

# Broomhill



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## SEN Information Report

Written by Jo Jones September 2021

Reviewed by Governors September 2021

Reviewed October 2024

## Introduction

At Broomhill, we want each child to be valued and recognised as an individual. We believe that every child matters and each unique individual should have high aspirations and possess deep self confidence. We look at the needs of each child on an individual basis and our child centered and inclusive ethos allows each child to achieve their full potential.

Our SEN information report aims to set out how our school will support and make provision for pupils with special educational needs (SEN).

This information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice \(2015\)](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN Coordinators (SENCOs) and the SEN information report

### **Special Needs Co-ordinator**

The person with the day-to-day responsibility for the co-ordination of specific provision made to support individual pupils with SEN is the Special Needs Coordinator (SENCO).

The SENCO provides professional guidance to colleagues with the aim of securing high quality teaching for children with SEN, and works closely with staff, parents and other agencies.

The SENCO works with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching.

The SENCO plays an important role with the Headteacher and governing body in determining the strategic development of SEN policy and provision in the school in order to raise the achievement of children with SEN.

The SENCO is **Sarah Hawley**

**Telephone: 0114266 0936**

**Email: [shawley@broomhill.sheffield.sch.uk](mailto:shawley@broomhill.sheffield.sch.uk)**

This information report will be reviewed by **Sarah Hamley (SENCO) every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing body.

### **Contact details for raising concerns**

*Sarah Hawley*

*SENCO*

*Email: [shawley@broomhill.sheffield.sch.uk](mailto:shawley@broomhill.sheffield.sch.uk)*

*Jane Barnes*

*Headteacher*

*Email: [headteacher@broomhill.sheffield.sch.uk](mailto:headteacher@broomhill.sheffield.sch.uk)*

If parents have concerns relating to their child's learning or inclusion then please initially discuss these with the child's teacher. This then may result in a referral to the school SENCo.

Parents may also contact the SENCo or Headteacher directly if they feel this is more appropriate.

## **SEN information report**

### **What kinds of Special Educational Needs and Disability are provided for?**

We are currently meeting the needs of children who have a range of Special Educational Needs and Disabilities. This includes:

Moderate learning difficulties,

Specific learning difficulties,

Speech, Language and Communication difficulties,

Social and Communication difficulties including Autistic Spectrum Disorder,

Behavioural, Emotional or Social difficulties,

Dyslexia

Social and emotional needs

### **How does the school identify children and young people with Special Educational Needs and Disability and assess their needs?**

Children with SEND are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

- The progress of every child is monitored at termly pupil progress meetings. Where children are identified as not making progress, in spite of Quality First Teaching, they are discussed with the SENCo and a plan of action is agreed.
- Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:
  - is significantly slower than that of their peers starting from the same baseline
  - fails to match or better the child's previous rate of progress
  - fails to close the attainment gap between the child and their peers
- Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some parental support. Otherwise, the child is placed at SEN Support on our SEND register.

### **What arrangements are in place to evaluate the effectiveness of the provision for children with Special Educational Needs and Disability?**

We evaluate the effectiveness of SEND provision during pupil progress meetings with class teacher and head teacher, during termly reviews involving parents, school and outside agencies.

The school uses tracking data to carefully map the progress of all pupils, and the head teacher meets with class teachers to monitor this. Pupils are assessed before and after interventions to monitor effectiveness. Individual outcomes are monitored and assessed at

least termly. The Head Teacher/SENCo report back regularly to the Governors on the effectiveness of the provision.

Birmingham Toolkit is used to assess and monitor small steps made by children with SEND.

### **How does the school assess and review children's progress towards outcomes?**

We monitor children's progress at least termly. Regular review meetings are held with parents and where appropriate, children, to consider the effectiveness of the provision. If children are not making the progress we would expect, then the provision is evaluated and alternatives considered. If a further need is identified, the school will act. The school will seek the support of outside agencies as needed.

The assessment will be reviewed regularly. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

### **What is the school's approach to teaching children with special educational needs?**

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, at the cusp of their potential. Children with Special Educational Needs and Disabilities are entitled to be taught by their teacher, not always by a TA. We also provide the following interventions:

- LEAP
- Attention Autism
- Lycra
- Lego Workshop
- Baking Groups
- Nurture Groups

### **How are adaptations made to the curriculum and learning environment of children with Special Educational Needs and Disability?**

The curriculum is adapted to meet the needs of all our pupils. Class teachers differentiate across the range of abilities to ensure all children can access their own learning at a level that is appropriately challenging. Learning environments are stimulating and relevant to the current topic in each class. Visual timetables and Makaton are used across school to provide clear visuals to all pupils to support their learning.

### **How are children with Special Educational Needs and Disability enabled to engage in activities available with children who do not have SEND?**

Pupils with Special Educational Needs and Disability are included in all activities available, including PE, out of school visits and residential trips. Risk assessments are carried out with their needs included and considered. Any special requirements are shared with external staff as necessary. Where needed, activities are adapted to suit individual needs of children with Special Educational Needs and Disability.

Further information can be found in our accessibility plan.

