



SEND INFORMATION REPORT

Reviewed: Autumn 2023 Review Frequency: Annually

Approved by: Board of Trustees

Introduction

This SEND Information report is part of the SEND strategy within Aspire Academies Trust and is partnered with the SEND policy. The report details the provision available for pupils with Special Educational Needs and Disabilities. Each school will outline provision for pupils with SEND in greater detail by completing the form at the end of this report; they will publish this on their websites. They will make clear how pupils are identified, assessed and provided for.

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 parents 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
- Behaviour policy
- Child protection policy
- Anti-bullying policy
- Equality, diversity and inclusion 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 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 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) 2015 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.

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”.

Aspire Academies Trust adheres to the requirements of the Equality Act 2010 in relation to disabled children and young people: These are as follows:

- We will not directly or indirectly discriminate against, harass or victimise disabled children and young people
- We will not discriminate for a reason arising in consequence of a child or young person’s disability
- We will make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

Further details in relation to our duty to comply with the Equality Act can be found in our Equality and Diversity Policy.

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.

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

Individual Academy SEN Offers can be found within the template below, on each school’s website.

Academy 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 and Disabilities 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 SEND.

We acknowledge that a proportion of pupils will have Special Educational Needs or Disabilities 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.

At Broadfield Academy

- **The Special Educational Needs Co-ordinator (SENDCO) is: Mrs Ellie Nolan**
- **The Governor responsible for SEND is: Dr Amirah Chaudhry**

Our SENDCO 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 SEND matters do not hesitate to contact the academy.

There are many SEN terms that are abbreviated which can lead to confusion. Below is a glossary of the most used SEN terms.

ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
CAF	Common Assessment Framework
CAMHS	Child & Adolescent Mental Health Service
CLA	Children Looked After
COP	Code of Practice
CP	Child Protection
DCD	Developmental Co-ordination Disorder
EAL	English as an Additional Language
EP	Educational Psychologist
EYFS	Early Years Foundation Stage
FSM	Free School Meals
HI	Hearing Impairment
ILP	Individual Learning Plan
EHCP	Education Health and Care Plan
KS	Key Stage
LA	Local Authority
LAAO	Local Authority Attendance Officer
MLD	Moderate Learning Difficulty
MSI	Multi-sensory Impairment
NC	National Curriculum
OT	Occupational Therapist
PSP	Pastoral Support Programme
SaLT	Speech & Language Therapy
SEMH	Social Emotional & Mental Health
SEN	Special Educational Needs
SEND	Special Educational Needs & Disability

SENDCO	Special Educational Needs Co-ordinator
SpLD	Specific Learning Difficulty
VI	Visual Impairment

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

<p>“Leaders have ensured that staff focus closely on the needs of pupils with special educational needs and/or disabilities. Leaders identify pupils’ needs accurately, using external specialists when necessary. Staff adapt the curriculum for pupils where needed”.</p>	<p>Our most recent inspection was in May 2022, where we were rated ‘Good’ in all areas.</p> 	<p>“Parents are particularly positive about the work of staff in the additional specialist provision; some parents call it ‘transformational’ for their child. This provision helps pupils develop the confidence and strategies they need to learn well at school”.</p> <p>“Staff quickly identify when pupils find reading difficult, and provide the necessary support so that they can learn to read well and enjoy books”.</p>
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• 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 related 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. Quality first 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 (APDR) meeting with the class teacher, parents and the pupil concerned if appropriate, and the SENCo will attend if necessary. 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 will be scheduled to discuss their needs and support that is already in place. This will be fed back to the class teacher prior to pupils’ arrival.

• How will school staff support my child?

If a pupil has been identified as making less than expected progress, the first response is quality first 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 sessions or

individual support led by an 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.

• **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. Parents of pupils on the SEND register are informed during termly Assess, Plan, Do, Review meetings that take place during parents evening. This is where 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 pupils with SEND is evaluated, reported to governors and monitored by OFSTED.

• **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.

• **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. Some pupils have safe spaces in their classrooms and/or 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 pupil one page profiles and/or individual Risk Reduction Plans and/or Anxiety Maps tailored to each pupil. Broadfield Academy has a mental health team who are all trained in mental health first aid. 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), Child and Adolescent Mental Health Services (CAMHS) or the wellbeing practitioners (www.hct.nhs.uk/our-services/cwp-service). At Broadfield we work closely with outside agencies to ensure pupils' 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 referrals would be with the consent of parents or carers.

