



Broadlea Primary School SEND OFFER

Name of EY Setting/School/College Address Telephone No. Website Address	Broadlea Primary School Newport Road Lake PO36 9PE 01983 402403 www.broadlea primary.co.uk
Type of EY Setting/school/College	Primary School
Specialist provision on site	Speech/Language & Communication Provision SLCN/ASD

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 Statements/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/young person has statement of special educational needs/Education Health Care Plan, or if he/she has special needs but does not have a statement 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
PO 30 3UD
Tel: 01983823455

SEN Support Services
Thompson House
Sandy Lane
Newport
Isle of Wight
PO30 3NA
Tel: 01983814680

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

Setting/School/College Based Information	Staff	Summary of Responsibilities
<p>1.a) Who are the best people to talk to in the early years setting about my child's development needs?</p> <p>1.b) Who are the best people to talk to in the school/college about my child's/young person's difficulties with learning/ Special Educational Needs/Disabilities (SEND)?</p>	<p>Mrs Nilsen-Grahame</p> <p>In the first instance the Class teacher</p> <p>Mr Stefan Hopper SENDCo</p>	<p>Responsible for:</p> <ul style="list-style-type: none"> • Early Years / Pre-School link <p>Teachers are responsible for:</p> <ul style="list-style-type: none"> • Differentiating the curriculum to ensure access and progress for all pupils • Managing resources and including support staff to ensure progress for all pupils • Assessing and recording progress to feed into whole school data • Recording and reporting on progress of children to their parents • Writing and reviewing Individual Education Plans (IEPs) or Pupil Passports on a termly basis • Writing Annual Review School Reports <p>Responsible for:</p> <ul style="list-style-type: none"> • Overseeing the day to day operation of the school's Special Educational Needs & Disability (SEND) policy • Ensuring children identified as having SEN receive the correct support • Co-ordinate, oversee and evaluate the provision for children with SEND within the mainstream setting and the resourced provision • Ensure all statutory requirements of existing statements and new Education Health Care plans are met, including Annual Reviews • Oversee management of special needs support staff • Liaise with teachers/ parents/carers and families of children with SEND

	<p>Mrs Macala Graham Family Liaison Officer (FLO)</p>	<ul style="list-style-type: none"> • Liaise with external professionals and services including Local Authority and Health • Contribute to in-service training for staff <p>(s.hopper@broadleprimary.co.uk)</p> <p>Responsible for:</p> <ul style="list-style-type: none"> • Family liaison and support for inclusion of all children across the school • Either lead professional for, or group member on, families subject to Common Assessment Framework (CAF) or Team Around the Family (TAF) meetings • Deputy DCSL (Designated Child Protection Lead Officer) <p>(m.graham@broadlea primary.co.uk)</p>
	<p>Mrs Elizabeth Chambers Deputy Head</p>	<p>Responsible for:</p> <ul style="list-style-type: none"> • Wellbeing and Safety of all pupils • Ensuring best possible progress and accessibility for all pupils to a broad and balanced curriculum • Monitoring the quality of teaching and learning for all pupils in conjunction with the Senior Leadership Team (SLT) • Deputy DCSL (Designated Child Protection Lead Officer) • Designated Teacher for Looked After Children (LAC)
	<p>Mrs Sharon Freeley Head Teacher</p>	<p>Responsible for:</p> <ul style="list-style-type: none"> • Wellbeing and Safety of all pupils • Monitoring the quality of teaching and learning for all pupils • Monitoring and reporting on progress and achievement for all pupils • DCSL (Designated Child Protection Lead Officer)

	Mrs Kim Newton SEND Governor	Responsible for: <ul style="list-style-type: none"> • Reporting to parents on support for pupils with SEND • Ensuring the school provides the appropriate support for pupils with SEND
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HOW COULD MY CHILD GET HELP IN THE EY SETTING/SCHOOL/COLLEGE? :

Children and young people in (name of EY Setting/School/College) will get support that is specific to their individual needs. This may be all provided by one or a number of people/agencies the class teacher or may involve:

- Other staff in the EY setting/school/college
- Staff who will visit the EY setting/school/college from the Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)
- Staff who visit from outside agencies such as the Speech and Language therapy (SALT) Service

