



Special educational needs and Disabilities (SEND) Information Report

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website [Broadmayne SEND Policy 2024](#).

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
	Anxiety, worry, low mood
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

All children in the school are supported by our teachers and teaching assistants.

Our special educational needs and Disabilities coordinator, or SENDCO

Our SENDCO is Lisa Dunford. Lisa Dunford coordinates SEND provision across the school alongside her role as Class teacher, Designated Teacher and Deputy Safeguarding lead.

Mrs Dunford is allocated 1 day a week to manage SEND provision.

Class teachers

All of our teachers receive in-house SEN training, and are supported by the SENDCO to meet the needs of pupils who have SEN.

Teaching assistants (TAs)

We have a team of 11 skilled TAs, who are trained to deliver SEN provision.

All of our Teaching Assistants are trained to deliver interventions across the school including Hamish and Milo wellbeing sessions, Phonics catch up sessions and Speech and Language interventions. In addition to this, we also have TA's who are trained to deliver interventions such as ELSA (from January 25) and Mosaic Bereavement Counselling.

We actively encourage our Teaching Assistants to develop their professional skill set and ensure they are signposted and have access to all training that the Local Authority has to offer. This year our Teaching Assistants have benefited from:

- Understanding Behaviour
- Speech and Language and Communication
- Making sense of Autism
- Dyslexia Friendly Classrooms
- Sign 100
- English as an additional language.

External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Outreach (TADSS)
- Education welfare officers
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations

3. What should I do if I think my child has SEN?

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

If you think your child might have SEN, the first person you should tell is your child's teacher.

You can do this by emailing your child's class teacher by using the class email address or by speaking to a member of the class team.

They will fill in a cause for concern form and pass this on to our SENDCO, Lisa Dunford. Lisa Dunford will then work with your child's class teacher to gather more information.

The SENDCO or class teacher will be in touch to discuss your concerns.

You can also contact the SENDCO directly: sendco@broadmayne.dorset.sch.uk

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, we will formally notify you in writing.

4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include Reading, Writing, Spelling, Maths.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra support to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENDCO, and will contact you to discuss the possibility that your child has a Special Educational Need.

The SENDCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

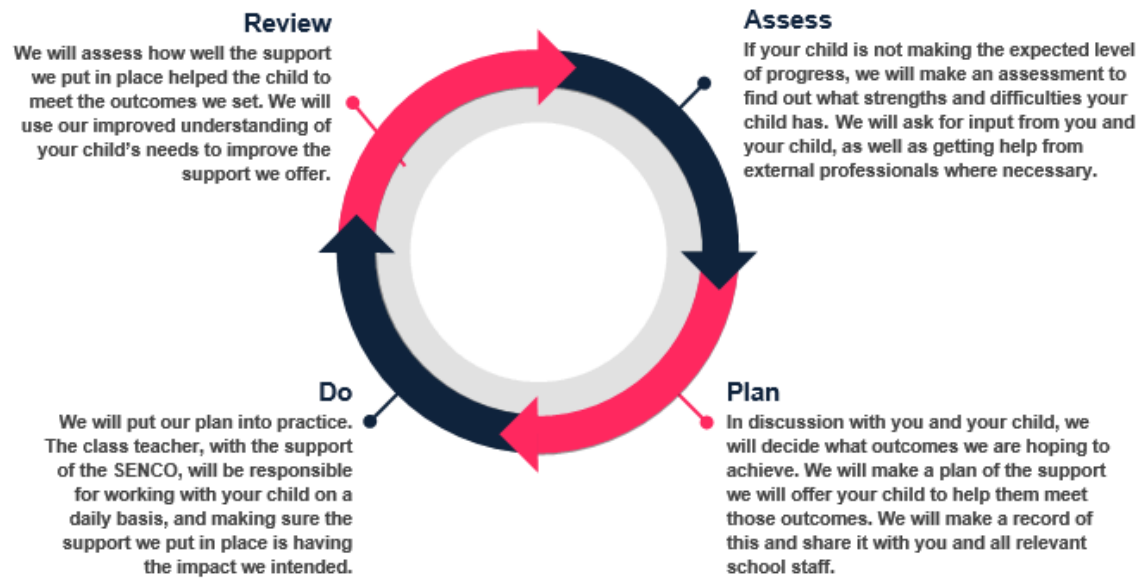
The SENDCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENDCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEND register, and the SENDCO will work with you to create a SEN support plan for them.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs. The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide termly reports on your child's progress using progress plans. A progress plan is the Broadmayne name for an IEP.

Your child's class teacher will meet you once per term to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENDCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

Your child's teacher(s) are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis when this has been recommended on a child's EHC Plan or at the discretion of the class teacher to help close a knowledge gap.
- Teaching assistants will support pupils in small groups when they need additional scaffolding or challenge in a particular area of learning.
- Please see our accessibility plan here: [Accessibility Plan 2022-2025](#)

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder (ASD)	Visual timetables Social stories BrainWorks Now and Next boards Learn 2 Move Communication boards Hamish and Milo Use of Sensory Room Timers Pre-warning of changes in routine Fidget tools
	Speech and language difficulties	Speech and language therapy

<p>Cognition and learning</p>	<p>Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia</p>	<p>Writing slope Small group / 1:1 catch up interventions Additional reading Reading Sound mats Spelling mats Pre-teach / post teach Work marked first Check ins when working Pencil grips Learn 2 Move</p>
	<p>Moderate learning difficulties</p>	<p>Small group / 1:1 catch up interventions Additional reading Reading Sound mats Spelling mats Pre-teach / post teach Work marked first Check ins when working Pencil grips Learn 2 Move</p>

