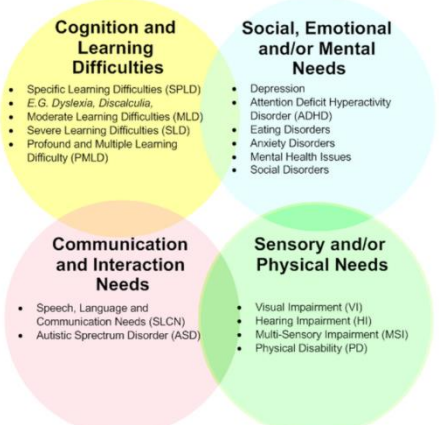


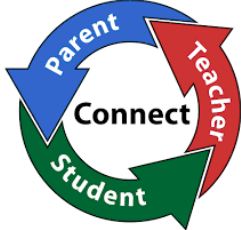

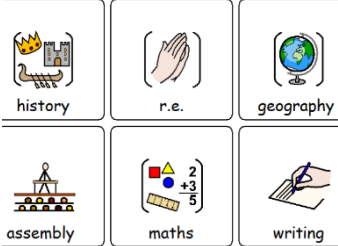





[illegible]




<p>1. Kinds of Special Educational Needs that are provided for at Broomfields Junior School.</p>  <p>Cognition and Learning Difficulties</p> <ul style="list-style-type: none"> • Specific Learning Difficulties (SPLD) • E.G. Dyslexia, Dyscalculia, • Moderate Learning Difficulties (MLD) • Severe Learning Difficulties (SLD) • Profound and Multiple Learning Difficulty (PMLD) <p>Social, Emotional and/or Mental Needs</p> <ul style="list-style-type: none"> • Depression • Attention Deficit Hyperactivity Disorder (ADHD) • Eating Disorders • Anxiety Disorders • Mental Health Issues • Social Disorders <p>Communication and Interaction Needs</p> <ul style="list-style-type: none"> • Speech, Language and Communication Needs (SLCN) • Autistic Spectrum Disorder (ASD) <p>Sensory and/or Physical Needs</p> <ul style="list-style-type: none"> • Visual Impairment (VI) • Hearing Impairment (HI) • Multi-Sensory Impairment (MSI) • Physical Disability (PD) 	<p>At Broomfields Junior School we provide support for pupils across the four areas of need, as stated in the 0-25 SEND Code of Practice 2015:</p> <ul style="list-style-type: none"> • Communication and Interaction • Cognition and Learning • Social, Emotional and Mental Health difficulties • Sensory and/or Physical needs <p>Where dedicated provision for an individual child is required, an EHCP (Educational Health Care Plan) will be provided. This follows a formal assessment by the Local Authority and outside agencies, to assess the child's needs and specific criteria are written to create the plan.</p> <p>Children identified in school as having SEND and have outside agencies supporting provision, are placed on the SEND register. This is reviewed termly.</p> <p>School Support is for children with identified needs, who are catered for by school provisions.</p>
<p>2. Information about the school's Policies for identification and assessment of pupils with SEN.</p> 	<p>Pupils are identified as having SEN and their needs assessed through:</p> <ul style="list-style-type: none"> • Information passed on from The Cobbs Infant School, other schools and classes • KS1 results, baseline testing and progress data • Concerns raised by teaching staff • Feedback from teaching staff and observations • Pupil Premium interventions not showing impact • Referrals or concerns from parents • Reports from external agencies or professionals such as: paediatrician, speech and language therapist, health visitor, educational psychologist

<p>3a. Evaluating the effectiveness of the provision made for pupils with SEN</p> 	<ul style="list-style-type: none"> • School's formative and summative assessment data <p>Pupils' learning and progress is tracked continuously through varied assessment for learning strategies. There are also two formal assessment points within the year when progress is also analysed. Adaptations to provision is planned in year group pupil progress meetings, which are held with the Headteacher and SENDCo. Where interventions are necessary, individual or group intervention plans are written and delivered by teachers and TAs. A graduated approach cycle of assess, plan, do and review occur at least termly, examining the effectiveness and impact of provision.</p> <p>Progress and evaluations are reported to the Governing body and the SEN Governor.</p> <p>The SEN Information Report is posted on our school website.</p>
<p>3b. Arrangements for assessing and reviewing pupils' progress towards outcomes, including opportunities available to work with parents and pupils as part of this assessment and review.</p> 	<p>These arrangements include:</p> <ul style="list-style-type: none"> • Graduated approach (Assess-Plan-Do-Review) • Tracking of assessment data for pupil progress • Individual Intervention plan reviews at least termly • ECHP reviews, at least annually • Observations of pupils • Analysing the impact of interventions • Parent's evenings • School reports • Open door policy • Children working below Key Stage One standards will be assessed against the Pre-Key Stage standards or using the Engagement Model
<p>3c. The school's approach to teaching pupils with SEN</p> 	<p>Provision for SEN pupils includes:</p> <ul style="list-style-type: none"> • Quality first teaching, with appropriate differentiation and challenge in place for groups and individuals • Following a graduated approach (assess, plan, do and review) • Effective provision management including the deployment of Teaching Assistants (TAs) • Using a person-centred approach • Appropriate use of classroom-based interventions • Use of the sensory room and resources as needed • Availability of quality resources and budget for these resources • Working closely with parents and carers, including regular meetings and updates • Teaching Assistant support • Individual or Group Intervention Plans • Health Care Plans may be written for children with physical disabilities • Referrals to outside agencies and following advice given



	<ul style="list-style-type: none"> • Personalised provision through adapted resources and interventions. • Application for top-up funding either via EYSENDIF or an Education, Health and Care Plan. • An EHCP planning meeting is held with an EHCP co-ordinator for the school in the Autumn term.
<p>3d. How adaptations are made to the curriculum and the learning environment of pupils with SEND</p> 	<p>The curriculum /learning environment may be adapted by:</p> <ul style="list-style-type: none"> • Groupings that target specific levels of progress • Differentiated resources, activities and teaching styles • Appropriate choices of texts and topics to suit the learner • Additional adult support • Displays and working walls that enhance learning • Dyslexia friendly classrooms: tinted backgrounds, rainbow writing, prompts, key word cards, touch typing programmes • Visual timetables • Now and next boards • Sensory room to support a sensory diet • Sensory circuits • Individualised targets • Use of workstations/ concentration stations • Use of specialist resources such as fiddle toys, writing slopes, enlarged print, coloured over-lays, sensory equipment, gym balls, gym bands, kinetic sand • Quiet areas in the classroom • Adaptions to the environment for children with disabilities following advice from Occupational therapists i.e. ramps, wider doors, hand rails, specialists toilet seats • Use of Makaton to assist children with hearing impairments
<p>4. How school enables pupils with special educational needs to engages in the activities of the school; increasing the extent to which disabled pupils can participate in the curriculum</p> 	<p>Broomfields Junior School is highly committed to inclusion and equal opportunities. Our Equality Policy and Plan is available on the website. In July 2023 we achieved the 'Inclusion Mark' for the sixth year running for our ongoing commitment to inclusion. Steps taken to ensure that all children with SEND are fully included in our wide range of activities include:</p> <ul style="list-style-type: none"> • Consideration of the most appropriate classroom in terms of space and access. • Adaptions to the classroom and outdoor areas, i.e. hand rails, supportive frames, ramps, wider doors, measure such as drilling holes in tyres, to prevent build-up of stagnant water. A surround sound system and large screen projector has been installed in the hall to support visually and hearing-impaired children. • Adaptions to the school grounds such as, ramps on classroom doors, handrails to access the daily mile, resurfaced areas of playground, designated sensory room for exercises and sensory diets • Use of specialist resources or equipment i.e. writing slopes, pencil grips, ICT software, enlarged print, overlays, kinetic sand, specialist chairs, handwriting programmes, physio equipment, sensory equipment • Referrals to Occupational therapy or Physiotherapy for advice and support • Adapting activities to be inclusive for all. For example, adapting sports day activities, altering the stage layout. Additional adult support.

