

BROAD OAK PRIMARY SCHOOL

**I think my child has special educational needs –
What can I do?**



What do I do if I think my child has Special Educational Needs (SEND)?

If you have any concerns about your child then please speak to your child's class teacher as soon as possible, as early intervention can make a big difference.

If your concern is in relation to learning, you should try to get appropriate health checks such as hearing and vision checks completed as soon as possible.

The class teacher will work with you and will liaise with other staff (including the SENDCO if appropriate) to address your concerns.

The following pages show further information on the identification process and provision for SEND in school.

If staff at school think there may be a special educational need, you will be contacted by the class teacher and any concerns will be discussed, along with a plan for support. You may be directed to external agencies (e.g. school nurse, GP, Speech Therapists).

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SEND Coordinator

In school, the person responsible for coordinating provision for children with Special Educational Needs and Disabilities (SEND) is Mrs Sutton. The SENDCO has a critical role to play in ensuring that children with special educational needs and disabilities within a school receive the support they need.

The SENDCO responsibilities include:

Overseeing the day-to-day operation of the school's SEND policies and procedures

- Supporting staff in the identification of children with special educational needs
- Co-ordinating provision for children with SEND
- Liaising with parents of children with SEND
- Liaising with other providers, outside agencies, educational psychologists and external agencies
- Ensuring that the school keeps the records of all pupils with SEND up to date
- Mrs Sutton can be contacted via the school office 01772 749511 or via email

a.sutton@broadoak.lancs.sch.uk

SEND Provision

Penwortham Broad Oak Primary School is a mainstream primary school.

All children and young people are entitled to an education that enables them to:

- achieve their best;
- become confident individuals living fulfilling lives; and
- make a successful transition into adulthood, whether into employment, further or higher education or training.

[\(SEND Code of Practice 2014\)](#)



As a mainstream school we do not offer specialist provision for particular SEND but staff have regular training to ensure that children with SEND are well supported and catered for.

The achievements, attitudes and wellbeing of all our children matter and we work together as a strong school team to meet any additional needs. We have good links with other professionals in the area who can provide support for your child and family, should the need arise.

We value the individuality of all of the children in our care and we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupil's varied life experiences and needs.

We offer a broad and balanced curriculum and have high expectations for all children. At Penwortham Broad Oak Primary School we provide an environment where creativity, curiosity and a love of learning is fostered to ensure that all children reach their potential, learn to be resilient in the face of adversity and become adaptable to change.

Types of SEND that we can support

At our school, we provide small group or 1:1 support to support pupils with SEND. The support required is identified on an IEP or IBP with targets and timescales. Some children may need support in more than one area. An outline of some of our provisions is identified below. Often the support we give follows recommendations and advice from external agencies. Sometimes, the provision is planned by ourselves after discussions with parents.

Communication & Interaction needs	Cognition & Learning needs
<ul style="list-style-type: none">• Small group support to develop social skills• Adaptations to the classroom/school provision e.g. individual workstation, seating arrangements etc.• 1:1 and group support for speech therapy• Staff support during playtimes	<ul style="list-style-type: none">• Additional/different resources to support learning• Small group/1:1 learning support• Use of technology• Structured intervention programmes• Reduced/adapted curriculum/timetable

Social, Emotional & Mental Health needs

- Reduced/adapted curriculum/timetable
- Structured intervention programmes
- Learning Mentor support
- 1:1 support
- Staff support during playtimes
- Additional/different resources to support emotional wellbeing
- Adaptations to the classroom/school provision e.g. individual workstation, Time out area etc.

Sensory/Physical needs

- Motor skills support (1:1 or group)
- Structured intervention programmes
- Additional/different resources to support needs e.g. wobble cushion, chew sticks, fidget toys
- Support during P.E. and other physical activities
- Adjustments to lunchtime provision and meals



Identification Process

Check

- Quality First Teaching is in place and the teacher has tried different strategies to meet the pupil's needs. This includes resource provision (e.g. pencil grip, talking tins etc.), differentiation and intervention which can be led by the class staff.) Records of these provisions should be in place.

Initial concerns

- Concerns about a pupil are raised. Discussions between class staff and parents about provision and concerns, gather concerns from home. Ask parents to have sight/hearing checks to rule out any issues. Intervention, matched to need is agreed and implemented and reviewed.

