

SEND Information Report Review

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SPECIAL EDUCATIONAL NEEDS INFORMATION REPORT

Trafford's local offer makes it easier for families to find out about the support that is available for children and young people with SEN or who have a disability. All schools and academies in Trafford are expected to identify and support pupils with special educational needs to make the best possible progress. Schools are supported to be as inclusive as possible and wherever possible, the needs of pupils with a Special Educational Need are met in a mainstream setting, where families want this to happen. Trafford's Graduated Approach document provides guidance on what should usually be available within a school's resources.

Schools have a duty to publish SEND Information on their website which is updated every year. The questions on this template were developed with parents. Some schools have chosen to complete this template to provide their SEND Information.

Questions

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1. What kinds of special educational needs does the school provide for?

Broadoak School provides for children with SEND in line with the Equality Act 2010. A child or young person is deemed to have a learning difficulty or disability if he or she has a significantly greater difficulty learning than the majority of others of the same age or if they have a disability which prevents or hinders

them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

The four areas of need outlined in the 2014 SEND Code of Practice are:

- Communication and interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and/or Physical

When necessary, where a child has a diagnosed medical conditions the school will support them in accordance with our Medical policy.

Broadoak is an inclusive school that meets the needs of all of its learners. The school has supported pupils with the following range of special educational needs: Autism Spectrum Condition, Downs Syndrome, ADHD, Speech, Language and Communication Difficulties, physical disabilities such as Cerebral Palsy and Hypermobility, sensory impairment, learning and specific learning difficulties including Dyslexia and Dyspraxia.

2. How does the school know if children/ young people need extra help and what should I do if I think my child/young person may have special educational needs?

The school has close ties with our partner primary schools and works closely with them throughout a significant transition period to ensure that we know the needs of our pupils on entry. Cognitive ability (CATs) testing in the first term of Year 7 will also identify particular difficulties. All mid-term admissions are tested and assessed in order to place them appropriately within our school and to identify any particular needs. Where there is due cause (poor reading age, information provided by parents or child) a Dyslexia Screener is completed. We liaise with previous schools to ensure we have as much information as possible in order to plan intervention if required.

We believe that all teachers are 'teachers of children with special educational needs'. Teachers receive training to help them identify and refer any potential SEND to the SENCo. Additionally, termly assessments will also highlight concerns if a child is failing to make progress at the level expected for their age. Should you have a concern that your child may have special educational need you are invited to contact the school directly. You may contact your child's Head of Year, the SENCo or the Headteacher.

3. How will both you and I know how my child/young person is doing?

Termly assessments of all children take place in all subject areas.

The parents of all of our pupils are provided with three written reports per academic year. The reports comment on progress, behaviour and attitude to learning. Progress evenings take place annually for each year group where parents have the opportunity to discuss their child's progress with subject teachers. Our plan this year is that all progress evenings will be 'in person'.

In addition to the above, we hold a Transition Evening early in the Autumn Term for our Year 7 pupils and their parents. We also hold 'Welcome to Year 10' and 'Welcome to Year 11' evenings during the same term. Members of our Learning Support Team attend these evenings. Furthermore, our Heads of Year are happy to meet with parents who wish to discuss the progress of their children during the year.

If your child is identified as having a special educational need or disability, each term you will have the opportunity to meet with a member of our SEND Support Team to discuss your child's progress, specifically with regard to their special needs and to receive feed-back from their teachers regarding their progress. During this review we will discuss and plan how we will continue to meet your child's needs in the following term. For those children with an Education, Health and Care Plan our annual review is a pupil centered occasion where the children prepare their own presentation to share their achievements for the year and to highlight any worries they may have. Teachers' views are sought and shared and parents can share their own thoughts and views too. Our goal is that this event is a celebration of the year that has past and a planning platform for the year to come.

4. How will the curriculum be matched to my child/young person's needs?

In Year 7, we have a smaller SEND class that are assessed as our most vulnerable learners. This class is usually smaller than our other sets and has the regular support of an experienced Teaching Assistant.

Pupils are placed in sets according to their ability except in Key Stage 4 option subjects where mixed ability groupings are used. Teachers will plan lessons that are accessible to each child within their classes, differentiating for individual children as required. Teachers will use a variety of resources (including Trafford's Local Offer) in order to ensure that all of our pupils can access the curriculum. These may include IT, differentiated worksheets and templates but also resources such as coloured overlays for pupils with dyslexia, dyslexic tendencies or visual stress. Additionally, we employ a team of highly experienced Teaching Assistants, some of whom have specialist qualifications in supporting specific learning difficulties. This team is deployed throughout the school to work with a range of pupils in a range of subjects across both key stages. They work closely with our teaching staff to ensure that pupils with special needs are given access to the curriculum. This may take the form of small group work within the classroom, under the direction and leadership of the class teacher.

We run a variety of programmes in school for Year 7 and Year 8 pupils who arrive at Broadoak with reading ages below nationally expected levels. This includes the Ruth Miskin Phonics Programme. The IDL learning Programme is also in use at school in a range of ways – some students may use it during their Phonics sessions, some have planned Form time intervention and in addition it is available for independent use after school.

In some cases, pupils are withdrawn from lessons to facilitate intensive intervention in a particular area of need. For example, a number of pupils receive 1:1 tuition in reading, spelling and writing. We have also developed our own scheme of writing intervention, called Write to the Top which is a tiered programme to support pupils in grasping the writing skills needed for Key Stage 4 in a highly structured way. It begins with activities at word level and builds slowly through sentence and paragraphs culminating in the final stage which focuses on writing for GCSE. We also deliver a 'Reading For Meaning' intervention, using tailored resources and interesting, age-appropriate literature.

Additionally, we have developed the use of a number of programmes to support the emotional well-being of pupils as well as the speech, language and communication needs with programmes such as Talkabout and Lego Therapy. We have also developed our own 'in house' programmes where we feel a child needs a more individualised type of intervention. For example, we have a social communication and emotional intelligence programme called 'Inside Out' that has been developed by one of our ASC specialists, based on the animated film of the same name.

5. How will school staff support my child/young person?

If your child is identified as having a special educational need we will liaise with you to discuss how we will support them. A member of the SEND Support team will explain the difficulties we have observed and suggest to you ways in which we plan to support your child. Once a plan has been agreed, we will liaise with you on a termly basis to let you know how your child is progressing and to discuss our proposed next steps. We will share the Pupil Passport we develop with our staff so they are aware of your child's needs.

All our staff receive regular training in supporting children with special educational needs. They will plan lessons, according to the Local Authority's Graduated Approach to Special Educational Needs that include differentiation, the use of resources or the deployment of a Teaching Assistant in order that your child can access the curriculum. We may provide intervention for your child outside of the classroom setting. Where necessary we will also involve other agencies to support your child such as an Educational Psychologist.

We have a range of services available that, with your agreement, we can access to provide further support for your child. These services include the LA specialists in areas of need such as sensory impairment and social and communication difficulties for example. We work with organisations who provide mentoring support, counselling, behaviour management strategies etc. Our governing body regularly review our policies and procedures and the SENCo meets termly with a member of the

governing body to discuss protocol and provide feed-back. This information is not pupil specific and your child's confidentiality is maintained.

6. How is the decision made about what type and how much support my child/young person will receive?

In order to consider the type and level of support your child receives we will look at the difficulties that they have, the amount of progress they are making and take advice from their teachers about the kind of strategies that have been successful in the past. We will then discuss this with you and your child and listen to your views. The support will then be implemented. The level and type of support will be reviewed on a termly basis with you and your child and adjusted as felt necessary. Should you wish to discuss the level of support during the term, we will be happy to meet with you. Where an Education Health & Care Plan exists the level of support is often determined within this document and is set by the Local Authority. Where appropriate, we will also take advice from professionals who have seen or assessed your child such as a Speech and Language Therapist or an Educational Psychologist and they may advise us on the type and frequency of intervention required.

