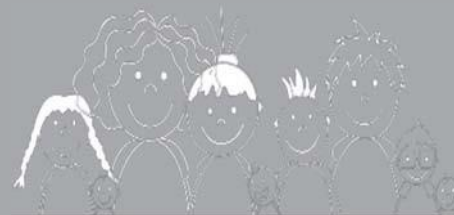


# Broom Leys Primary School School SEN Information Report



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

School Name:	Broom Leys Primary School
Address:	Broom Leys Road, Coalville, Leicestershire. LE67 4DB
Telephone Number:	01530 832234
Name of Head teacher:	Mr. Robert Prior
Head teacher's contact details:	01530 832234 <a href="mailto:cedar@broom-leys.leics.sch.uk">cedar@broom-leys.leics.sch.uk</a>
Website address:	<a href="http://www.broom-leys.leics.sch.uk">www.broom-leys.leics.sch.uk</a>
Facebook account details:	None
Twitter Feed details:	@Broom_Leys_Sch
School Specialism:	None
Age Range of students (start and finish) to include Post 14 onwards where relevant):	4 – 11 years
Date of Last Inspection:	April 2018
Outcome of last inspection:	Good

Does the school have a specialist designated unit/additional learning support department?

No

Total number of students with special educational needs at setting :	97
Total number of students receiving additional learning support:	11 EHCP 7 Top Up

### 1. The kinds of special educational needs for which provision is made.

Broom Leys is a large mainstream primary school for pupils aged 4 to 11 years old. Our first response to supporting students with Special Educational Needs and Disabilities (SEND) is to provide high quality teaching. If a pupil still continues to make less than expected progress the SEND team will assess whether the student has SEN. Any pupil identified as having a learning need will have at least one of four broad areas of need. This enables us to make sure we are taking appropriate action to support a student's needs. Below, you can see the four broad areas of need and the interventions we put in place, as a school, to support them:

