

Stronger Together



BRADGATE
Education Partnership

Broomfield Primary School

SEN Information Report

Approved by: Trust Board:11.9.25
Report produced by: Katerina Moreton
Review Date: September 2026

Ambitious
Collaborative
Ethical



This Information Report has been prepared by Katerina Moreton at Broomfield Primary school and approved by the Board of Trustees on 2.9.24 for publication on the website.

The SEN Information Report is part of a wider suite of documents relating to SEN, disability and inclusion which can be found on our website. In particular, it should be read alongside the school's SEND policy.

The school makes provision for the following kinds of SEND	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. <u>Cognition and learning</u> • 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.
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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.

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 '[Statutory Guidance on supporting pupils at school with medical conditions \(Sept 2017\)](#)' 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.
The school identifies and assesses SEND by:	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.

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 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'.
The school supports SEND in accordance with its policy framework which is set out at:	Broomfield's SEND Information Report has been written in accordance with statutory requirements laid out in the SEND Code of Practice 0-25 years (updated May 2015) 3.65 and has been written with reference to the following guidance and documents: Equality Act 2010: advice for schools DfE (updated June 2015) SEND Code of Practice 0-25 (updated May 2015) Statutory Guidance on supporting pupils at school with medical conditions (Sept 2017) Safeguarding policy Accessibility Plan SEND Policy "These policies set out the academy's approach to • Assessing and review the progress of children with SEND; • Teaching children with SEND; • Adapting the curriculum and learning environment for children with SEND; • Making decisions on additional support in relation to children with SEND; • Ensuring inclusion of children with SEND with children without such needs across all school activities; • Supporting the emotional, social and mental development of children with SEND; and



	• Evaluating the effectiveness of our provision for our children with SEND.”
The school’s SENCO’s details are:	Katerina Moreton 0116 2606704 senco@broomfield.bepschools.org
The school’s staff have been trained and have expertise in the following areas:	Staff are trained in accordance to the needs of the children within the school. Staff have received training in the following areas: • Autistic spectrum conditions • Attachment • Sensory needs • Communication needs • Phonics training • Diabetes • Asthma • Epipen The SENCO attends termly SENCO professional learning communities at BEP (Bradgate Education Partnership). 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.
The school will secure equipment and facilities for pupils with SEND by:	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 identified as having SEN will be given an Individual Learning Plan. 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 Intervention Funding and Education Health Care Plan (EHCP).

SEN support

- An Individual Learning Plan will be created.
- 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 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.

SEN Intervention Funding

If children are making very little progress, in spite of high quality, targeted support through 'SEN Support' then the school can apply for 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. It does not mean the child will receive 1:1 adult support.

Education and Health Care Plan (EHCP)

If children fail to make progress, despite high quality, targeted support at a SENIF level, we may apply for the child to be assessed for an EHCP. This provides some additional funding to support that child. It does not mean that the child will receive 1:1 adult support. 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-needsand-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



- 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)
- 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.

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/AccessibilityPlan-202326.pdf>



The school aims to involve the parents/carers and pupils with SEND and will do so by:	All parents at Broomfield Primary School, will be invited to two parents evenings. These are usually in October and March. Parents will also receive a written report at the end of the academic year. Parents are welcome to arrange an appointment in the meantime if there is something they would like to discuss with the class teacher. Parents of children with SEND will be invited to a separate (not in addition to) meeting in October which would be with the class teacher and SENCO. At this appointment, teachers will speak about how the child is getting on socially and academically whilst also discussing their Learning Plan. The March parents evening will be with the class teacher (no SENCO) and the teacher will discuss the progress made and the Learning Plan. Parents of children with an EHCP (Education Health Care Plan) will be invited for an annual review. This will be with the SENCO and class teacher to discuss the targets in the plan. On some occasions, external agencies may be invited and where children are transitioning to a new school, the SENCO from that school will also attend.
Any concerns or complaints raised by a parent/carer of a pupil with SEND will be dealt with by the school by:	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 can be contacted via the school telephone number or email. 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. If you would like further detail about Bradgate Education Partnerships' Complaint Policy, more information can be found here: https://bepschools.org/wp-content/uploads/sites/8/2021/04/BEP-Complaints-Procedure_rev-1.1.pdf
The school works with other agencies to support school with SEND and their families by:	At Broomfield, we have collaborative, working relationships with the following professionals: • Leicestershire Specialist Teaching Services - they offer support and training for children with specific learning needs. We have had a lot of support from the Autism Outreach Team. They will work in school with our children



	with ASD and offer further ideas of how to support children. We also access communication and interaction surgeries • Educational Psychology • Oakfield School Behaviour Support • Outreach Support from Ashmount school – in school support • New Leaf Triangle – alternative provision • Early Years Inclusion Services – behaviour support for children up to the age of 5 years. • Early help services to support parents in their home settings • Mental Health Support Team • School Nurse When support from external agencies is required, the SENCO will arrange and coordinate appointments/referrals. Parental consent will be obtained first.
The school acknowledges that parents/carers of pupils with SEND sometimes need additional independent support and the local independent advice and support service can be contacted at:	<u>The Local Offer</u> 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. <u>SEND Information, Advice and Support Service (SENDIASS Leicestershire)</u> 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



	<u>Independent Parental Special Educational Advice (IPSEA)</u> 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 <u>ADHD Solutions</u> 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 <u>NHS School Nurse</u> Website: https://www.healthforkids.co.uk/leicestershire/school-nurses/ School nursing base telephone number: 0300 300 3001 <u>NHS Referrals</u> 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 <u>Leicestershire SEN services</u>
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	Website: https://resources.leicestershire.gov.uk/education-and-children/special-educationalneeds-and-disability <u>Assessment of SEN</u> Website: https://resources.leicestershire.gov.uk/education-and-children/special-educationalneeds-and-disability/support-for-schools/assessment-of-sen-sena <u>SEND Code of Practice 2014</u> Website: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25 <u>Leicestershire County Council</u> https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/sharing-your-views/independent-advice-for-special-educational-needs-and-disability-send
The school works on transition arrangements for pupils joining or leaving the school by:	The school has close links with the local feeder preschools and secondary schools. The SENCO from the local secondary school will contact 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 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.
The Local Offer produced by Leicestershire Local Authority is available at:	https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability