



**Broadlea Primary School**  
**SEN Information Report 2018-19**



<p><b>Broadlea Primary School</b> <b>Newport Road</b> <b>Lake</b> <b>PO36 9PE</b> <b>01983 402403</b> <b><a href="http://www.broadleapprimary.co.uk">www.broadleapprimary.co.uk</a></b></p>
<p><b>Specialist ASD Resourced Provision on site</b></p>

All Isle of Wight providers will use their best endeavours and adopt a similar approach to meeting the needs of pupils with Special Educational Needs. Schools are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as proactive and inclusive as possible, with the needs of pupils with a Special Educational Need/s being met in a mainstream setting wherever possible, where families want this to happen

## Admissions

Children and young people, with SEND are allocated places in two separate & distinct ways:

Those children and young people with Education Health and Care Plans have a separate admissions procedure overseen by the IW SEND Assessment and Review team.

Those children and young people who have SEND but do not have an Education, Health and Care Plan are admitted via the normal school admissions criteria.

Detailed information and guidance of how to apply for a place at an Isle of Wight School both if your child has an Education Health Care Plan, or if he/she has special needs but does not have an Educational Health Care Plan, can be found on the following links:

### Links to Admissions and SEND Assessment Team

School Admissions & Transport  
Directorate for Children Services  
Floor 4, County Hall  
High Street  
Isle of Wight  
PO30 3UD  
Tel: 01983 823455

<https://www.iow.gov.uk/council/OtherServices/School-Admissions/Admissions-Policies>

SEN Support Services  
Thompson House  
Sandy Lane  
Newport  
Isle of Wight  
PO30 3NA  
Tel: 01983 814680

<https://www.iow.gov.uk/Residents/Care-and-Support/Local-Offer/Special-educational-need-support-services/Getting-the-right-support>

**PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ DIFFICULTIES WITH LEARNING IN THIS SCHOOL:**

<b>Broadlea Primary School</b>	<b>Staff</b>	<b>Summary of Responsibilities</b>
1. Who are the best people to talk to in the Early Years setting about my child's development needs?	Mrs Ellen Nilsen-Grahame	Responsible for: <ul style="list-style-type: none"> <li>• Early Years / Pre-School link</li> </ul>
1a. Who are the best people to talk to in the school about my child's difficulties with learning/ Special Educational Needs/Disabilities (SEND)?	In the first instance the Class Teacher	Teachers are responsible for: <ul style="list-style-type: none"> <li>• Adapting the curriculum to ensure access and progress for all pupils</li> <li>• Managing resources and support staff to ensure progress for all pupils</li> <li>• Assessing and recording progress to feed into whole school data</li> <li>• Recording and reporting on progress of children to their parents</li> <li>• Writing and reviewing Assess, Plan, Do Review Plans (previously known as Individual Education Plans- IEPs) or Pupil Passports on a termly basis</li> <li>• Writing Annual Review School Reports</li> </ul>
	Mrs Bloomfield SENDCO	Responsible for: <ul style="list-style-type: none"> <li>• Overseeing the day-to-day operation of the school's Special Educational Needs &amp; Disability (SEND) policy</li> <li>• Ensuring children identified as having Special Educational Needs (SEN) receive the correct support</li> <li>• Co-ordinate, oversee and evaluate the provision for children with SEND within the mainstream setting and the resourced provision</li> <li>• Ensure all statutory requirements of Education Health Care plans are met, including Annual Reviews</li> <li>• Oversee management of special needs support staff for children in the Resourced Provision</li> <li>• Liaise with teachers/ parents/carers and families of children with SEND</li> <li>• Liaise with external professionals and services including Local Authority and Health</li> <li>• Contribute to in-service training for staff</li> </ul>

	Mrs Amie Flower Assistant SENDCO	Responsible for: <ul style="list-style-type: none"> <li>• Assisting the SENDCO in the above responsibilities</li> <li>• Overseeing the day-to-day provision for children with Special Educational Needs &amp; Disability (SEND) in Early Years and Years 1-4</li> </ul>
	Ms Macala Graham Family Liaison Officer (FLO)	Responsible for: <ul style="list-style-type: none"> <li>• Family liaison and support for inclusion of all children across the school</li> <li>• Either lead professional, or group member, for families subject to Common Assessment Framework (CAF)/Early help Assessment (EHA) and Team Around the Family (TAF) meetings</li> <li>• Deputy DSL (Designated Safeguarding Lead)</li> </ul>
	Mrs Elizabeth Chambers Deputy Head	Responsible for: <ul style="list-style-type: none"> <li>• Wellbeing and safety of all pupils</li> <li>• Ensuring best possible progress and accessibility for all pupils to a broad and balanced curriculum</li> <li>• Monitoring the quality of teaching and learning for all pupils in conjunction with the Senior Leadership Team (SLT)</li> <li>• Deputy DSL (Designated Safeguarding Lead)</li> <li>• Designated Teacher for Children in Care (CIC)</li> </ul>
	Mrs Sharon Freeley Head Teacher	Responsible for: <ul style="list-style-type: none"> <li>• Wellbeing and safety of all pupils</li> <li>• Monitoring the quality of teaching and learning for all pupils</li> <li>• Monitoring and reporting on progress and achievement for all pupils</li> <li>• DSL (Designated Safeguarding Lead)</li> </ul>
	Mrs Esther Fletcher SEND Governor	Responsible for: <ul style="list-style-type: none"> <li>• Reporting to parents on support for pupils with SEND</li> <li>• Ensuring the school provides the appropriate support for pupils with SEND</li> </ul>

