



# Broadway Primary School

## SEN Information Report



### **How does the school know if children need extra help?**

At our school we try to make sure that children with special educational needs (SEN) are identified and assessed as early as possible. This is achieved through a variety of ways such as:

- Whole school assessment to carefully monitor children's progress and identify any areas of difficulty.
- Teachers may raise concerns about a child's progress or social and emotional development.
- Parents may raise concerns about their child.
- A child may already have been identified with special educational needs in pre-school/nursery or a previous school.

Any concerns that school may have are raised with parents and ways to support their child are discussed.

### **What should I do if I think my child may have special educational needs?**

If you are concerned about your child you can contact your child's class teacher; Mrs Mary Pedder the Special Educational Needs Co-ordinator (SENCO) or Mrs Catherine Feber the Head teacher.

We operate an Open Door policy with regards to any concerns a parent may have and will deal with them sensitively and promptly.

### **How will school support my child?**

Typically, a child with Special Educational Needs and/or Disabilities will have specific targets and work planned for them by the class teacher related to the child's needs. The SENCO will oversee this and organise any additional help that is necessary. Detailed records are kept of the support and interventions provided for SEN children in the form of a pupil passport. The progress and support given to SEN children is monitored closely in order to help them meet their full potential.

### **How will the school staff support my child?**

In our school there are 9 Teaching Assistants, 3 Higher Learning Teaching Assistants and a Learning Mentor that work with children in and outside the classroom to support their learning and emotional well-being. The expertise of outside agencies is also sought as and when necessary so that we can meet the learning needs of all our children.

### **How will I know how my child is doing?**

Parents are invited to meetings three times a year to discuss new targets and review the targets that were set previously. Children are also involved in this process so that school, parents and children work in partnership.

### **How is the decision made about the type and how much support my child will receive?**

The nature and amount of support given to a child is based on the child's needs and the progress made. This is reviewed termly and discussed with parents during the meeting.

### **How will my child be included in activities outside the school classroom including school trips?**

All children whether they have special educational needs or not will be involved in the full life of the school. Our school aims to ensure that all children have full access to a broad, balanced curriculum and extra-curricular activities including trips. Risk assessments are undertaken when trips are planned and the appropriate support put in place as and when necessary.

### **What support will there be for my child's overall well-being?**

We have a Learning Mentor who specifically works with children focussing on their emotional well-being. For some children this may be a short term intervention due to changes in family life etc and for others the support may need to be more long term. The amount of support provided is based on the needs of the individual child.

### **What specialist services and expertise are available at or accessed by the school?**

We use a variety of specialist services that are provided through the authority or private consultants. These include Specialist Hearing Impaired and Autism Teachers, Educational Psychologists and Speech and Language Therapists. The SENCO is a member of the British Dyslexia Association and is qualified to teach and assess children with dyslexia. One of the HLTA's is also British Sign Language (BSL) Level 2 qualified.

### **What training have the staff supporting SEND had or what training are they having?**

Teaching Assistants (TA's) have been given support and advice from specialist teachers to support pupils with autism, hearing impairments and dyslexia. Some TA's work closely with the Speech and Language Therapist and are supported to deliver specific programmes to individuals and groups. Staff have received EpiPen training and have been given advice for pupils with other medical needs through the school nurse. Staff have completed face to face and on-line training on autism, attachment and anxiety and resilience.

### **How accessible is the school both indoors and outdoors?**

Our school is on a single level and is fully wheelchair accessible with all doorways and entrances to the school being wide enough to accommodate a wheelchair. There are accessible parking spaces available by arrangement for the public and disabled persons and a disabled toilet for wheelchair users if the need should arise. There is also a high riser wall mounted changing bench in the disabled toilet which is used as and when necessary. The furniture in school is modern and of a suitable height appropriate to the age group of children being taught in that classroom.

### **How are parents involved in the school? How can I get involved?**

There is an annual induction meeting for parents of new Reception children. The meeting gives parents the opportunity to meet the class teacher and find out more about the school. During the meeting a member of the PTFA also addresses the group and talks about the valuable work they do for the school and invites new parents to become members of the PTFA. At the beginning of each academic year there is also a "meet the teacher" session where information about class routines, homework, class topics are given to parents. Every year Key Stage 1 and 2 staff organise a phonics/reading workshop for parents to help them to understand how to support their child to learn to read and write.

### **Who can I contact for further information?**

If you need any further information you can contact the Head Teacher or the SENCO by email or ring the school/make an appointment.

**Mrs Mary Pedder**

[senco@broadway.lancs.sch.uk](mailto:senco@broadway.lancs.sch.uk)

01706 229832

### **How will the school prepare and support my child to transfer to a new setting or next stage of education and life?**

Children in Year 5 have the opportunity to attend a "taster" day at the local High School. Each year pupils visit their forthcoming High School for taster sessions and the teachers from the local High Schools visit to help ease the transition from Year 6 to Year 7. We can also organise extra visits for SEN children and put in place a transition plan to help them prepare for their new High School.