



ASPIRE
Academies Trust

**SEND INFORMATION REPORT
AND SCHOOL OFFER**

Reviewed: December 2017 Review Frequency: Annual

Introduction

This SEND Information report is part of the SEND strategy within the Aspire Academies Trust and is partnered with the SEND policy. The report details the provision available and also includes a review of the provision for the preceding year. This report will be available on the individual academy websites as a statutory requirement.

The Aspire Academies Trust strives to ensure that the information contained in the SEND information report is easily accessible to young people and parents and is set out in clear, straight forward language, so that they understand the provision that is available, how they may support their child and how they and their child can contribute to decision making.

Links to other policies

SEND Policy

Supporting pupils with medical conditions policy

Intimate Care policy

Medicines policy

Behaviour policy

Child Protection policy

Legislative Context

The Children and Families Act 2014 requires the proprietors of academy schools to publish a report on their website detailing how they have implemented their policy for pupils with Special Educational Needs and Disabilities (SEND) and the outcomes for these pupils.

The information must be updated annually and any changes occurring during the year must be updated as soon as possible. The information required is set out in the draft SEND Information Regulations and reflects information required for the local offer.

The statutory duties on schools under the Equality Act (2010) remain. Schools must not discriminate and they must make reasonable adjustments, including the provision of auxiliary aids and services, for disabled children and young people.

Definition of Special Educational Needs and Disability

The Special Educational Needs and Disability Code of Practice (0-25 years) 2014 states that:

“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 him or her.

Aspire Academies SEN Information Report 2017

A child of compulsory school age has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age; or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools (or post 16 institutions)

A child under compulsory school age has SEN if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them.

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is “... a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities”.

This definition includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

The Aspire Academies Trust also has regard to statutory guidance re supporting pupils with medical conditions (DfE 2014). Please refer to the Trust's Policy.

SEND Information Report

All children are welcomed at Aspire Academies Trust whatever their abilities and needs. Aspire Academies Trust is committed to providing an appropriate and high quality education for all pupils. We believe that all children, including those identified as having Special Educational Needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life. We aim to raise the aspirations and expectations of all pupils, including those with SEN/D.

We acknowledge that a proportion of pupils will have Special Educational Needs or Disabilities (SEN/D) at some time in their school career. Many of these pupils may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs.

The information contained in this report is aimed at addressing the following questions, frequently asked by parents. The report will be updated annually.

At Broadfield Academy the Special Needs Co-ordinator is: Mrs Ellie Nolan

The Governor responsible for SEN is: Mrs Lorraine Shearman

Our SENCO is responsible for the operation of the Special Educational Needs Policy and coordination of specific provision made to support individual children with SEN.

If you have any concerns regarding SEN matters do not hesitate to contact the academy.

There are many SEN terms that are abbreviated which can lead to confusion (even for us!). Below is a glossary of the most used SEN terms.

AAP	Attendance Advisory Practitioner
ADD	Attention Deficit Disorder
ADHD	Attention Deficit & Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
BESD	Behavioural Emotional & Social Difficulties
CAF	Common Assessment Framework
CAMHS	Child & Adolescent Mental Health Service

COP	Code of Practice
CP	Child Protection
DCD	Developmental Co-ordination Disorder
EAL	English as an Additional Language
EP	Educational Psychologist
FSM	Free School Meals
HI	Hearing Impairment

IEP	Individual Education Plan
ISR	In School Review
KS	Key Stage
LAC	Looked After Child
LA	Local Authority
MLD	Moderate Learning Difficulty
MSI	Multi-sensory Impairment
NC	National Curriculum

OT	Occupational Therapist
PSP	Pastoral Support Programme
SaLT	Speech & Language Therapy
SEN	Special Educational Needs
SEND	Special Educational Needs & Disability
SENCO	Special Educational Needs Co-ordinator
SpLD	Specific Learning Difficulty
VI	Visual Impairment

1. How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?

At Broadfield Academy the attainment and progress of all pupils is monitored continuously. Teachers use a combination of formal and informal assessment methods and work is adapted to meet the needs of individual pupils who may need additional support or those who need additional challenge. Pupils falling behind age appropriate expectations will usually be identified through termly pupil progress meetings or through meetings between the class teachers and the SENCo. These identified pupils will be highlighted to all members of staff who work with them. High quality teaching targeted at the areas of weakness will be put in place and the pupil's progress monitored over time. Parents will be informed of this at either parent consultations or earlier if appropriate. If progress continues to be less than expected it may be necessary to put in place additional support and complete a more thorough assessment of a pupil's needs. If the pupil has significantly greater difficulty in learning than the majority of pupils of the same age or a disability that hinders them from accessing classroom teaching provided for similar aged pupils then the pupil will be recorded as having Special Educational Needs and Disability (SEND). Parents will be informed and involved throughout this process. This will take place in the form of an Assess, Plan, Do, Review meeting with the SENCo, Class Teacher, Parents and the pupil concerned. These will be held on a termly basis.

Parents who are concerned that their child may have Special Educational Needs and Disability should in the first case talk to their child's class teacher. The class teacher will monitor your child's progress and speak to the SENCo if necessary.

Some pupils may have Special Needs already identified prior to their entry to the school. If this is the case an initial meeting with the SENCo and Class Teacher will be scheduled to discuss their need and support that is already in place.

2. How will school staff support my child?

If a pupil has been identified as making less than expected progress the first response is high quality teaching targeted at their areas of weakness. If progress continues to be less than expected, it may be necessary for the teacher to organise additional support or targeted intervention. This support could be extra group or individual support led by a trained adult. This will usually take place within the classroom as part of the lesson to maximize the impact. Interventions can range from a short daily session to longer, less frequent sessions a week depending on the need of each pupil. It is the teacher's responsibility to provide for pupils with SEND in his/her class. Where the interventions involve teaching away from the main class the teacher still retains responsibility for the pupil and works closely with support staff and the SENCo to plan and assess the impact of the interventions and how they can be linked back to classroom teaching.

The SENCo monitors the impact of interventions and the progress of all SEND pupils.

There is a school governor for SEND who oversees the school's work with SEND and ensures the quality of provision is regularly monitored.

3. How will I know how my child is doing?

Parents can make an appointment to meet with the class teacher should they have any concerns.

Where a pupil on the SEND register requires additional support, parents are informed during termly Assess, Plan, Do, Review meetings and targeted interventions are put in place. This support is monitored closely by both the class teacher and the SENCo and reviewed on a termly basis. All school based interventions are recorded on an intervention tracker which is monitored by the SENCo to ensure progress is being made and interventions are having a positive impact on pupils.

The effectiveness of the school's provision for pupil's with SEND is evaluated, reported to governors and monitored by OFSTED.

4. How will the learning and development provision be matched to my child's needs?

An assessment takes place which draws on the teacher's knowledge and experience of the pupil, their previous progress and attainment, their development in comparison to their peers and the views of parents and the pupil. This ensures that any barriers to learning are identified and effective provision suited to a pupil's specific needs is put in place. Pupils are consulted through the whole process and are key to decisions about what support is needed and what they think will work best. This is done during termly Assess, Plan, Do, Review meetings. Some SEND pupils require a one page profile of their needs which are compiled with the parents, pupil, SENCo and class teacher.

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

Some pupils may have social, emotional or mental health needs which may form barriers to their learning, confidence or well-being. A range of individual and group support is used to support pupils experiencing difficulties in these areas. Pupils have safe spaces in their classrooms and around the school which allow them time away from the situation to calm down. All members of staff are aware of pupils with safe spaces. Staff are skilled in setting up individual behaviour plans tailored to each pupil. An Individual Behaviour Plan lists the nature of any concerns and identifies which behaviours need to be developed and encouraged. It highlights how new skills will be taught and any changes needed to support the pupil. It identifies any rewards for positive changes and lists what happens if any inappropriate behaviour occurs. The school adheres to the statutory guidance 'Supporting pupils at school with medical conditions' (www.gov.uk/publications-supporting-pupils-at-school-with-medical-conditions). It may be appropriate to seek specialist support from external agencies such as Educational Psychologists, Dacorum Education Support Centre (DESC) or Child and Adolescent Mental Health Services (CAMHS). At Broadfield we work closely with outside agencies to ensure pupil's needs are met. Other options could involve assembling a multi-professional group or Early Help Module to support the whole family in meeting a pupil's needs. All referral would be with the consent of parents or carers.

6. What specialist services and expertise are available at or accessed by the school?

The school has a link Educational Psychologist, Speech Therapist, Specific Learning Difficulties Base teacher, Advisory Teacher for Communication Disorders (including autism) and a school nurse to whom they can directly refer to. The school nurse is able to support referrals to different health services. The school also has access to a private Educational Psychologist, Play Therapist and Drum Teacher. The school can also access outreach services such as Dacorum Education Support Centre (www.desc.herts.sch.uk) and advice from local Specialist SEN Schools such as Woodfield School.

7. What training have the staff, supporting children and young people with SEND, had or are having?

Staff have undergone training in different areas of SEND to develop skills and expertise in a wide range of SEND. All staff are trained in Hertfordshire Steps for behaviour management and in First Aid and Safeguarding. There are three designated staff (DSPs) for safeguarding concerns. Teachers and support staff have been trained in Speech and Language Support, Autism, Specific Learning Difficulties (e.g. dyslexia, Down Syndrome), literacy and maths interventions, reading intervention and behaviour strategies. Training is refreshed regularly and all opportunities for continuing professional development are sought to ensure that staff have an up to date working knowledge of SEND issues and current legislation.

8. How will you help me to support my child's learning?

Parent's Evenings are held each term to keep all parents fully informed of their child's progress and an annual report is written for each pupil in the Summer Term. All pupils on the SEND register have termly Assess, Plan, Do, Review meetings which replace all of the parents evenings. These meetings are longer than parents evening and involve the parents, pupil, class teacher, Learning Support Mentors (if necessary) and the SENCo. During these meetings your child is asked about support they need in class. Parents are also asked about their concerns and what they would like for their child. The class teacher talks about the progress being made and the areas for development. Targets are then set to support your child in school. These are reviewed on a termly basis. Some SEND pupils require a one page profile of their needs and how to support them in school. These are compiled with the parents, pupil, SENCo and class teacher and reviewed yearly, sooner if necessary. There may be more frequent communication through the use of a home/school communication book, sticker chart, daily handover meeting or fortnightly review meetings. Pupils are set homework each week so that parents are able to see what their children are able to achieve independently and support them with their learning if necessary. All homework is differentiated to suit SEND pupils if needed. Parents are invited in to meet their child's new teacher at the beginning of the term and information about the year is shared here. Informative workshops for parents are held on many aspects of their pupil's education. SEND coffee morning are held on a termly basis with the SENCo and Family Support Worker and parents are signposted to courses and further support if needed.

9. How will I be involved in discussions about and planning for my child's education?

We aim to involve parents at all stages of the SEND support process. Each pupil on the SEND register will have an Assess, Plan, Do, Review meeting (APDR) with the SENCo, Class teacher, LSA if working with one, the pupil and the parents. Here targets are set taking direction from the pupils and interventions and/or further support are put in place to support SEND pupils. These meetings are held every term and targets are therefore reviewed on a termly basis. If your child has an EHCP then you will also have annual review meetings to discuss the outcomes from the EHCP and progress being made. On occasions outside professionals working with your child may attend. If external professionals visit your child in school then you will be informed and either invited for a meeting to meet them, or sent copies of any reports written. We have an 'open door' policy where parents can arrange to speak to a class teacher before or after school to discuss any concerns or share information. Sometimes a meeting is planned where a longer discussion may be needed.