### **How do you support children to improve their emotional and social development?**

All year groups have Teaching Assistants allocated and they provide much informal monitoring of children's social and emotional well-being. They are also around to support children during less formal times, such as in the playground. They feedback to the class teachers any concerns they may have about individual children. There are feedback boxes in each class where children can write down their concerns. Regular anti-bullying activities take place in school. We also contact outside agencies, such as MAST, with a view to supporting children with emotional and social development.

### **What expertise is there within the school and how are staff trained to support children with Special Educational Needs and Disability?**

How is specialist expertise secured? All of our teachers are trained to work with children with Special Educational Needs and Disability. Some are very experienced and others less so, but all have access to advice, information, resources and training to enable them to teach all children effectively. We offer training and self-help opportunities through access to in-house or other courses run by a range of providers. Some TAs have expertise and training on specific areas or specific interventions.

### **How does the school consult parents of children with SEND, involving them in their education?**

The school is keen to work closely and in partnership with parents/carers at all stages of any process. We aim to have good and informative relationships with all of our parents/carers. If a child is experiencing difficulties, parents/carers will be informed either at open evenings or during informal meetings to discuss the child's progress.

The school communicates with parents/carers in a number of ways including face-to-face conversations, phone calls, letters and email.

Parents are involved in reviewing their child's progress and setting new targets in termly meetings. Any decision is made with the full consent of the parent/carer.

We have an 'open door' policy where parents can speak to the class teacher before or after school.

### **How does the school consult with children with SEND, involving them in their education?**

Children with SEND are encouraged to participate fully in the life of the school, including the school council. The school council contributes ideas and suggestions for school improvement.

The views of pupils with SEND can be expressed either directly through their voice or advocated by staff through observation and their knowledge of the child.

### **How do we deal with complaints from parents of children with Special Educational Needs and Disability?**

The relationship between parents and carers of children with special educational needs and the school has a major impact on the child's progress and the effectiveness of the planning.

However, if parents and carers do have a complaint, the first step in the complaints procedure should be to approach the school informally and discuss the situation with the Headteacher or member of staff. A member of the governing body would always be available to consider any further complaints.

Information about how to make a complaint official is available in school. The LA would also be able to provide this information.

### **How does the school work with other agencies to meet the needs of children with Special Educational Needs and Disability?**

We have good relationships with outside agencies such as Learning Support and the Educational Psychological Service. We access other agencies such as the Multi-Agency Support Team, Physiotherapy Service, Speech and Language Therapists, Autism Service, CAMHS Team as needed to meet individual needs.

We work closely with these external agencies for support and they will supply specialist equipment, resources and facilities to support specific children with additional needs when required. If you would like the contact details for any of these services, please see the SENCo, Sarah Hawley.

### **Contact details of services for parents of pupils with SEN**

#### **Sheffield Education Autism Team**

A Local Authority specialist support service for Children and Young People experiencing challenges relating to Social Communication Difficulties or Autism.

[autism.educationteam@sheffield.gov.uk](mailto:autism.educationteam@sheffield.gov.uk)

#### **Sheffield Educational Psychology Service**

Mainly a specialist service but timely intervention can sometimes prevent issues becoming more complex. The Service consists of a team of Educational Psychologists and an admin team.

<http://www.sheffield.gov.uk/home/schools-childcare/educational-psychology>

#### **SSENDIAS - Sheffield SEN & Disability Information Advice and Support (formerly Parent Partnership Service)**

Sheffield SEN & Disability Information Advice and Support (SSENDIAS) provides impartial, confidential information, advice & support to parents/carers of children and young people

with special educational needs and/or disabilities on a range of topics including; SEN/disability specific information, education, SEN statutory processes, available services, disability related...

0114 273 6009

[ed-parent.partnership@sheffield.gov.uk](mailto:ed-parent.partnership@sheffield.gov.uk)

<https://councilfordisabledchildren.org.uk/information-advice-and-support-services-network>

Ryegate Children's Centre

Main switchboard number is 0114 271 7000 or if you want to change or cancel an appointment please call 0114 305 3691.

You can also send us an email at [sheffield.childrenshospital@sch.nhs.uk](mailto:sheffield.childrenshospital@sch.nhs.uk).

### CAMHS

Telephone: 0114 305 3218 email

[camhspa@nhs.net](mailto:camhspa@nhs.net)

**To speak to the Trust switchboard call**

0114 271 7000

### **How does the school support children with transition?**

Transition arrangements, whether into school, within school or from our school, are planned according to the specific needs of the individual child. Additionally, personalised transition activities are offered and arranged for those that require it.

At any stage, where a child is to transfer to a new class, school or setting, accurate, up to date information and outcomes will be passed on promptly, ensuring a smooth transition. The SENCo will try to ensure that they discuss individual needs with the SENCo from the receiving school. Where possible, arrangements will be made to invite the new teacher to a final review meeting. Opportunities will be organised for children and parents to visit the new setting.

### **Where is information about the Local Offer published?**

The Local Offer puts all the information about Education, Health and Care services, leisure activities and support groups in one place. This website can be accessed at

<http://www.sheffielddirectory.org.uk/kb5/sheffield/directory/home.page>