7. How will my child/young person be included in activities outside the classroom including physical activities and school trips?

At Broadoak we endeavour to make all trips and activities accessible for all of our pupils. In some circumstances we may need to complete risk assessments specifically for your child, to ensure their safety and well-being during any activity. We will involve parents in these discussions.

8. What support will there be for my child/young person's overall wellbeing?

At Broadoak, we run a Pupil Support Programme for mentoring. Children are referred if there are any concerns for their emotional well-being and a Mentor is allocated from our Learning Support Team. Children will meet with their mentor to discuss any worries or concerns and to set mini targets to work towards positive outcomes. Pupils may approach us in school to ask for these services, staff may refer concerns to the Learning Support Team and parents who have concerns about their child's emotional health can contact us to request support in this area. We will always discuss this type of support with the pupil and we explain to them that this service is fully confidential in all aspects unless safeguarding protocol dictates otherwise or unless the child agrees to information being shared.

Furthermore, staff are available around school to support and encourage all pupils. We have a Pastoral Support Team, including two Pupil Welfare Officers who are available to offer social, emotional or mental health support. Individual mentoring may take place if required and may be suggested if a child has been placed on a 'step-out' from school or been excluded due to their behaviour. The objective of these sessions is to support and encourage them to consider and address the issues that led to their poor behaviour in order that it does not recur.

When necessary, we are able to refer pupils to 42nd St for counselling intervention. We are fortunate to have a 42nd St counsellor on site one day per week. We also work closely with the team from Talkshop who also come into school to work with identified students. Pupils referred for this kind of support may need to be put on a waiting list due to the finite nature of the provision.

9. What specialist services and expertise are available at or accessed by the school?

We employ a team of experienced Teaching Assistants, some of whom with specialist training in the support of specific special educational needs such as Dyslexia and Autism Spectrum Conditions, or in appropriate assessment protocol. We are approved for referral to the appropriate Pathways for ADHD and ASC subject to the completion of the required paperwork and periods of 'Assess, Plan, Do, Review' which will always involve and require the consent of parents or carers.

We can take advice from the school nurse should we or parents have concerns around the medical well-being of a child in school.

Our Pupil Welfare Officers (PWO) are available to support pupils and parents with attendance or punctuality issues but can also help with advice around alternative provision for pupils with conditions that mean that they are temporarily unable to attend Broadoak. They, along with a number of our support staff have been trained in supporting the mental health of our pupils and we work closely with Trafford's Child and Adolescent Mental Health (CAMHS) Service and often host their practitioners at school so that pupils can access their support whilst minimising absence from school. As mentioned in an earlier section, we work closely with a 42nd Counsellor who comes into school one day each week to work with identified pupils. We have also requisitioned the services of an Educational Psychologist who, via referral, will meet pupils and parents for assessments or with staff to offer support, strategies and advice.

We are able to offer support to students who are finding it difficult to attend school via our Link space. This is a ground floor, fully staffed room where students who can't access the rest of school for a temporary period of time can be based. Work is set and marked by their teachers, who regularly check in with students and this way pupils can continue to attend school, have social time with their peers whilst their health difficulties are addressed.

Trafford LA continue to offer support to schools from specialists in Specific Learning Difficulties, Autism Spectrum Conditions, Down's Syndrome etc and we can refer to them for advice, assessment or support. The SEN advisor for Physical and Medical Needs at Trafford LA is also invaluable for advice with specific medical conditions.

We work with the Sensory Impairment Service to ensure children with a sensory impairment are appropriately supported. Pupils are referred to the Speech and Language team where necessary and both of these services are happy to come into school to see pupils in their care.

When referred, we can liaise with organisations such as ENGAGE and Talkshop Trafford who work with children to build self-esteem, develop confidence etc.

