher will speak to parents and with their consent, complete an initial concerns form. The SENCO will then assess

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this and if, because of this process, it is clear that different and additional provision is required to meet the child's needs as progress is not possible without it, the child will then be placed on the school SEN record at 'SEN Support'.

If my child has a medical condition, how will this be managed?

A member of staff will meet with you and discuss what your child's needs are. In line with the current Department for Education documentation 'Supporting pupils at School with Medical Conditions' 2014, Governors and staff of Broomfield Primary School wish to ensure that pupils with medication needs receive appropriate care and support at School. The head teacher will accept responsibility for members of the school staff giving or supervising pupils taking prescribed medication during the School day. Where possible, pupils should be encouraged to self-administer under supervision. It must be stressed that where prescription drugs are administered it shall be by those members of staff that have volunteered unless medically trained staff are employed at site. It should not automatically be assumed that a qualified First Aider will fulfil this role. If a child has a long term medical condition an Individual Health Care Plan will be drawn up for the pupil alongside the parents and the pupil themselves. We will complete a Care Plan with you to ensure that all your child's needs are met. We will ensure that there are staff who have the appropriate training or arrange training if it is needed.

What support is available for improving the emotional and social development of pupils with special educational needs?

The school promotes a respectful and caring environment in which we would like each child to success. Each class teaches personal, social, emotional and healthy education (PSHE) each week. These lessons support children with a variety of 'life skills' including dealing with friendships and recognising and managing emotions. As well as this the school also has a range of strategies to support children with their emotional and social development including: worry boxes, social and emotional intervention programmes, social and communication groups, ELSA. Broomfield School is committed to provide a caring, friendly, and safe environment for all our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows bullying is happening is expected to tell the staff. Bullying is not acceptable for any member of the school community. To read the anti-

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bullying policy, follow this link: <https://www.broomfield.bepschools.org/wp-content/uploads/sites/4/2023/05/Anti-bullying-policy-2223.pdf>.

How will my child be supported in extra-curricular activities and trips?

All pupils, including those with SEND are encouraged to take part in extra curricular activities, clubs and trips. Where a child with SEND might attend a club, the relevant information regarding your child and their needs will be passed on to the club provider. We foster an inclusive approach and endeavour to make reasonable adjustments to ensure that all of our pupils are included in all areas of school life. Where appropriate, we may ask parents to come on trips to support their child further.

How does the SENCO know how effective its arrangements and provision for children with special educational needs are?

The SENCO tracks the progress of all the pupils on the SEND Record/Register half termly through analysing data and teacher assessments, including;

- Intervention programme monitoring on the Provision Map
- Pupil progress meetings with class and head teacher
- Pupil target reviews (Learning Plans on the Provision Map are reviewed and new targets set termly)
- Small steps trackers
- External agency reports

This information helps to track the progress of individual pupils, whether they are making progress against their targets and if the level of support they are receiving is appropriate to their needs.

What training is offered to staff?

Staff are trained in accordance to the needs of the children within the school. The SENCO attends termly SENCo meetings at BEP (Bradgate Education Partnership) and SENCO Net (Leicestershire Network Meetings). Attending these sessions ensures that SEN policies and procedures are monitored and discussed and that we are up to date with any issues or national initiatives about SEND. This information is then relayed to school staff. Likewise, this happens when the SENCO attends other training. The school also has excellent links with Educational Psychology, Speech and Language, Autism Outreach, Oakfield School to school support, Early Years Inclusion Support and the Specialist Teaching Services. These services can offer training, guidance and advice where appropriate.

How accessible is the school for my child?

The school is built across one level and is accessible for wheelchairs. There is a disabled parking space with a dropped kerb to allow for wheelchair access and within the school building there is a disabled toilet. We are happy to discuss individual access requirements but in accordance in with the Equality Act 2010, the school has an 'Accessibility Plan' Where equipment and facilities that are additional to or different from those already provided, the SENCO would contact the relevant health agencies e.g. Occupational therapist to ensure the appropriate equipment to support the pupils learning in school is available. The school accessibility plan can be found by following this link: <https://www.broomfield.bepschools.org/wp-content/uploads/sites/4/2023/11/Accessibility-Plan-202326.pdf>.

How will the school support my child with transitioning to a new setting or next stage of education?

The school has close links with the local feeder preschools and secondary schools. The SENCO from the local secondary school makes contact with our school in the Summer term, prior to the children transferring to secondary school. Children with an EHCP will require an early annual review to name their next school. At these reviews, we invite the SENCO from their next school to attend. It can be arranged that children with SEN have more than one transition visit to the school in order to alleviate any anxiety that the child may have and to assess the suitability of the learning environment. Meetings are also held between the class teacher and the SENCO of the secondary

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school to ensure that data and assessments are passed on and that the school has a clear idea as to the needs of the child.

The Foundation Stage Teacher will contact the local preschool to discuss children with SEN. Again, sometimes these children are offered an enhanced transition. The Foundation Stage teacher will also organise parent meetings to learn more from the parent about their child and a home visit is also conducted to see the child in their setting. This is routine for all foundation stage children joining the school.

What should I do if I have concerns about the provision for my child?

If you have any concerns regarding your child, you should initially contact the class teacher and if necessary, these concerns will then be passed onto the SENCO. The SENCO is Miss Katerina Chapman and can be contacted via the school telephone number or email: senco@broomfield.bepschools.org. If she is not available, a message can be left at the office. If necessary, and after discussion with your child's class teacher, Miss Chapman will make an appointment to discuss your concerns and decide, what action, if any needs to be taken. Appointments will be designed to work around parental availability alongside teacher availability. The Governing Body will treat all complaints from all parents/carers in the same way regardless of SEN. The school has a complaints procedure which is adhered to by the Governing Body.

Who can I contact for further support and information?

The Local Offer

Leicestershire County Council's Local Offer brings together in one place, information about health, education and social care support available to families of pupils with SEND.

Website: www.leicestershire.gov.uk/local-offer

The Local Authority now publish a termly newsletter - Leicestershire Local Offer Newsletter. If you would like to receive this then please email leicestershirelocaloffer@leics.gov.uk to join the mailing list.

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SEND Information, Advice and Support Service (SENDIASS Leicestershire)

You can get advice, information and someone to speak for you if you're having difficulties with getting your child the help and care that they need.

Website: <https://sendiassleicestershire.org.uk/>

Telephone: 0116 3055614

Independent Parental Special Educational Advice (IPSEA)

The IPSEA offers independent legally based advice, support and training to help get the right education for children and young people with special educational.

Website: www.ipsea.org.uk

ADHD Solutions

ADHD Solutions is an independent not for profit community-based initiative set up to support children, young people and adults who have ADHD (Attention Deficit Hyperactivity Disorder) and other co-existing neurodiverse traits, their families, and the professionals that support or work alongside them.

Website: <http://www.adhdsolutions.org/>

Telephone: 0116 261 0711

NHS School Nurse

Website: <https://www.healthforkids.co.uk/leicestershire/school-nurses/>

School nursing base telephone number: 0300 300 3001

NHS Referrals

Parents or educational professionals can make referrals.

Speech and language: <https://www.leicspart.nhs.uk/services/referrals/?v=12927>

Occupational Therapy: <https://www.leicspart.nhs.uk/services/referrals/?v=12925>

Leicestershire SEN services

Website: <https://resources.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>



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Assessment of SEN

Website: <https://resources.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/support-for-schools/assessment-of-sen-sena>

SEND Code of Practice 2014

Website: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>