## HOW COULD MY CHILD GET HELP IN BROADLEA:

Children and young people in Broadlea will get support that is specific to their individual needs. This may be provided by one or a number of people/agencies, the class teacher or may involve:

- Other staff in the school
- Staff who will visit the school from the Local Authority central services such as Specialist Outreach Services (SOS) or Sensory Support Team (for students with a hearing or visual need)
- Staff who visit from outside agencies such as the Speech and Language Therapy (SALT) Service and Behaviour Support from the Island Learning Centre (ILC)

	Types of support provided also showing the stage of the SEND Code of Practice children will be at when receiving this input	What would this mean for your child?	Who can get this kind of support?
2. What are the different types of support available for children and young people with SEND in this school?	All children: Quality First Inclusive Teaching (QFIT)	<ul style="list-style-type: none"> <li>• QFIT is universal to all children in the school. In the first instance children will have their learning needs met through this support.</li> <li>• QFIT uses a combination of varied materials that are aimed at your child's level that enable your child to make progress.</li> <li>• Exciting, curriculum opportunities with appropriate levels of challenge for all children.</li> <li>• A wide range of curriculum enrichment opportunities such as trips, visits, visitors and workshops.</li> </ul>	All children at Broadlea Primary School
	All children: The school has a range of interventions including: <ul style="list-style-type: none"> <li>• Language Links</li> <li>• Speech Links</li> <li>• Sensory Circuit</li> <li>• Additional Phonics sessions</li> <li>• Words First/ Words in a Minute (Great 8 Scheme)</li> <li>• Language groups (Elklan)</li> <li>• Lexia (Reading Intervention)</li> <li>• Write Dance</li> </ul>	<ul style="list-style-type: none"> <li>• If a child is identified as not making expected progress (via pupil progress meetings), they will be put forward for a block of intervention. Access to these interventions will be made in conjunction with the Class Teacher, SENDCO, Deputy Head/Head Teacher.</li> </ul>	Children who have been identified as not making expected progress.

	<p>Communication /Interaction</p> <ul style="list-style-type: none"> <li>• Social Skills groups</li> <li>• 1:1 Speech Programmes</li> </ul>		
	<p>All children: Social and Emotional Needs:</p> <ul style="list-style-type: none"> <li>• Targeted intervention via the schools Emotional Literacy Support Assistants (ELSA) Mrs Maxine Connor and/or Mrs Sarah Cole</li> <li>• Via referral through CAF/EHA to external counselling support e.g. CAMHS (Children &amp; Adolescent Mental Health Services) and Barnardos</li> </ul>	<p>We offer support for children' emotional well being and mental health through intervention in school or by referral to outside agencies. Children who need this support will be discussed with the SENDCO, Family Liaison Officer and the class teacher.</p>	<p>Children identified by the school with social, emotional or mental health needs.</p>
<p>3. How can I let school know I am concerned about the progress of my child in school?</p>	<ul style="list-style-type: none"> <li>• Your child's current class teacher should always be your first point of contact. Teachers are happy to speak informally to parents at the end of the school day or by mutual arrangement at a later date.</li> <li>• There are timetabled opportunities during the academic year, for parental consultation meetings, which include progress information, with a full school report published at the end of the year.</li> <li>• If, after speaking to your class teacher you still have concerns, then parents can contact the SENDCO – Mrs Bloomfield or the Family Liaison Officer – Miss Graham.</li> </ul>		
<p>4. How will the school let me know if they have any concerns about my child?</p>	<ul style="list-style-type: none"> <li>• In the first instance, your child's class teachers will inform you if they have any concerns about your child. They will usually arrange to meet with you or they will ask the SENDCO/Family Liaison Officer to discuss how we can support your child.</li> </ul>		
<p>5. How is extra support allocated to children and young people and how do they move between the different levels?</p>	<ul style="list-style-type: none"> <li>• The progress of all pupils is reviewed regularly through the year via pupil progress meetings. Class teachers, SENDCO, Headteacher and Deputy Headteacher will carry out these reviews and extra support or intervention, in addition to that available to all, will be allocated where appropriate. Children with extra support allocated, subject to intervention, or in receipt of Pupil Premium funding will be carefully monitored to ensure that they make good progress.</li> <li>• Extra support or intervention will be reviewed at least termly to assess impact on a child's progress. If progress is not evident, strategies will be reviewed.</li> </ul>		