We work closely with Connexions and have our own Careers Lead who is closely involved with all pupils at KS4 and in particular those pupils identified as having special educational needs. These students will receive additional support and time to ensure they can fully engage with this vital process. She or our Connexions worker liaises closely between school, home and the identified post 16 provision. They will attend review meetings in school to provide advice and support and to ensure a smooth and effective transition. We also work with groups that can support young people who are having issues with drugs and alcohol misuse. Their service is direct and confidential.

Finally, we work with a number of other agencies such as Trafford's Early Help Team, Social Care, Health etc who may be involved with our pupils in order that communication across agencies is efficient and effective. Our use of the Early Help Offer from Trafford LA is comprehensive and we are also part of Trafford Teams Together partnership and we are able to source help for children and families using this route.

10. What training have the staff supporting children/young people with SEND had?

Whole school training is delivered annually by our SEND Lead. This includes training on specific areas of need such as Dyslexia, Speech, Language and Communication Difficulties, ADHD and Autism Spectrum Conditions. Perspectives on these learning differences and strategies to support those pupils who have difficulties in learning arising from them are all covered in this training. Any suggestions, advice, strategies or recommendations provided by other agencies working with our children are fed back to teaching and support staff by the SEND Lead. We work closely with the local authority and attend the termly SEND Forums in order that we are always up to date with current and new practice.

Additionally, all learning support staff attend regular, externally led training in a variety of fields of SEND and several members of the support team have additional qualifications in supporting pupils with Dyslexia and Autism Spectrum Conditions. A number of our team are trained in the delivery of the Ruth Miskin 'Read, Write, Inc.' programme and one in Kathleen Kelly's 'Conquering Dyslexia'. A number of members of the department are working towards Master's level qualifications in Specific Learning Difficulties and in Speech, Language and Communication Difficulties. One member of the team has

completed the Award of Proficiency in Access Arrangement Coordination. One member of the team has a Level 3 diploma in counselling.

11. How accessible is the school environment?

Our school is currently accessible for wheelchair users on the ground floor only. Our Vocational Centre and halls are accessible to all via ramps and ample door sizes. The school is generous in size meaning that mobility on the ground floor is safe for all and we have accessible toilet facilities on the ground floor and on some of our upper floors for pupils and visitors with disabilities. We have the facility to use radio microphones to improve outcomes for pupils with hearing impairments.

Resources are available in most rooms for pupils with Dyslexia and our use of IT resources mean that backgrounds to presentations and boards can be visually adjusted to improve accessibility for dyslexic pupils. Some pupils, depending on their need, will have access to a laptop for extended writing.

12. How are parents and young people themselves involved in the school?

Broadoak has numerous events and activities for both children and their parents throughout the school year. We run many physical activities after school such as football and netball training. The whole school is involved in our annual Sports Day, regardless of ability and we also hold a number of inter school events to give our pupils the chance to meet and socialise with young people from different areas.

We run a daily Breakfast Club and an after-school Homework Club. We have a number of charity days throughout the academic year where pupils get involved in a variety of activities to raise money for specific charities. We have events throughout the academic year for parents and pupils to be involved with and they have supported the school with our annual Summer and Christmas activities. The school is keen for all pupils to be involved in these events too and our choir, where everyone is welcome, performs for the community's older citizens at our annual Christmas Party.

A significant number of our Y8 pupils are involved each year in a Community Project where they get involved with a series of activities all designed to develop their cultural awareness and their understanding of their local community. We also run a 'rangers' group, working closely with the National Trust, for our more vulnerable students. There are residential trips on offer across the year groups and we aspire to make these available to all students, though risk assessments may be necessary in some cases.

The House system at Broadoak has always had a focus on developing collaboration and teamwork amongst our students and the recent rebranding and relaunch of our Houses is helping to embed a sense of belonging. The pupils in each House work closely together across the year groups with the aim of becoming the House of the Year. There are competitions to participate in throughout the year, all designed to earn points for the House and these events cover a broad range of skills – from academic to vocational, individual effort to team effort – with all members of the House working towards their collective goal. Students will visit areas of interest related to their House (Whitworth, Quays, Jodrell, Dunham or Castlefield) and this year all the houses agreed to raise funds for a local homeless charity; 'Don't Walk Past'. All children, regardless of their additional needs, are fully involved in all of these activities and House representatives from each form ensure pupils have a voice in the plans of their House.