	<ul style="list-style-type: none"> • Pre-visits to establishments to enable full participation in school visits • Booking educational visits to be local to allow more options for sleeping away from home • Individual risk assessments • Alternate transport arrangement for visits • Working closely with outside agencies. For example, with Warrington's Sensory Support service to meet the needs of hearing and visually impaired children and with Occupational Therapists and Physiotherapists to complete an environmental assessment and advice when writing health care plans. • An additional disabled toilet frame has been installed. • A disabled parking spaces. • Personal Emergency Evacuation Plans are written if a child needs specific support to exit a building in an emergency. • Intimate care plans • Risk assessments are written if appropriate. • Use of home-school books, Google Classroom pages or TEAMS to liaise closely with parents on a daily basis, for example regarding which physio activities have been carried out, medication information etc. All adaptations, modifications or use of equipment is considered on an individual basis and in consultation with parents/carers or outside agencies as appropriate
5. Support that is available for improving the social emotional and mental health of pupils with special educational needs	<p>Pupils are well supported by: social emotional and mental health of pupils with special educational needs</p> <ul style="list-style-type: none"> • Targeted support for individual and groups of pupils • A positive behaviour policy with five key rules • School anti-bullying and children's anti-bullying policy • ELSA (Emotional Literacy Support Assistants) sessions with trained staff focussing on target areas of support. • Roles of responsibility and pupil voice: School Council, SEAL Ambassadors, TCAT Parliament, Play Leaders, Buddies • Social skills interventions such as Talkabout and Socially Speaking • Attention and Listening groups • A friendship bench • A whole-school recognition and restorative behaviour system • Weekly circle time sessions • Referrals to CYPMHS (Child and Young Persons Mental Health Services) or St. Joseph's House if appropriate • Liaise with Warrington MHST (Mental Health Support Team) who deliver parental programmes and child-based support, advice and resource • School Health Advisor • Educational Psychologist • Weekly circle times to address specific issue relating a class or individual • 'Timid to Tiger' strategies to support children with anxiety

<p>6. The Name and contact details of SEN Co-ordinator</p> <p>Name and contact details of SEN Governor</p>	<p>Mrs Helen Plant is the Deputy Head and SENDCo for Broomfields Junior School. Email deputyhead@broomfieldsjunior.tcat.uk.com</p> <p>Ms Claire Robertson is the Governor with responsibility for SEND. Please contact via the school office. Tel 01925 265297</p>
<p>7. Information about the expertise and training of staff in relation to children and young people with SEN, including how specialist expertise will be secured.</p> 	<p>Audit of staff expertise in SEN undertaken annually</p> <ul style="list-style-type: none"> • SENDCo has the National Award for Special Educational Needs Co-ordination (NASENCO) • Effective use of adult support for Literacy and Mathematics and Pastoral needs • Individual training re : ELSA, ADHD, ASD, Code of Practice, specific learning difficulties, bereavement, pastoral <p>Specialist expertise engaged from external services – ASD /ADHD /S&L/ Team Teach/ EP support, EAL/INA support CAMHS etc.</p> <p>Regular TA meetings ensure the training needs of teaching assistants are met.</p>
<p>8. Information about how equipment and facilities to support children and young people with special educational needs will be secured.</p> 	<p>Broomfields Junior School funds the first £6,000 of a child's provision. Further funding is only available for those pupils with high levels of needs, where an EHCP is in place. This may provide additional funding to support school to implement the provision identified in the plan.</p> <p>Where information or equipment are required, support through external services will be sought.</p>
<p>9. The arrangements for consulting parents of children with special educational needs about and involving such parents in, the education of their child.</p>	<p>Broomfields Junior School is committed to working in close partnership with parents, with the first point of contact being the class teacher. Parents are invited to attend twice yearly parents' evenings to discuss the progress of their child. Where a child is identified with a SEND need, there are more regular updates with the class teacher, through phone calls, face to face meetings and emails. Any concerns about a child will be discussed with parents at the earliest opportunity so that we can work together to best support the child and parents will be involved at every stage of their child's progress. Parents are encouraged to be involved with target setting for Intervention Plans, Personal Plans and Health Care Plans. Some home activities may be provided. Parents and pupils are invited to share the paperwork and to review progress. For children with more complex needs, risk assessments may be completed. Parents of children with EHCPs will also be invited to an annual or bi-annual review, along with relevant support service personnel connected to the child, and the pupil</p>