Gather

- Further information about the whole child is gathered: information from previous schools, further discussion with parents, discussion with other staff/agencies (consider CAF (Common Assessment Framework) / One Page Profile). Other agencies may be involved in meeting the needs of the child.

Intervention

- Further intervention for the pupil's needs is planned; staffing, frequency, timing, costs, expected outcomes, entry/exit assessments to measure impact. Record using a SEND Support Plan/Document the support in TAF (as appropriate).
- Consider placing pupil on the school SEND / AEN (Additional Educational Needs) register. Record using a SEND Support Plan/Document the support in TAF (as appropriate).

Refer

- Referral(s) are sent to specialist for further assessment/support.
- Discuss with EP at cluster/link visit.

Implement

- Advice, strategies and support provided by specialists are implemented. Record using a SEND Support Plan/Document the support in TAF (as appropriate).

SENDO

- Contact SENDO (Special Educational Needs & Disability Officer) to discuss the pupil.
- Invite all agencies to a TAF to discuss option of requesting EHC to ensure all paperwork is complete/relevant/holistic.

Statutory Assessment

- Statutory Assessment is requested – Quality First Teaching and strategies/advice from specialist support continue.

Statutory responsibilities

- Statutory responsibilities are adhered to. Reviews take place when appropriate. EHC outcomes/targets are included in SEN support plans in a child friendly way.

Accessibility & Inclusion

- The school is wheelchair accessible. Ramps and wide doorways and entrances to the school are in place. There is a disabled toilet facility available for wheelchair users. There is an accessible parking space available for disabled persons.
- Information is available on the school website, via parent email and Twitter. Regular weekly newsletters are emailed to parents and published weekly on the website, and are available from the school office.
- Furniture in the school is modern and of an appropriate height, which is suitable for the relevant age range in each classroom.
- Equipment in classrooms is generally labelled and pictures used in the Foundation and Key Stage 1 classrooms where necessary.
- The school has a range of ICT programmes for pupils with SEND in addition to computers, laptops, iPads, headphones, cameras, microphones and interactive whiteboards installed in every classroom.
- Visual timetables are used in school to support some pupils with SEND and further visual resources are created to support the individual needs of our pupils.

- If appropriate, specialist equipment may be given to pupils e.g. writing slopes, pencil grips, etc.

Teaching & Learning

Staff have regular training on SEND within school and may also attend training off site which is more specific to their role.

Teachers are responsible for making provision within the classroom which targets 'gaps' in learning. Learning tasks may be differentiated to allow the child to achieve at their own level, whilst still maintaining high expectations. Additional resources/support may be provided. Teachers will plan interventions to allow children to 'catch up' with their peers. These interventions are usually done in small groups and are aimed at children who can catch up with their peers within a short time frame. This provision may take place as part of classroom learning or as a withdrawal intervention, away from the classroom.

Children with SEND may need additional provision which is highly targeted and individualised support.

Children with SEND will have their needs and targets identified on an IEP.

The Local Offer

The Lancashire SEND local offer brings together information that is helpful to children and young people aged 0-25 and their families. It describes the services and provision that are available to those families in Lancashire that have additional needs/special educational needs. The Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. It is expected that parents/school will draw on the expertise of agencies/services within the community in order to meet the needs of the child. Children with a wide variety of needs will have their needs met through the provisions in place in school and the community.

It is also a resource that individuals, groups or organisations can draw on in the work that they do in supporting children, young people and their families, by highlighting other resources, services or guidance that may be accessed.

[See our Local Offer document for further details of this.](#)

Reviewing & Evaluating Outcomes

All progress, assessments and teaching strategies must be carefully monitored and reviewed to evaluate the quality of the provision we offer to our pupils. This process will be ongoing and will be important in informing the 'graduated' approach to supporting each child.

Any provision planning will consider a child's strengths as well as areas for development and will identify a range of strategies. Pupils and parents will be involved in reviewing our provision through their inputs, both written and oral, during review meetings and through the School Support Plan process. The head teacher will deploy support staff to make necessary extra provision for the child within the limits of available school resources.