Pupils with additional needs often help in our Individual Learning Support classroom at Open Evenings and are keen to share their experiences with visitors. All children are encouraged to support events in and out of school including representing the school in sport or supporting an event such as the school fair.

13. Who can I contact for further information?

Carey Hammond – SEND and Safeguarding Children Manager
Fraser Mackintosh – Assistant Headteacher and SENCo

14. How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

Broadoak School has very close links with its partner primary schools. We run a comprehensive transition programme; members of our teaching and support staff visit the primary schools to work with Year 5 and Year 6 pupils each academic year. We hold many transition events during the year to help pupils prepare for Year 7 and in the summer term prior to transition, members of the team visit each primary SENCo to discuss the needs of all of our pupils and in particular those with special educational needs. We meet all the children and ensure we have 1:1 sessions with pupils who have particular difficulties. Our learning support staff are also involved in this process to ensure that relationships are established early to build confidence and lessen anxiety. All relevant information gathered on each child is shared with our teaching staff in advance of the Transition Week that runs at the end of the summer term. All the children due to start with us in Y7 spend this week with their peers, attending lessons and participating fully in the life of school. We find this is a great opportunity for our new pupils to get to know the school building as well as some of the older pupils with whom they will be learning in the coming years.

Parents are welcome to come to Broadoak to look around the school, either at our Annual Open Evening or by making an appointment with a member of staff. The SEN team are delighted to meet any parent who wants to discuss their child's additional needs prior to their start at Broadoak.

Any paper records and copies of reviews etc are handed over at the end of the summer term, or early in the Autumn term. If any of our children move from Broadoak, we ensure that all our records are sent, without delay, to the receiving school and where necessary contact is made with the SENCo to discuss any concerns. When our pupils reach transition from Key Stage 3 into Key Stage 4, they are supported whilst considering and making their option choices. Our Connexions representative or Careers Lead and representatives from the local colleges attend our Options Evening to provide parents, carers and pupils with advice and support. A parental evening at the beginning of Year 10 and again at the beginning of Year 11 is a good opportunity to meet with staff and share any concerns you may have for your child.

Throughout Key Stage 4 there are activities in school designed to prepare our pupils for when they leave us. We run taster visits to colleges, we organise mock interviews with local business people to prepare our pupils for this type of experience. We participate fully in Careers week where our pupils have the opportunity to learn about any number of potential career choices and our annual Careers Market Place is an opportunity for Y10 and Y11 pupils and parents to come and meet prospective employers, education or apprenticeship providers and advisory organisations. We hold planning sessions where our pupils are supported in preparing Personal Statements, college applications and CVs. Our annual Work Experience programme which takes place at the end of Year 10 is now back up and running following covid restrictions. All of our pupils, regardless of their additional needs, are encouraged and supported to participate in this.

Our children with special educational needs are highlighted to the Connexions team or our Careers Lead in Year 9 and who then provides additional support for these pupils, depending on their level of need. In particular, they attend annual reviews from Year 9 onwards for those children with an Education Health and Care Plan. During these meetings we will look at what needs to be done to ensure a smooth transition to the next phase and this may involve support with transport, application forms etc. Representatives from the identified college of choice are often invited to the final review in school to consolidate transition, make introductions and share information. We work together with parents and carers and the young person in planning for the future. They are happy to support with application forms, college and apprenticeship visits. Home visits can also be arranged to meet with parents, offering advice, support and reassurance. School staff are also on hand to provide additional support with paperwork, interviews and visits.

15. What other support is available?

Find out more about the Local Offer of support which is available for children and young people with additional needs or disabilities and those who have SEN on the Trafford Service Directory www.trafford.gov.uk/fsd or by contacting the **Family Information Service on 0161 912 1053**