	Severe learning difficulties	<p>Small group / 1:1 catch up interventions</p> <p>Additional reading</p> <p>Reading</p> <p>Sound mats</p> <p>Spelling mats</p> <p>Pre-teach / post teach</p> <p>Work marked first</p> <p>Check ins when working</p> <p>Pencil grips</p> <p>Learn 2 Move</p>
Social, emotional and mental health	ADHD, ADD	<p>Quiet workstation</p> <p>Use of Sensory Room</p> <p>Fidget Tools</p> <p>BrainWorks</p> <p>Movement breaks</p> <p>Sensory diet</p> <p>Learn 2 Move</p>
	Adverse childhood experiences and/or mental health issues	<p>Nurture groups</p> <p>Sensory Room</p> <p>Hamish and Milo</p>
Sensory and/or physical	Hearing impairment	<p>Careful seating</p> <p>Check ins throughout the lessons</p>
	Visual impairment	<p>Limiting classroom displays</p> <p>Careful seating</p> <p>Use of technology if appropriate</p> <p>Adaption of resources</p>

	Multi-sensory impairment	Adaptations of the environment Adaption of resources
	Physical impairment	Adaption of classroom environment Use of Sensory Room

These interventions are part of our contribution to Dorset's local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks (internally)
- Using pupil questionnaires (where appropriate)
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

If your child has an EHC Plan and they require funding beyond what has been allocated to them, we will need to call an early annual review meeting to request this.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trip to Hook Court in Year 4.

All pupils are encouraged to take part in Sports Days, School plays, workshops etc

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

At Broadmayne First School we work hard to ensure that the admissions process is fair and inclusive for pupils with Special Educational Needs (SEN) or a disability. The key steps we take include:

- **Adherence to Legislation:** We follow the guidelines set out in the Equality Act 2010 and the Special Educational Needs and Disability (SEND) Code of Practice. These laws ensure that no child is discriminated against due to their needs or disabilities.
- **Clear Admissions Policy:** We have a transparent admissions policy that outlines how we accommodate pupils with SEN or disabilities. This policy often includes specific criteria and procedures to ensure fairness and equality.

- **Reasonable Adjustments:** We make reasonable adjustments in our admissions procedures to cater for the specific needs of SEN pupils or those with disabilities. This might mean providing additional support or facilities during the application and assessment process.
- **Proactive Communication:** We engage with parents and carers early in the process to discuss any specific needs and how the school can support them from the outset.
- **Consultation with SENDCO:** The Special Educational Needs Coordinator (SENDCO) plays a crucial role in coordinating support during the admissions process, ensuring that individual needs are considered and addressed.

By following these practices, we aim to create an equitable admissions process that welcomes all pupils, regardless of their individual challenges. If you have further questions, please contact our school office.

13. How does the school support pupils with disabilities?

At Broadmayne we support pupils with disabilities in various ways to ensure they have equal opportunities to learn and thrive. Here are some common methods:

- **Progress Plans:** These are tailored plans that outline specific learning goals and the support needed to achieve them.
- **Special Educational Needs Coordinator (SENDCO):** Lisa Dunford is a specialised staff member who oversees the support provided to pupils with disabilities.
- **Accessible Facilities where possible:** We audit our facilities to ensure that all children can access our facilities.
- **Assistive Technology:** This can include tools such as speech-to-text software or specialised keyboards to help pupils with their learning.
- **Teaching Assistants (TAs):** Additional staff who work with children in small groups or one-on-one to provide extra support.
- **Specialist Support Services:** We often work with external agencies, such as speech and language therapists or occupational therapists, to help meet pupils' needs.

- **Differentiated Instruction:** Teachers adapt lessons and activities to meet the diverse needs of their students, ensuring everyone can engage with the material.

These measures help create an inclusive learning environment where all children can succeed.

14. How will the school support my child's mental health, and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are also encouraged to be part of the various clubs we have on offer at Broadmayne to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEN through the use of:
 - Worry bags in each classroom
 - Calm areas in each classroom
 - Sensory Room
 - The use of Zones of Regulation
 - Brainworks
 - Hamish and Milo and ELSA support where appropriate.

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between years

To help pupils with SEN be prepared for a new school year we:

- Schedule lessons with the incoming teacher towards the end of the summer term
- Provide enhanced transition opportunities for children who need it.
- Allocated transition meetings between current class teacher and the new class teacher

- Progress plans and other relevant information about your child is passed to the new class teacher
- The current class teacher writes a progress plan to follow the child into their new class

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

The SENDCO of the middle school will come into our school for a meeting with our SENDCO / Year 4 teacher. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Opportunities for extra visits / social stories etc
- Learning how to get organised independently
- Plugging any gaps in knowledge

We set up new pupils with a buddy from the year above to help them get settled in and make friends.

16. What support is in place for looked-after and previously looked-after children with SEN?

Lisa Dunford is the Designated Teacher and will make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Concerns about SEN provision in our school should be made to the SENDCO in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the concern. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

18. What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Dorset Council's Local offer. Dorset Council publishes information about the local offer on their website: [SEND Local Offer - Dorset Council](#) [SEND Local Offer - Dorset Council](#)

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

<https://www.dorsetsendiass.co.uk/>

Local charities that offer information and support to families of children with SEN are:

[Special Needs Support Services Search Results | Dorset FID](#)

National charities that offer information and support to families of children with SEN are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENDCO** – the special educational needs and disabilities co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages

