



SEND Information Report 2022

Broad Chalke CE VA Primary School

Mission statement: With the love of God we learn, care, grow and share

In line with the Special Educational Needs and/or Disabilities (SEND) Code of Practice for 0 – 25 year olds, this report details the provision made for pupils with Special Educational Needs and/or Disabilities at our school. For a definition of SEND please see our SEND Policy.

Broad Chalke CE VA Primary School is a mainstream setting for 4 – 11 year olds; we currently have 205 pupils on roll. In keeping with our church school values, we recognise that every individual is different but equally important in the eyes of God. We therefore strive to educate each child to their full potential. All children have the right to a broad and balanced curriculum including extra-curricular activities and full access to the National Curriculum. All children are valued and their self-esteem promoted; we achieve this by having high aspirations and expectations for our pupils with SEND. Our focus is to improve their outcomes through a child centred approach. We ensure that our Admissions Policy does not discriminate against children who have been identified with a Special Educational Need or Disability.

All schools need to have a Special Educational Needs Co-ordinator (SENCO) who is a trained teacher and who has the responsibility, along with the Headteacher and SEN Governor, to ensure that the SEND Code of Practice is adhered to. At Broad Chalke the SENCO is Mrs Katie Moriarty who has the National Award for SEN (NASENCo) and is on the Senior Leadership Team (SLT). The role of the SENCO and that of the Governors in relation to SEND is detailed in the SEND Policy. The SEN Governor is Ms Lucinda Phillips. Mrs Moriarty and Ms Phillips can be contacted through the school office.

The Special Educational Needs and/or Disabilities that we offer an inclusive education for are:

- communication and interaction needs
- cognition and learning needs
- social, emotional and mental health
- sensory and/or physical needs

These are the four broad areas of need and support detailed in the SEND Code of Practice January 2015. For a definition of these terms visit the Education section of Wiltshire's Local Offer www.wiltshirelocaloffer.org.uk



The SEND Code of Practice states that "Special educational provision should be matched to the child's identified SEN. However, individual children often have needs that cut across all these areas and their needs may change over time." (p.86) With this in mind, each child's needs are monitored and reviewed regularly.

How the school decides which pupils are entered onto the SEND Register

Class teachers are responsible for the progress and wellbeing of ***all pupils*** in their class. If they have a concern about a pupil's progress, ability to access the curriculum or their social skills, then they should discuss their concerns with the parent/carer. At times the SENCO may be involved, at this early stage. Informal notes may be taken at this meeting. The level of need will determine the course of action; in most cases the first stage will be to implement additional support within the classroom as part of Quality First Teaching, or to set up an intervention programme. The teacher will record the provision on the Class Provision Map and the ASSESS-PLAN-DO-REVIEW (APDR) process will be applied. If the pupil continues to make progress which is less than expected, then the class teacher and the SENCO will consult the Wiltshire Graduated Response to SEND Support (WGRSS) and the pupil will be entered onto the school's SEND Register as requiring SEND Support. At this point a one page profile will be completed with the pupil highlighting strengths and ways to support needs. A 'pupil passport' with SMART targets will also be drawn up and progress monitored. This will be reviewed regularly and parents will be kept informed. Pupil voice will be listened to regularly. If expected progress is not made then support from external agencies may be sought or a My Support Plan drawn up which details desired outcomes and how these are to be achieved. At Broad Chalke there is an emphasis upon the importance of early identification of needs, CPOMS may be utilised to support and evidence early needs. .

Support from the Local Authority

If a pupil joins the school with a long term or complex need they may well have a statutory Education, Health Care Plan (an EHCP) issued by the local authority, we will ensure that the school and the staff are equipped to meet this pupil's needs.

If we feel that we need support and advice to meet the needs of one of our pupils then the SENCO will contact the SEND Service provided by the Local Authority. This service provides professionals who work in one of the following areas:

- Cognition and Learning
- Communication and Interaction
- Physical and/or Medical
- Educational Psychology

For any queries about Wiltshire's SEND Service or information about supporting children and young people with SEND please see Wiltshire's Local Offer www.wiltshirelocaloffer.org.uk



It may be necessary to make a referral to the SEND Service to access support via the Digital Assessment Referral Tool (DART). Parents/carers will be consulted and consent will be sought for outside agencies to be involved with their child.

If we feel a pupil is still making no progress or has long term and complex needs then we may request a My Support Plan review meeting. A SEND Lead worker may be assigned to the family to oversee the case and to help determine if a statutory EHC Needs Assessment should be made. This may result in the local authority issuing an EHCP.

What you should do if you think that your child may have special educational needs

It is very important that you talk to your child's class teacher if you have any concerns. The teacher will listen to you and may record your concerns. If appropriate the teacher will consult the SENCO and together a course of action will be decided upon. If you are not happy with the outcome of your discussion/meeting then you can speak with the Headteacher and if you are still not satisfied then you could speak to a Governor. You can also contact the Local Authority on 0300 4560108.