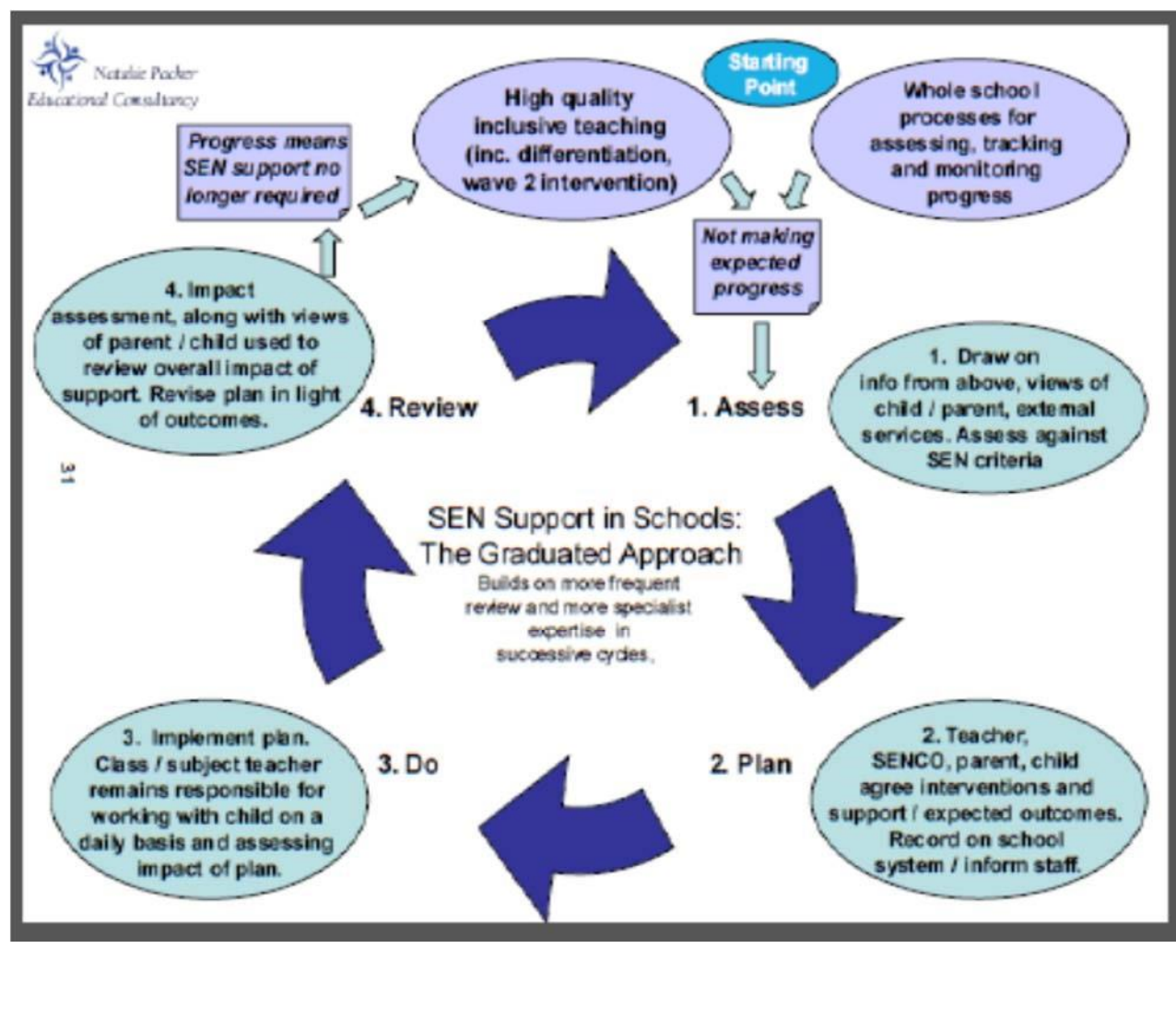
Areas of Need	Examples of support in our school	How we check it is working
<p>Cognition and Learning</p> <p>This is when a pupil has difficulties with literacy (reading, writing, and spelling) and numeracy.</p>	<ul style="list-style-type: none"> <li>• Differentiated curriculum, in lessons, through quality teaching</li> <li>• Small group teaching</li> <li>• Learning boosters in small groups or individually</li> <li>• Literacy support: Fresh Start, Inference Training, Switch On</li> <li>• Numeracy support:</li> <li>• Dyslexia strategies</li> <li>• Support from outside agencies:</li> <li>• Specialist Teaching Service</li> <li>• Educational Psychologist</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations of staff</li> <li>• Work book scrutiny</li> <li>• Learning walks</li> <li>• Pupil Progress meetings</li> <li>• Regular assessment</li> <li>• Termly review meetings that may involve:</li> <li>• Parents</li> <li>• Children</li> <li>• Staff</li> <li>• Outside agencies</li> </ul>

<p>Communication and Interaction</p> <p>This is when a pupil has difficulty communicating with others. This could be what they are saying or their understanding of what is being said to them.</p>	<ul style="list-style-type: none"> <li>• Differentiated curriculum, in lessons, through quality teaching</li> <li>• Learning support assistant in lessons</li> <li>• Learning boosters in small groups or individually</li> <li>• Lunchtime and after school enrichment activities</li> <li>• Support from outside agencies:</li> <li>• Autism Outreach</li> <li>• Speech and Language Therapist</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations of staff</li> <li>• Work book scrutiny</li> <li>• Learning walks</li> <li>• Pupil Progress meetings</li> <li>• Regular assessment</li> <li>• Termly review meetings that may involve:</li> <li>• Parents</li> <li>• Children</li> <li>• Staff</li> <li>• Outside agencies</li> </ul>
<p>Social, Emotional and Mental</p>	<p>☐ Differentiated curriculum, in</p>	<p>☐ Lesson observations of</p>
<p>Health Difficulties</p> <p>This is when a pupil displays challenging behaviour. It is important that behavior is managed carefully so it doesn't affect learning.</p>	<p>lessons, through quality teaching</p> <ul style="list-style-type: none"> <li>• Learning support assistant in lessons</li> <li>• Non-teaching pastoral manager</li> <li>• Lunchtime and after school enrichment activities</li> <li>• Thinkwise Nature Group</li> <li>• Individual Behaviour plans</li> <li>• Support from outside agencies:</li> <li>• Autism Outreach</li> <li>• Educational Psychologist</li> <li>• Early Help Intervention Support</li> </ul>	<p>staff</p> <ul style="list-style-type: none"> <li>• Work book scrutiny</li> <li>• Learning walks</li> <li>• Pupil Progress meetings</li> <li>• Regular assessment</li> <li>• Termly review meetings that may involve:</li> <li>• Parents</li> <li>• Children</li> <li>• Staff</li> <li>• Outside agencies</li> </ul>