	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?	Quality First Inclusive Teaching (QFIT)	<ul style="list-style-type: none"> • QFIT is universal to all children in the school. In the first instance children will have their learning needs met through this support • QFIT uses a combination of differentiated curriculum, delivery, activities, outcomes, visual timetables, visual aids and writing frames, aimed at each child's individual level. • Exciting, curriculum opportunities with appropriate levels of challenge for all children. • A wide range of curriculum enrichment opportunities such as trips, visits, visitors, workshops etc. 	All children at Broadlea Primary School

	Class based interventions	<ul style="list-style-type: none"> • If a child is identified as not making expected progress (via pupil progress meetings), they will access relevant evidence based interventions that are run in school. Access to these interventions will be made in conjunction with the Class Teacher, SENDCO, Deputy Head/Head Teacher. • The school has a range of interventions including <ul style="list-style-type: none"> • Additional Phonics sessions • Words First/ Words in a Minute (Great 8 Scheme) • Write from the Start (handwriting) • Language groups • Lexia (Reading Intervention) • Catch Up • 'Small Steps' Maths Curriculum <p>Communication /Interaction</p> <ul style="list-style-type: none"> • Social Skills groups • 1:1 Speech Programmes • Memory Skills groups 	Children who have been identified as not making expected progress
	Social and Emotional Needs	<p>For children in KS1/2 who display difficulties with their social and emotional development and wellbeing, the school can provide support through:</p> <ul style="list-style-type: none"> • Targeted intervention via the schools Emotional Literacy Support Assistant (ELSA) Mrs Maxine Conner • Via referral through CAF to CAMHS (Children & Adolescent Mental Health Services) • Counselling support • Children who may need this type of support will 	Children identified by the school with social/emotional needs

		be discussed with the Class Teacher, EYFS Lead , SENDCO, FLO, Headteacher and Deputy Head	
3. How can I let school know I am concerned about the progress of my child in school?	<ul style="list-style-type: none"> In the first instance a child's class teacher should be the 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. There are timetabled opportunities during the academic year, for parental consultation meetings. The school produces progress information and shares this with parents three times a year with a full school report published at the end of the year. If after speaking to your class teacher you still have concerns then parents can contact the SENDCO – Mr Hopper or the Family Liaison Officer – Miss Graham 		
4. How will the EY school let me know if they have any concerns about my child?	<ul style="list-style-type: none"> In the first instance your child's class teachers will inform you if they have any concerns about your child. Your child's teacher will normally arrange a meeting or this may be arranged by the SENDCO/ Family Liaison Officer. 		
5. How is extra support allocated to children and young people and how do they move between the different levels?	<ul style="list-style-type: none"> The progress of all pupils is reviewed regularly through the year via pupil progress meetings. Class teachers, Key Stage leaders, 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 progress gaps close more rapidly. Extra support or intervention will be reviewed half termly to assess impact on a child's. If progress is not evident strategies will be reviewed. 		
6. What specialist services are available at or accessed by the EY setting/school/college?	A. Directly funded by the school	<ul style="list-style-type: none"> Educational Psychologist (EP), Behaviour Support, Family Support, Commissioning of specialist services such as Speech & Language, Autism, ADHD, Dyslexia /Dyspraxia 	
	B. Paid for centrally by the Local Authority but delivered in school	<ul style="list-style-type: none"> Elements of Speech & Language support, Autistic Spectrum Disorder (ASD), Occupational Therapy, EP support for Educational Health Care plans 	
	C. Provided and paid for by the Health Service but delivered in school	<ul style="list-style-type: none"> School Nurse support for height , weight, sight checks, Sex and Relationship Education 	

<p>7. How are staff in the EY school supported to work with children with an SEND?</p> <p>a) What training have the staff supporting children with SEND had or have available?</p>	<ul style="list-style-type: none"> • 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, ADHD, Dyslexia, Speech & Language and TEEACH. INSET delivered linked to changes to Code of Practice for SEND. • Specialist training in de-escalation training, medical training for children with diabetes, Child Mental Health. ELSA training, ASD, ADHD, Speech & Language, Dyslexia. Access to professional dialogue via specialists in Speech Communication Interaction Provision (SCIP) co-located on school premises.
<p>8. How will activities/teaching be adapted for my child with learning needs?</p> <p>a) How will the curriculum be matched to my child's needs?</p> <p>b) 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"> • Broadlea Primary is a fully inclusive school. All pupils, regardless of need are supported and included in accessing a broad and balanced curriculum. Quality First Teaching, incorporating differentiation, varied teaching and learning strategies including visual, auditory and kinaesthetic approaches, support access for all. • Should any specialist arrangements be required or equipment needed, the school will endeavour to work with parents and external professionals to ensure these are in place and available to children who need them. • Parents will be kept informed by the parent/teacher meetings which take place termly and the associated reports provided. 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. • Through the Home /School diary, and student planners in Years 5 & 6, parents and teachers can communicate with each other in a written form. 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. Homework is also set across the school and parents are encouraged to support this as much as possible.
<p>9. How will the school measure the progress of my child?</p>	<p>Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:</p> <ul style="list-style-type: none"> • Narrows the attainment gap between pupil and peers • Prevents the attainment gap widening • Is equivalent to that of peers starting from the same baseline but less than the majority of peers • Equals or improves upon the pupil's previous rate of progress