The effectiveness of the SEND policy and our SEND provision will be monitored regularly by or through:

- Early Years Foundation Stage Profile data
- The monitoring of standardised test results
- Progress against individual targets
- Pupils work / interview / tracking
- Classroom observation and/or review of planning documents
- Senior Leadership Team Meetings
- Professional dialogue with colleagues and parents
- Governing body, through their monitoring policy
- Audit of those identified as underachieving

Keeping Children Safe

We recognise that children with Special Educational Needs may need provision to ensure they are safe in school. This may involve:

- Careful observation from trained staff during class or playtimes
- Special provision such as a 'time out space' or an individual workstation
- Special equipment
- Shortened break times

Health & Medical Needs

Sometimes, pupils may have health and medical needs which need to be met throughout the school day.

Our Medical Needs policy contains more information and can be found on the school website.



Communication with Parents

Broad Oak promotes a strong partnership with our parents and encourages good links between home and school, beginning with induction meetings when your child first enrolls at our school. You will be invited to the annual parents evening each year and you will receive an end of year report. If your child has an IEP you will have the opportunity to attend a termly meeting with your child's class teacher and to respond to the support plan. Your views and input are extremely important to us and we welcome parent feedback. If you wish to speak to the SENDCO, contact the office to make an appointment or send an email. Our school website contains all policies and relevant information. Paper copies of any information may be available on request.

How does the school work with other agencies?

The school has access to a range of external agencies that may assist in the support of children with SEND. Some examples are:

- Speech and Language Therapy
- Physiotherapy/Occupational Therapy
- Paediatricians
- Educational Psychologists
- Lancashire SEND Service
- Golden Hill Special School and CAMHS
- Specialist teachers
- School Nurse
- Child and Families Wellbeing service

Transitions

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

If your child is joining us from another school:

- The SENDCO will undertake a pre-visit where appropriate or speak to the previous school's SENDCO.
- Your child will be able to visit our school and stay for taster sessions, if this is appropriate.
- A Transition photo book will be provided, if necessary, to enable the pupil to familiarise themselves with the key members of staff and surroundings prior to entering the school.

If your child is moving to another school:

- We will contact the school SENDCO and ensure he/she knows about any special arrangements or support that needs 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 in advance and a transition meeting will take place with the new teacher.
- There will be opportunities to make additional visits to the new classes, if this is appropriate.

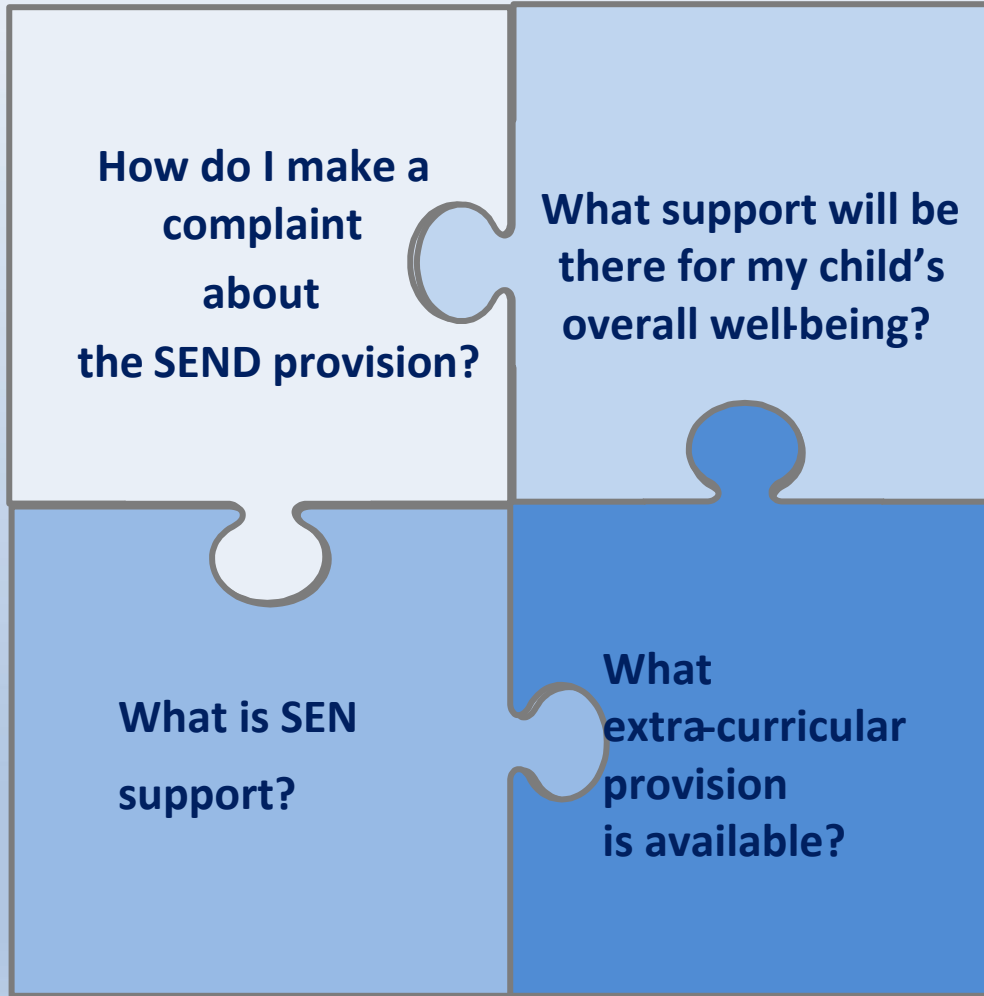
When moving from Key Stage 1 to Key Stage 2:

- A transition morning will be arranged for children to meet their new teacher and see their new classroom environment.
- Extra visits, if required, to the Key Stage 2 areas and new classrooms.
- Some children may find it useful to have photographs of key members and staff and of the new classroom, playground , lockers, etc.

In Year 6:

- Each Year pupils visit their forthcoming Secondary School for a taster day and also Secondary Teachers from the Local Schools visit to help ease the transition from Year 6 to Year 7.
- The SENDCO will discuss the specific needs of your child with the secondary school SENDCO.
- Children with Education Health and Care Plans are offered extra taster sessions at their chosen secondary school. These are discussed at the transition meeting which is held in the spring term.
- Your child will also participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- If your child would be helped by a transition programme to support them in understand moving on, one will be devised for them.

Other information



If you have questions which have not been answered through the SEN Information Report, you may find answers on our [school website \(SEND section\)](#). If not, please speak to your child's class teacher.

How do I make a complaint about the SEND provision?

Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the concern continues then the SENDCO and class teacher will work together with the parents to solve the problem.

If the concern cannot be satisfactorily dealt with at this stage it should be brought to the notice of the Head teacher. If the Head is unable to resolve the difficulty the parents' concerns should be put in writing to the Chair of Governors (Mrs Susan Naylor) at s.naylor@broadoak.lancs.sch.uk

What support will be there for my child's overall wellbeing?

Wellbeing is high on our agenda. As a school we recognise that children with SEND can also have emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative. Some children with emotional problems may require extra support from a designated member of staff.

Our Learning Mentor is available for children and parents to speak to regarding emotional and general well-being issues.

The whole school follows a structured PSHE (Personal, Social, Health and Economic education) programme to support all children in school.

We currently offer clubs which may help with wellbeing – construction club, story club, Choir and sports clubs are currently on offer (see website for details).

If you are concerned about your child's wellbeing, please speak to the class teacher.

SEN Support

When a decision is made to place the child on our school SEND register, parents will be informed. Parents will have been working closely with the school prior to this and may have had involvement from other agencies (through the Local Offer). The aim of the SEND register is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four part graduated approach as advised in the Code of Practice 0-25 years.

- ***Assess – Plan – Do – Review***

This is an ongoing cycle to enable the provision to be refined and revised as the needs of the child are identified/change. This cycle aims to ensure good progress and outcomes.

Extra-curricular provision

All pupils with SEND will have the opportunity to join extra-curricular clubs and groups which are open to their year group. When planning school trips pupils with SEND will be included in the school risk assessment and careful plans will be implemented (in consultation with parents). If a pupil requires extra support at lunch and / or break times, this will be specified in the child's IEP or EHC plan. Broad Oak operates a daily Breakfast Club and an After School Club available to all pupils from Reception to Year 6.

There are a wide range of after school activities available for children to take part in, some run by school staff and others run by outside clubs for a fee.

The clubs are offered throughout the year and are available for children of different ages, ensuring there is something for everyone, including children with SEND.

Special provision can be made to ensure that all children can access the clubs which they are interested in.