<p><b>Sensory and Physical Needs</b></p> <p>This may be visual, hearing or sensory difficulties.</p>	<ul style="list-style-type: none"> <li>• Differentiated curriculum, in lessons, through quality teaching</li> <li>• Learning support assistant in lessons</li> <li>• Visual or hearing enhancement equipment</li> <li>• Assessment and adjustments to learning environment</li> <li>• Lunchtime and after school enrichment activities</li> <li>• Support from outside agencies:</li> <li>• Visual Impairment Team</li> <li>• Hearing Impairment Team</li> <li>• Occupational Therapist</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations of staff</li> <li>• Work book scrutiny</li> <li>• Learning walks</li> <li>• Pupil Progress meetings</li> <li>• Regular assessment</li> <li>• Termly review meetings that may involve:</li> <li>• Parents</li> <li>• Children</li> <li>• Staff</li> <li style="padding-left: 40px;">• Outside agencies</li> </ul>
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**2. Information about policies for the identification and assessment of pupils with special educational needs.**

When a pupil is identified as having SEN we use a four step process to ensure barriers to learning are removed and effective provision is put in place. This process is known as the 'Graduated Approach' and ensures that parents' and pupils' needs are placed at the centre of the provision.



### 3. Information about policies for making provision for pupils with special educational needs whether or not pupils have Education Health and Care (EHC) Plans, including:

Broom Leys has a SEN policy which is reviewed annually with key staff and governors. It is published on the school website.

The policy explains the following procedure for identifying children with Special Educational Needs:

Initial Concerns: A teacher will complete an initial concerns checklist when concern about a child's progress, understanding or attainment is raised. The teacher, with support from the SENCO, will make sure that all factors in the classroom are appropriate for the child, such as

level of work, resources and support. The child will be assessed and monitored for a number of weeks before a review meeting is held to discuss whether the child needs additional support. Parents will be informed at this stage that we are monitoring the child.

Where a child is identified to receive additional support, permission will be gained from the parents to place the child on the SEN register for SEN Support. This means that the child will receive additional help which is above and beyond that which is offered to all pupils, to address some of the barriers to learning they are facing. This could mean small group top up learning (either a specific, commercial intervention such as Switch On, or a personalised intervention), individual learning boosters or additional support in class. Where intervention is not enabling the child to make progress, the class teacher will provide an Individual Education Plan to support specific targets to ensure the child develops skills necessary to make progress. The IEPs will be reviewed termly and a meeting will be arranged to discuss how they are getting on, and what needs to happen in the future to make sure they continue to make good progress. Children with SEN Support may be assessed in school (as part of our regular, ongoing assessment of learning), by the SENCO (more specific screening and in-depth analysis to identify areas for development) or by external agencies.

Education, Health and Social Care Plan: Where a child with SEN Support continues to fall further behind their peers, or those with complex needs, an application may be made to the Special Educational Needs Assessment Service to consider whether the child qualifies for an EHC plan. This is an in-depth plan that places the child at the centre of a multi-agency approach to future provision. If an EHC plan is awarded, the SENCO, class teacher, child, parent and relevant agencies will get together to discuss long term, medium term and short term goals to plan provision.

We have 3 levels of SEN Support;

1. SEN Support: Most needs can be met through quality first teaching strategies and small group intervention.
2. SEN Support Plus: A child's needs will be met through targeted, planned provision via an IEP. Children may need additional adult support in lessons and 1-1 or small group regular intervention. Outside agencies may be referred to for advice in supporting the child further.
3. SEN Support Premium: A child's needs are outlined in an Education, Health and Care Plan. Teachers, support staff and the SENDCo carefully plan provision for the child to ensure all needs are met.

a) How Broom Leys Primary School evaluates the effectiveness of its provision for such pupils.