How the school informs parents/carers about the progress of pupils with SEND

Class teachers will speak with parents regularly; often this may be a brief discussion. In some cases, teachers may set up a line of communication with home/school books. Parents Evenings are offered in Terms 2, 4 and 6 to discuss general progress towards meeting outcomes and where appropriate the pupil passport will be discussed at this point. Additional meetings may be needed to review My Support Plans. An annual report is sent to all parents/carers in Term 6. If the pupil is working with Outside Agencies, parents/carers are invited to attend meetings. Pupils with an EHCP will have an Annual Review, to which parents and carers and all professionals involved are invited to attend.

How the school hears pupil voice of children with SEN

Class teachers will speak to pupils regularly regarding their support needs. Teaching assistants speak to pupils with SEN 3 times a year and record their voice. A new 1 page profile is drawn up at the start of every academic year which highlights pupil's strengths and needs in conjunction with the pupil

How the school evaluates the effectiveness of its provision for pupils with SEND

In school we make regular assessments of all children's progress and record this against the statutory requirements of the Early Years Foundation Stage (EYFS) in Reception, or against the National Curriculum for children in Years 1 to Year 6. We also closely monitor children's well-being. At Pupil Progress Meetings, class teachers discuss the provision for all pupils with subject co-ordinators. Three times a year, class teachers meet with the SENCO to discuss the provision for pupils on the provision map and SEND register. The teacher will also have regular discussions with both the supporting TA and pupil to see if they feel that the provision is helping the pupil to reach agreed outcomes. The SENCO looks at data to assess the effectiveness of the provision and intervention programmes. The Headteacher/ SENCO, Governors and teaching staff review the SEND policy annually.

How the school supports children with SEND

All staff have **high aspirations and expectations** for all pupils. Pupils with SEND are encouraged to express their opinions about their learning and to reflect on how they feel they learn best. This information is presented in their 'pupil passport' / My Support Plan / My Plan. They are able to contribute their views about school life through the School Council and take on roles and responsibilities within their classes.

We ensure that pupils with SEND are able to participate in all areas of the curriculum, including school trips and the extra-curricular activities of their choice. If a child has SEND we have to adapt our provision so that they can access learning in order to meet their full potential. We do this in a number of ways including:

- teachers adapting planning so that individuals have specific learning outcomes:
- withdrawing children from class for short periods of time to work with teaching assistants
- providing extra adult support in class so that children are focused on accessing the curriculum
- employing specific strategies (which may be suggested by Outside Agencies).

Depending upon the need of the child, we make adaptations so that children can access learning. These include:

- providing enlarged print for texts;
- breaking curriculum content down into small parts;
- providing visual cues and timetables so children are able to be independent in their learning
- providing children with resources that allow independent access to curriculum content.

Physical Adaptations

See 7.2 –Vulnerable Children in Admissions policy.

It may be necessary to make physical adaptations in the classroom to allow children with SEND to access learning. Adaptations could include:

- specialist furniture
- seating arranged so that there is line of sight to important resources and the class teacher;
- access to specialist computing equipment;

Being a new building, our school offers full disabled access; it has a disabled toilet, disabled parking spaces and has followed all guidance on this matter, please see the [School Accessibility Plan](#). All of our classrooms and the school hall are fitted with hearing sound systems.

The support for improving emotional and social development

If we feel the need, we can utilise a 'Nurture Group' approach to supporting vulnerable pupils on our SEND register and there is an area in the school where a small group of pupils can work quietly with a TA. We have TAs who run ELSA sessions. We do not tolerate bullying and, should we have cases reported to us, we follow the school's [anti-bullying policy](#).

Staff Training

The SENCO has a nationally recognised qualification at Masters level. The SENCO attends regular updates on SEND provision through the Cluster Network meetings and disseminates this to colleagues at staff meetings.

Staff have access to continuing professional development so that they are equipped to teach children with SEND. Our staff have had training to deliver the following:

- ELSA
- Sound Discovery

- Social Skills
- Speech and Language Programmes
- Behaviour support
- Occupational Therapy
- Nuffield Early Language Intervention (NELI)

We work with external agencies such as LA Behaviour Support Team and HCRG care group..

How is SEN Support allocated to children?

- The school budget from the Local Authority includes money for supporting children with SEND.
- The Headteacher decides on the budget for SEND in consultation with the Governing Body.
- The School Leadership Team discusses the information they have about SEND in the school and all resources/training and support is reviewed regularly and changes made as needed.

How the school prepares and supports pupils to join the school, transfer to a new class or to the next stage of education

Prior to starting school, a child may have already been identified with a Special Educational Need or Disability. Where this is the case, we work closely with parents and supporting agencies to ensure transition into school is as smooth as possible. We ensure that staff will be ready to meet that child's needs. The pupil will visit the school and Reception parents are invited to an information session.

Towards the end of each school year, class teachers meet to share information in order to make transition from one year group into another as seamless as possible for all pupils. Children also have some time in the classrooms with their prospective class teachers. For children with SEND, this provision may be increased and a new class teacher might, for example, provide a small book to a child who finds change difficult, so that child knows what to expect when they move to that class.

For transition to secondary education the Year 6 class teacher will be the first point of contact then if necessary the SENCO will arrange to discuss information with SENCOs from receiving schools and a bespoke plan for transition will be made. . The pupil and parents/carers will be invited to these meetings. We will also encourage pupils to attend early transition days.

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