<p>6. What specialist services are available at or accessed by the school?</p>	<p>A. Directly funded by the school</p>	<ul style="list-style-type: none"> <li>• Educational Psychology Service</li> <li>• Family Support through the Family Liaison Officer</li> <li>• Specialist Outreach Service (ASD, Medina House)</li> <li>• Island Learning Centre Outreach</li> </ul>
	<p>B. Paid for centrally by the Local Authority but delivered in school</p>	<ul style="list-style-type: none"> <li>• Speech and Language Therapy Service (for Year 1+)</li> <li>• Hearing Impaired Service – Teacher of the Deaf</li> <li>• Visual Impaired Service – Teacher of Visually Impaired</li> <li>• Educational Psychology Service (for pupils undergoing statutory assessment; for pupils in care)</li> </ul>
	<p>C. Provided and paid for by the Health Service but delivered in school</p>	<ul style="list-style-type: none"> <li>• School Nurse</li> <li>• Speech and Language Therapy Service (for Reception Year group)</li> <li>• Occupational Therapy</li> <li>• Physiotherapy</li> </ul>
<p>7. How are staff in the school supported to work with children with an SEND?</p>	<ul style="list-style-type: none"> <li>• All our staff have been trained in the specialist interventions they deliver to children with SEND (e.g. ELKLAN, ELSA).</li> <li>• All staff have access to the Local Authority’s training and development programme which runs a number of courses linked to SEND. This is supported from the school budget. Significant numbers of staff have received training on ASD, Dyslexia and Speech &amp; Language.</li> <li>• All staff have training each term to update them on SEND issues, and provide them with tools to support SEND children in the classroom e.g. Social Stories training, Hampshire English &amp; Maths Planning Tool for SEND (HEMPT)</li> </ul>	
<p>8. How will activities/teaching be adapted for my child with learning needs?</p> <p>How will the curriculum be matched to my child’s needs?</p> <p>How will I know how my child is doing and how will you help me to support my child’s learning?</p>	<ul style="list-style-type: none"> <li>• Broadlea Primary is a fully inclusive school. Teaching will be varied by the class teacher to meet the needs of your child and the level they are currently working at. It is the responsibility of your child’s class teacher to ensure the curriculum is fully inclusive for all children to progress and achieve.</li> <li>• Should any specialist equipment or arrangements be required, this will be provided by the school to the best of its ability in order to support your child.</li> <li>• Parents will be kept informed by the parent/teacher meetings which take place in the Autumn and Spring term.</li> <li>• If parents require more frequent meeting these can be made by prior arrangement with class teachers. Records will kept by the class teacher and the SENDCO of progress and achievements through the year.</li> <li>• Through the Reading Record, student planners in Years 5 &amp; 6, and in the Home/School communication book for some children, parents and teachers can communicate with each other in a written form.</li> <li>• The school provides opportunities in addition to the scheduled parent/teacher meeting to inform parents on a range of educational issues linked to learning, core skills and progress.</li> <li>• If your child needs support at home, the class teacher will advise you on how this may best be achieved.</li> </ul>	

<p>9. How will the school measure the progress of my child?</p>	<p>Your child's progress is assessed at three points during the year and discussed in pupil progress meetings with the Senior Leadership Team (SLT) which includes the SENDCO. The SLT and the class teacher will first review the approaches being used within the classroom. If additional support is required, this will be provided through in-school interventions or referral to outside agencies. Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:</p> <ul style="list-style-type: none"> <li>• Narrows the attainment gap between pupil and peers</li> <li>• Prevents the attainment gap widening</li> <li>• Is equivalent to that of peers starting from the same baseline</li> <li>• Equals or improves upon the pupil's previous rate of progress</li> <li>• Ensures full curricular access</li> <li>• Shows an improvement in self-help and social or personal skills</li> <li>• Shows improvement in the pupil's behaviour</li> </ul> <p>A system of Assess, Plan, Do, Review will be in place which revisits the progress of pupils and the impact of any additional intervention if this has been put into place.</p>
<p>10. What is the pastoral, medical and social support available in the school?</p> <p>What support will there be for my child's overall wellbeing?</p> <p>What support is there for behaviour, avoiding exclusion and increasing attendance?</p> <p>What approaches are used to manage behaviour?</p>	<p>The school has a broad range of pastoral, medical, and social support available to children and families, these include:</p> <ul style="list-style-type: none"> <li>• Access to School Nurse</li> <li>• Family Inclusion team including CAF/TAF support via FLO</li> <li>• Emotional Literacy Support</li> <li>• Teaching of the School Values and the Personal Social Health Education curriculum</li> <li>• Social skills groups</li> <li>• Celebration Assembly weekly</li> <li>• Use of Philosophy for Children (P4C)</li> <li>• Breakfast club</li> <li>• After school clubs</li> <li>• Structured rewards linked to personal rewards and school House Point system</li> <li>• Attendance reward systems</li> <li>• School Attendance Meetings with Education Welfare Service and senior staff in school</li> <li>• Education Welfare Support</li> <li>• Presentation cups at end of year for a range of personal skills, qualities and attributes</li> </ul> <p>Support for Behaviour</p> <p>The school has a published policy for Behaviour and a Code of Conduct (see website). This incorporates a reward system for promoting positive</p>