At Broom Leys, provision for all pupils is monitored routinely to ensure that our quality of provision (including teaching, planning, marking and feedback) is good. Senior Leaders may observe lessons, scrutinize planning and marking, analyse data or do learning walks to monitor the provision being offered.

Curriculum leaders monitor individual subjects to make sure that provision in all lessons is effective and inclusive. Feedback and development training is offered to staff frequently through staff meetings, training sessions and attendance at courses.

Staff are encouraged to evaluate the effectiveness of their own practice and work closely with their Phase Leaders and other key members of staff to discuss, reflect and improve provision they are making. Assessments are moderated across the school to ensure that our judgments are accurate.

The SENCO specifically monitors provision for children with SEN. This takes many forms:

- Lesson / intervention observation
- Book scrutiny
- Learning walks
- Discussions/questionnaires with staff and pupils □ IEP monitoring
- Analyse data

The SENCO will ensure that provision is effective for these pupils.

(b) The arrangements for assessing and reviewing the progress of pupils with special educational needs

The reviewing process for children with SEN will be as follows:

- Autumn Term (just before half term): Teacher review with child and parents to discuss progress against previous targets and set new targets
- Spring Term (just before half term): Teacher review with child and parents to discuss progress against previous targets and set new targets
- Summer Term (just before half term): Teacher review with child and parents to discuss progress against previous targets and set new targets

The SENCO may be requested to attend these meetings also.

For some children, meetings may need to be held more frequently. Please contact your child's class teacher if you would like to discuss their needs or provision further, at any time.

(c) Our approach to teaching pupils with special educational needs

At Broom Leys, we strive to ensure that all pupils with SEN get the support they need. Class teachers are responsible for the progress and development of pupils in their class, supported by the Special Educational Needs Co-ordinator (SENCO), the Well Being Team and advice from external agencies, such as the Specialist Teaching Service, Autism Outreach, Educational Psychologist and Speech and Language Therapist.

High quality teaching, differentiated for pupil's needs, is the first way we respond to pupils who are experiencing difficulties with their learning. To support this, teaching at Broom Leys is regularly observed and teachers frequently receive additional training and support. We have a thorough teaching and support staff training programme to ensure that all staff understand and implement strategies to support and identify vulnerable pupil and their knowledge of SEN is up to date.

We may also offer small group teaching, individual teaching or additional support in class. We discuss options and appropriate and suitable strategies with parents and children before making a decision. Every child is different and learns best in particular ways. These learning preferences will help us to plan future provision.



d) How we will adapt the curriculum and learning environment for pupils with special educational needs

### Curriculum

At Broom Leys, we believe that all children should receive a broad and balanced curriculum. All children should have equal opportunities to access the curriculum. For children who find it difficult to access the curriculum, we can be flexible in our approach to ensure they can access learning that is appropriate and relevant to their development. We may adapt the curriculum in a number of ways:

- Differentiation: making the teaching and learning match the needs of the children. This could mean simplifying the work or providing scaffolding
- Pre-teaching: To ensure a child can fully engage with the curriculum, sometimes it is necessary to pre-teach elements they may find difficult (i.e. vocabulary, methods)
- Resources: A child with SEN may need access to additional resources to develop their learning. Practical equipment, such as cubes, number lines etc can help a child to complete tasks independently. Such equipment is available to all children.
- Adapting outcome or presentation: by changing the outcome or presentation a child with SEN may be more successful in accessing the curriculum. For example, children may be asked to type their work on a laptop instead of writing, or instruction may be delivered using coloured text (a strategy appropriate for those with dyslexia)
- Additional Support: Sometimes a child may receive additional support from a Learning Support Assistant to enable them to complete tasks

### Learning Environment

At Broom Leys we understand that children learn in different ways. We try to make our classrooms inclusive for all learning styles, by:

- Ensuring our classrooms are calm, positive and distractions are minimized
- Clear expectations for learning and behaviour
- Rewarding good behaviour
- Displaying good quality work from all pupils to show we value effort
- Access to learning aids and practical equipment for all pupils