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

At Broadfield Academy we have access to the following services. Parents can also access services below using the website or phone number provided:

<p>Advisory teacher for Early Years</p> <p>01442 453920</p> <p>Wednesday</p> <p>9am - 12:30 pm</p> <p>Thursday</p> <p>1:30pm – 4pm</p> <p>Term time only</p>	<p>Advisory teacher for hearing/ visual impairment</p> <p>www.hertfordshire.gov.uk/microsites/local-offer/services-for-children-and-young-people/visual-impairment-team</p>	<p>Advisory Teacher for physical and neurological impairment</p> <p>01442 453920</p> <p>Monday</p> <p>1:30pm – 4pm</p> <p>Term time only</p>	<p>Advisory teachers for Speech Language Communication and Autism</p> <p>01442 453 920</p> <p>Tuesday and Wednesdays</p> <p>1:30pm – 4:00pm</p> <p>Term time only</p>
<p>Dacorum Education Support Centre</p> <p>https://www.desc.herts.sch.uk/</p>	<p>Educational physiologist</p> <p>01992 588574</p> <p>Wednesday</p> <p>2pm – 4:30pm</p>	<p>Family support worker</p> <p>http://synergydacorum.org.uk/syn_organisation/dacorum-family-services/</p>	<p>Physiotherapist</p> <p>01923 470680</p> <p>Select option 3 for therapy service</p>
<p>Pupil support worker</p> <p>http://synergydacorum.org.uk/syn_organisation/dacorum-family-services/</p>	<p>School nurse</p> <p>03001 237572</p> <p>Monday – Friday</p> <p>9am – 5pm</p>	<p>SEND Health care worker 0-5</p> <p>03001 237572</p> <p>Everyday</p> <p>9am – 5pm</p>	<p>Specific learning difficulties</p> <p>01442 453920</p> <p>Every Thursday</p> <p>9:30am – 12pm</p> <p>Term time only</p>
<p>Speech and Language</p> <p>01923 470680</p> <p>Select option 3 for therapy service</p>	<p>Occupational therapist</p> <p>01923 470680</p> <p>Select option 3 for therapy service</p>	<p>Wellbeing practitioner</p> <p>www.hct.nhs.uk/our-services/cyp-service</p>	<p>Woodfield outreach service</p> <p>https://woodfield.herts.sch.uk/</p>

Interventions SEND pupils may have access to at Broadfield Academy:

Maths:

Numberstacks, Numbots, TTRS, Third Space

Reading:

Lexia, Roots for reading, Toe by Toe, Reading Revival

Handwriting:

Letter-Join

Spelling:

Magic spells, stars to spelling

Phonics/rhyme:

I spy, SpLD phonics, Twinkl phonics

Mental health and wellbeing:

Circle of friends, Lego therapy, Thrive, Attention Autism

• 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. Many staff have had level 2 ASD training. All staff are trained in Hertfordshire Steps for behaviour management and in First Aid and Safeguarding. There are five 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), English and maths interventions, reading interventions 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.

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

Parent Evenings are held in the Autumn and Spring 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 Assess, Plan, Do, Review meetings which are held during parents evening with the class teacher. Parents are able to make an appointment with the SENCo to discuss assess, plan, do, review targets if wanted. Parent Evenings do not take place in the summer term, however APDRs continue to be reviewed and new targets set if necessary. These are sent home with the summer report. Again, parents can request an appointment with the SENCo to discuss targets if necessary. Some SEND pupils require a one page profile of their needs and how to best support them in school. These are compiled with the pupil and class teacher as well as SENCo and parents if necessary and reviewed yearly, or 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, via a home-learning menu, so that parents are able to see what their children are able to achieve independently and support them with their learning if necessary. Parents are invited in to meet their child's new teacher at the beginning of the school year and information about the year is shared here. Informative workshops for parents are held on many aspects of their pupil's education. SEND coffee mornings are held on a

termly basis with either the SENCo, Family Support Worker or Dacorum Family Services and parents are signposted to courses and further support if needed.

- **How will you help me to support my child's learning**

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 Class teacher, LSA if working with one, the pupil (if necessary) and the parents. This takes place at parents evening. Here targets are set taking direction from the pupils and interventions and/or further support are put in place to support SEND pupils. During the meeting, we will advise on what support you can give your child at home. 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 who are working with your child may attend the annual review meeting. 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.

- **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.

- **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 pupils' health and physical needs are catered for within the school environment.

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

Our Special Educational Needs Co-coordinator (SENCo) Ellie Nolan works Monday-Friday and can be contacted by telephone or email (admin@broadfieldacademy.or.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.

- **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. In Year 6, we work closely with the secondary schools to ensure pupils get the opportunity to meet teachers from their new school and to attend transition days before moving on. For those pupils requiring additional transition support we access the transition programme facilitated by the DESC Outreach Team.

• **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 buying specialist equipment, books or stationery or provide specialised training for staff. We also have a provision called the Jigsaw Hub and Poppy Hub where many of our pupils with EHCPs or additional needs, who are working significantly below age related expectations, are taught for sessions. Where a pupil requires provision which exceeds the nationally prescribed threshold, local high needs funding can be applied for through the local authority. A pupil with an EHCP may have high needs funding attached to their plan. The effectiveness of the school's provision for children with SEND is evaluated, reported to governors and monitored by OFSTED.

• **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

If your child has an EHCP, the level of funding will determine how much additional support is provided.

• **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 SEND can be accessed at:

[The Hertfordshire Local Offer](#)

• **How does the school evaluate the effectiveness of the provision made for children and young people with SEN?**

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 interventions. 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. Regular learning walks and book scrutinies are carried out by the SENCo and other members of staff such as Head Teacher, Governor, and members of the Senior Leadership Team (SLT). Here provision is monitored to ensure its effectiveness.

- **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. Please see the school complaints policy for further details:

[Model complaints procedure \(broadfieldacademy.org.uk\)](https://www.broadfieldacademy.org.uk)