	<p>behaviour and a stepped approach in dealing with negative behaviour.</p> <p>A wider school ethos supports positive behaviour by providing:</p> <ul style="list-style-type: none"> <li>• A broad and balanced curriculum for all pupils</li> <li>• Enrichment opportunities (trips, visits, visitors, workshops etc)</li> <li>• Individual Behaviour Support Plans if required</li> <li>• Family Liaison Team</li> <li>• Modified timetable – access to alternative provision if appropriate (ILC)</li> </ul> <p>The school has a published policy for Attendance (see website). We have a system of incentives and rewards which acknowledges the efforts of pupils to improve their attendance and timekeeping and we will challenge the behaviour of those pupils and parents who give low priority to attendance and punctuality.</p>
<p>11. What support does the school have for me as a parent of child with a SEND?</p> <p>How are children with SEND currently involved in their education?</p>	<p>Broadlea is a fully inclusive school. As such the school encourages parents to take a full and active part in helping to develop their own children’s learning, health and wellbeing. With regard to SEND, advice and support are available through discussions with teachers, SENDCO, Family Liaison and senior staff. We offer CAFs to those families that meet the criteria.</p> <p>Children are involved in an age appropriate manner. All children are encouraged and supported to know what it is they need to do to improve and make progress. This is achieved in a variety of ways through teachers talking to children about their individual short, medium and long term targets and providing feedback to children through marking and dialogue.</p>
<p>12. How does the school manage the administration of medicines?</p>	<p>We are able to administer medication to your child in accordance with the school’s policy (see the website for the policy on Supporting Pupils with Medical Conditions).</p>
<p>13. How accessible is the school environment? (including after school clubs and school trips)</p>	<p>The school has good access for wheel chairs in all areas. The school has three disabled access toilets. A lift is provided to improve access where levels alter. All pupils regardless of disability are actively encouraged to participate in all school activities including school trips and suitable after school opportunities.</p>

<p>14. How will the school support my child when they are leaving?</p> <p>How will the school support my child when they are moving to another Year?</p>	<p>For all children, transitions are key points. For SEND pupils, it is even more important that these are carefully managed.</p> <ul style="list-style-type: none"> <li>• EYFS lead makes direct links with parents, nursery and preschool providers prior to induction for Reception children. All children allocated a place at Broadlea Primary School are encouraged to attend 'Stay &amp; Play' days in the Spring and Summer Term before entry the following Autumn Term. Any identified SEND issues are discussed with EYFS lead, parents and SENDCO.</li> <li>• Transition of SEND children, between classes, once they have started at the school, is managed by teachers and the SENDCO. SEND folders for each class are updated and shared with the new class teacher at the start of each academic year and are reviewed each tem. Meetings are held between teachers to ensure new receiving teachers are fully aware of the needs and progress of SEND children in their classes. At these meetings pupil information and plans are shared. Where appropriate, children are given a booklet to support transition to their next class.</li> <li>• We have close links with the secondary schools and meet to discuss pupils.</li> <li>• Where appropriate, children with SEND in Y6 will undertake a range of pre-transition activities prior to any formalised transition days to allocated secondary providers. These will involve visits to their new school and visits by their new teachers to primary school. All relevant information for Y6 children with SEND will be passed to and from SENDCO to SENDCO.</li> </ul>
<p>15. Where can I get further information about services for my child?</p>	<p>The Isle of Wight Local Offer website has been designed to help parents and carers find the right support for children with special educational needs and disabilities <a href="https://www.iwight.com/localoffer">https://www.iwight.com/localoffer</a></p> <p>Parents and families can also obtain further information about how the school can support them by visiting the SEND &amp; Family Support page on the school website (Click on Classes) <a href="http://www.broadleaprimary.co.uk">www.broadleaprimary.co.uk</a></p>