(e) How we will provide additional support for learning that is available to pupils with special educational needs

Available additional support for learning includes:

- Learning Support Assistant in every class to support learning
  - SEN Learning Support Assistant in every year group to provide additional support □
- Small group teaching and interventions
- Individual teaching and interventions
  - 1-1 tuition

(f) Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum

All of our lunch time and after school clubs are fully inclusive so that every child can attend. Some of enrichment activities include:

- Sports clubs (running, hockey, tag rugby)
- Arts and Crafts
- Choir
- Residential visits
- Day trips

Additionally, we run a lunch time club, run by the Pastoral Support Worker, for those who find lunch times difficult.

We have links with other local schools through the North West Leicestershire Schools Sports Partnership, who organise multi-sports activities to promote achievement for all.

(g) Support that is available for improving the emotional and social development of pupils with special educational needs.

Broom Leys Primary Scholl offer a range of support to develop emotional and social development. This includes:

- Think Wise group
- Social Communication groups
- Nurture groups
- A full-time pastoral manager
- Counselling
- Behavioural support
- 3 trained ELSA's (Emotional Literacy Support Assistants)
- Access to a school counsellor and mental health practitioner

#### **4. The name of and contact details of SEN Co-ordinator:**

The Special Educational Needs Co-ordinator (SENCo) at Broom Leys Primary School is Miss Lisa Cavendish. She works with pupils, teachers, parents, governors and external agencies to ensure that pupils' needs are being met.

Miss Cavendish works in school from Monday – Thursday and can be contacted on 01530 832234 or [lcavendish@broom-leys.leics.sch.uk](mailto:lcavendish@broom-leys.leics.sch.uk). She will be happy to make an appointment with you to discuss any concerns or questions you may have about SEN in our school.

**5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.**

**All staff are expected to meet the teacher standards. Their performance is carefully monitored through regular observations and performance reviews. The specific standards they are required to meet, in relation to SEN are:**

2a) be accountable for pupils' attainment, progress and outcomes

2b) be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these

2d) demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching

5a) know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively

5b) have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how to best overcome these

5d) have a clear understanding of the needs of all pupils, including those with special educational needs; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

8d) take responsibility for improving teaching through appropriate professional development

8e) communicate effectively with parents with regards to pupils' achievements and well-being

In addition to this, Broom Leys Primary School is closely linked to the Forest Way Teaching School Alliance. Through this, we are able to meet regularly with other schools to share best practice and develop strategies which effectively help pupils to reach their potential.

We have an active training programme for all members of staff, which includes training from the SENCo and other members of staff and training from outside agencies and experts. Some of the recent training we have received includes:

- Achievement for All: Anti-bullying for vulnerable pupils
- Supporting Children with Speech, Language and Communication Needs in the classroom
- Inclusive Classrooms
- Medical training (epi-pen, asthma, diabetes)

## **6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.**

Equipment and facilities to support children with SEN will be secured through additional funding. Equipment and facilities that may be secured include:

- Writing aids (pencil grips, slopes)
- Reading aids (coloured overlays, dyslexic friendly books)
- Practical maths equipment (numicon)
- Sensory equipment and techniques
- Quiet Spaces
- Additional adult support
- Assessment and advice from external agencies

## **7. The arrangements for consulting parents/carers of children with special educational needs about, and involving such parents/carers in, the education of their child.**

The reviewing process for children with SEN will be as follows:

- Autumn Term (just before half term): Teacher review with child and parents to discuss progress against previous targets and set new targets
- Spring Term (just before half term): Teacher review with child and parents to discuss progress against previous targets and set new targets
- Summer Term (just before half term): Teacher review with child and parents to discuss progress against previous targets and set new targets

The SENCO may be requested to attend these meetings also.

For some children, meetings may need to be held more frequently. Please contact your child's class teacher if you would like to discuss their needs or provision further, at any time.