	<ul style="list-style-type: none"> • Ensures full curricular access • Shows an improvement in self-help and social or personal skills • Shows improvement in the pupil's behaviour <p>When teachers decide that a pupil's learning is unsatisfactory, the SENDCO is the first to be consulted. Together they will review the approaches adopted. If it is decided that a more sustained level of support is needed they will seek support from outside agencies and work on any subsequent recommendations. A system of Assess, Plan, Do, Review will be in place which continually revisits 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>a) What support will there be for my child's overall wellbeing?</p> <p>b) What support is there for behaviour, avoiding exclusion and increasing attendance?</p> <p>c) What approaches are used in to</p>	<p>The school has a broad range of pastoral, medical , and social supports available to children and families, these include:</p> <ul style="list-style-type: none"> • Access to School Nurse • Family Inclusion team including CAF/TAF support via FLO • Emotional Literacy Support • Teaching of the School Values, Personal Social Health Education curriculum, P4C • Social skills groups • Celebration Assembly weekly • Use of Social Emotional Aspects of Learning (SEAL) and Philosophy for Children (P4C) • Breakfast /After school care • After school clubs • Structured rewards linked to personal rewards and school House Point system • Attendance reward systems • School Attendance Meetings with Education Welfare Service and senior staff in school • Education Welfare Support • Presentation cups at end of year for a range of personal skills, qualities and attributes <p>Support for Behaviour</p> <p>The school has a published policy for Behaviour and Code of Conduct (see website). This incorporates a stepped</p>

<p>manage behaviour?</p>	<p>approach in dealing with negative behaviour and details the reward system for promoting positive behaviour. A wider school ethos supports positive behaviour by providing:</p> <ul style="list-style-type: none"> • A broad and balanced curriculum for all pupils • Enrichment opportunities (trips, visits, visitors, workshops etc) • Positive Behaviour Policy • Individual Behaviour Support Plans if required • Family Liaison Team • Whole school system for rewards and sanctions • Modified timetable – access to alternative provision if appropriate • Additional adult support • 1:1 / small group intervention work
<p>11. What support does the school have for me as a parent of child with a SEND?</p> <p>a) How are children with SEND currently involved in their education at your setting</p>	<p>Broadlea is an open and 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, assistance, advice and support are readily available through discussions with teachers, SENDCO, Family Liaison and senior staff.</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>For children with SEND, where this is appropriate, it is taken further by involving them in setting SMART targets (Specific Measureable Achievable and Timed) which are reviewed regularly.</p>
<p>12. How does the school manage the administration of medicines?</p>	<p>The school’s procedures for administration of medicines in school, is detailed in the school’s policy, Supporting Pupils with Medical Conditions Policy (see website).</p>
<p>13. How accessible is the school environment? (including after school clubs and school trips)</p>	<p>The school has a good access for wheel chairs in all areas. Ramps are provided to improve access where levels alter. All pupils regardless of disability are actively encouraged to participate in all school activities including after school opportunities.</p>

<p>14. How will the school support my child when they are leaving? OR 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"> • 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 & Play’ days in the summer term before entry the following Autumn term. Any identified SEND issues are discussed with EYFS lead, parents and SENDCO. • Transition of SEND children, between classes, once they have started at the school, is managed by teachers and the SENDCO. Pastoral folders for each class are updated and shared with the new class teacher at the start of each academic year and are reviewed each term. 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. • 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.
<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 https://www.iwight.com/localoffer</p> <p>Parents and families can also obtain further information about how the school can support them by visiting the SEND & Family Support page on the school website (Click on Classes) www.broadleaprimery.co.uk</p>

PLEASE RETURN TO SANDBUSINESSSUPPORT@IOW.GOV.UK