	<p>themselves if appropriate. Parental questionnaires provide feedback to the school about provision. These are used to inform and enhance the work we do in school.</p>
<p>10. The arrangements for consulting young people with special educational needs about and involving them in their education.</p>	<p>Pupils are regularly given the opportunity to express their views via pupil interviews, paperwork reviews and discussions with teachers and TAs. Pupil views are recorded on paperwork, such as annual reviews for EHCPs.</p>
<p>11. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.</p> 	<p>Broomfields Junior School's Complaints policy is available on request and can also be viewed or downloaded from the school website.</p>
<p>12. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.</p> 	<ul style="list-style-type: none"> • Governing body oversees the work of the SENDco • SENDco reports to governing body and meets regularly with SEN governor to discuss the involvement of other bodies and professionals including: EP; Health Advisor; S&L; ASD; ADHD services • Counselling and mental health services are sought • Family support meetings can be arranged to help families and sign post them to relevant services

<p>13. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.</p>	<p>Further support and information is available from Warrington SEND (formerly Warrington Parent Partnership) who provide advice and support for parents and carers of children and young people with special needs from 0 to 25 living in Warrington. The service works alongside Warrington Borough Council, but operates impartially.</p> <p>Warrington SEND IASS</p> <p>Families and Wellbeing Directorate</p> <p>New Town House</p> <p>Buttermarket Street</p> <p>Warrington</p> <p>WA1 2NH</p> <p>Website: http://www.warringtonsendiass.co.uk</p> <p>01925 442978</p> <p>Further information regarding support is on our school website.</p>
<p>14. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.</p>	<p>The transition from The Cobbs Infant School to Broomfields Junior School is carefully considered for pupils with SEND. For example;</p> <ul style="list-style-type: none"> • Transition meetings are held between the current and new teachers both within school and when transferring to the Junior school • SENDCo from the Broomfields Junior School attends the Year 2, EHCP annual review in preparation for transition • Teachers from the Junior school visit the infant school to meet the children • Pupils visit the Junior school with TAs from The Cobbs with further additional visits as required • Regular meetings between the SENDCo and the Junior school SENDCo. • Year Two pupils attend events at the school such as the PTA fun run. • Transition meetings with parents, new teachers and SENDCo at the Junior school. • Records sent to next school with details of SEND and provision so far. • Transition books created for individuals if required. When moving to a new year group, the needs of SEND children are discussed during transition meetings between the current and new teacher. <p>Information regarding individual pupil's SEND is passed on in the class file</p>

	<p>Transition to high school is carefully planned, especially for those children with SEND</p> <ul style="list-style-type: none"> • EHCP review meetings in Year 5 and Year 6 discuss and plan for high school placements • SENDCo from the high schools involved in transition discussions with Broomfields' teachers and SENDCo • SENDCo from the high school attend the Spring parents' evening to discuss pupils in advance of transition. • High school staff meet key children and organise additional visits to high school • Records sent to the next school with details and provision of SEND
<p>15. Information on where the local authority's local offer is published.</p> 	<p>Full details can be found at:</p> <p>http://warrington.fsd.org.uk/kb5/warrington/fsd/home.page</p> 