## **8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.**

The reviewing process for children with SEN will be as follows:

- Autumn Term (just before half term): Teacher review with **child** and parents to discuss progress against previous targets and set new targets
- Spring Term (just before half term): Teacher review with **child** and parents to discuss progress against previous targets and set new targets
- Summer Term (just before half term): Teacher review with **child** and parents to discuss progress against previous targets and set new targets

The SENCO may be requested to attend these meetings also.

For some children, meetings may need to be held more frequently. Please contact your child's class teacher if you would like to discuss their needs or provision further, at any time.

In addition, the SENCO will collect the children's views about their experiences of school regularly throughout the year.

## **9. Any arrangements made by the governing body relating to the treatment of complaints from parents and carers of pupils with special educational needs concerning the provision made at the setting.**

Any complaints should be discussed initially with the class teacher. If this does not result in a satisfactory outcome, further discussions can be had with the SENCO or Head teacher. The Complaints Procedure is published on the school website.

## **10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.**

The governing body has appointed a non-teaching SENCO to liaise with health and social care service bodies, local authority support services and voluntary organisations.

**11. The contact details of support services for the parents and carers of pupils with special educational needs, including those for arrangements made in accordance with clause 32.**

**Educational Psychology Service** Contact:

Based at: County Hall, Glenfield Tel:

0116 305 5100

Website: [http://www.leics.gov.uk/edu\\_psychology\\_service.htm](http://www.leics.gov.uk/edu_psychology_service.htm)

**Special Educational Needs Assessment Service (SENA)** Contact:

Rhiannon Smith

Based at: County Hall, Glenfield

Tel: 0116 305 6600 Website:

[http://www.leics.gov.uk/index/education/going\\_to\\_school/special\\_education\\_needs/special\\_education\\_needs\\_assess/sen\\_service\\_info/sen\\_assess\\_services.htm](http://www.leics.gov.uk/index/education/going_to_school/special_education_needs/special_education_needs_assess/sen_service_info/sen_assess_services.htm)

**Autism Outreach**

Contact: Ashley Harrison

Based at: County Hall, Glenfield Tel:

0116 305 9400

Website: [http://www.leics.gov.uk/autism\\_outreach\\_service](http://www.leics.gov.uk/autism_outreach_service)

**Early Years SEN Inclusion Service**

Based at: County Hall, Glenfield Tel:

0116 305 9400

Website:

[http://www.leics.gov.uk/index/education/going\\_to\\_school/special\\_education\\_needs/specialist\\_teaching\\_service/service\\_teams/early\\_years\\_inclusion.htm](http://www.leics.gov.uk/index/education/going_to_school/special_education_needs/specialist_teaching_service/service_teams/early_years_inclusion.htm)

**Specialist Teaching Service**

Based at: County Hall, Glenfield Tel:

0116 305 9400

Website:

[http://www.leics.gov.uk/index/education/going\\_to\\_school/special\\_education\\_needs/specialist\\_teaching\\_service](http://www.leics.gov.uk/index/education/going_to_school/special_education_needs/specialist_teaching_service)

**Family Steps (Family Advocacy and Impartial Advice and Support)** Based

at: County Hall, Glenfield

Tel: 0116 305 4400

Website: [http://www.leics.gov.uk/family\\_steps\\_parents](http://www.leics.gov.uk/family_steps_parents)

## **12. The arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.**

Broom Leys Primary School is strongly committed to ensuring that all children, particularly those with Special Educational Needs, are ready and confident before transferring to high school. Prior to whole year group visits to high school, we will arrange extra visits for children who need support with transition. These will be in much smaller groups and aim to allow the children to:

- Become familiar with the building
- Learn about the types of lessons they will have
- Familiarize themselves with some of their new classrooms
- Meet key teachers and staff

The SENCo from the receiving secondary school is invited to attend Annual Review Meetings for pupils in receipt of a Statement of Special Educational Needs.

## **13. Information on our contribution to the publication of the local authority's local offer.**

You can find further information about provision for children with SEN in Leicestershire by visiting the Local Authority's Local Offer website. Here you will find details of services for children and their families, leisure activities and advice and support. You can find this at: [http://www.leics.gov.uk/index/children\\_families/local\\_offer.htm](http://www.leics.gov.uk/index/children_families/local_offer.htm)