10. How will my child be included in activities outside the classroom including school trips?

At Broadfield Academy we are an inclusive school and therefore seek to include all pupils in outdoor activities and trips. For all school trips a risk assessment is undertaken to ensure that each pupil is kept safe from harm and when appropriate additional adults are deployed. Parents are consulted about the trips and activities happening outside the classroom and if concerned can speak to the class teacher or SENCo. Where the outings are run by outside agencies they are made aware of each pupil's needs so they know how to ensure all pupils are involved.

11. How accessible is the school environment?

The school is fully compliant with the Equality Act and reasonable adjustments are made for all pupils with SEND where necessary. The school building is wheelchair accessible and has disabled toilet facilities. Specialised equipment is provided where appropriate for pupils with SEND and advice is sought from the appropriate medical/health professionals to ensure all pupil's health and physical needs are catered for within the school environment.

12. Who can I contact for further information?

Our Special Educational Needs Co-coordinator (SENCo) Ellie Nolan works Monday-Thursday and can be contacted by telephone or email (senco@broadfieldprimary.herts.sch.uk) or via the school office. If you have a concern regarding your child having special educational needs please speak to the class teacher first. Once you have done so, please then call the SENCo to arrange a meeting to discuss your concerns in more detail.

13. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

We have a detailed transition program in place to support pupils transitioning to a new year group, key stage and school. We provide, when needed, SEND pupils with holiday books filled with pictures of their new class, teacher and LSA. Additional visits to their new class are carried out if needed. The level of support required is dependent on individual pupils.

14. How are the school's resources allocated and matched to children's special educational needs?

The school has an amount identified within its overall budget called the national SEND budget. This is used for resources to support the progress of pupils with SEND. This is used to employ Learning Support Assistants to meet the needs of children with SEND, provide tier 3

interventions such as play therapy, buy specialist equipment, books or stationary or provide specialised training for staff. Where a pupil requires provision which exceeds the nationally prescribed threshold additional, top-up funding can be applied for through the local authority. (Exceptional Needs Funding).

15. How is the decision made about how much support my child will receive?

The amount and type of support offered to a pupil is determined by:

- A detailed analysis of a pupil's needs
- Their stage of development including their attainment and progress
- Identifying barriers to learning
- Parental views
- Pupil's views
- Any advice from specialists or outside agencies

APDR targets are reviewed on a termly basis with the SENCo, Class Teacher, LSA's if they are working with the pupil, the pupil and parents. Here, parents will be involved in the support being provided for their child as much as possible.

16. How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?

The authority's local offer of services and provision for children and young people with SEN can be accessed at this web address www.hertsdirect.org/localoffer

17. How does the school evaluate the effectiveness of the provision made for children and young people with SEND?

The school has a vigorous review process to ensure the effectiveness of provisions being made for pupils. The SENCo monitors the intervention

trackers on a regular basis to ensure progress is being made. If this is not the case, the SENCo meets with the class teacher to discuss alternative intervention. Termly pupil progress meetings are held with the class teacher, a member of SLT and the SENCo. Here we look at provision to ensure all pupils are making progress. During termly Assess, Plan, Do, Review meetings, targets are reviewed and evaluated. If progress is not being made effectively then this is changed to ensure pupils are making progress. Regular learning walks and book scrutinise are carried out by the SENCo and the SEND Governor. Here provision is monitored to ensure its effectiveness.

18. What can I do if I am dissatisfied with the provision made for my child?

If you have any concerns about the provision being made for your child, please speak to the class teacher. If it is not rectified then speak to the SENCo. If you are still not satisfied please send in a letter explaining your concerns to the Head Teacher.