

**Our SEND  
Information Report  
is available on the  
school website**

Welcome to Broomgrove Junior School's  
SEND Information Report.  
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Broomgrove Junior  
School's Vision



SEND Needs



Identifying SEND



Children with SEND



Working together



Assessment and  
reviews



Approach to learning  
and teaching



Adaptions



The whole child



Wellbeing



Additional  
opportunities



Transition



External agencies



Complaints and  
policies

# OUR VISION

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- Our school strives to empower all pupils to embrace learning, achieve their personal best and build their emotional, social and physical well-being. We aim to prepare our pupils for a successful, ambitious and happy future.
- We view cultural capital as powerful knowledge and our goal as a school is to equip our pupils with the knowledge, skills and mindset to thrive and then take on the world.
- We strive to consciously create a culture of respect and inclusion and to support and respect diversity amongst everyone in school, as well as in our local and global communities.
- We believe that everyone is different, everyone is equal and everyone will achieve!

Being the best we can be, together  
Reading for pleasure  
Our high expectations for all  
Outdoor learning experiences  
Monitoring and supporting social and emotional needs  
Gaining powerful knowledge  
Relationships at the heart of everything  
Opportunities for all through inclusion  
Valuing our Character Virtues  
Equality for all and celebrating diversity

***Miss Bonner is the Special Educational Needs Coordinator (SENCo)***  
***You can contact her via the school office on 01206 822893 or by email at***  
***vbonner@broomgrove-jun.essex.sch.uk***

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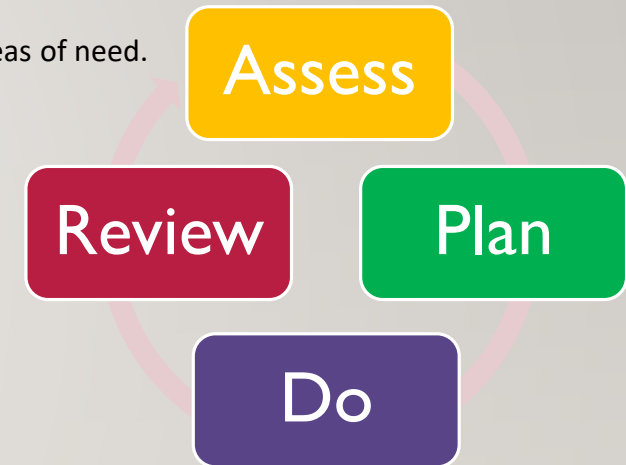


# SEND NEEDS

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As identified in the 2014 Special Educational Needs and Disability Code of Practice (January 2015), there are four main areas of need.

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical

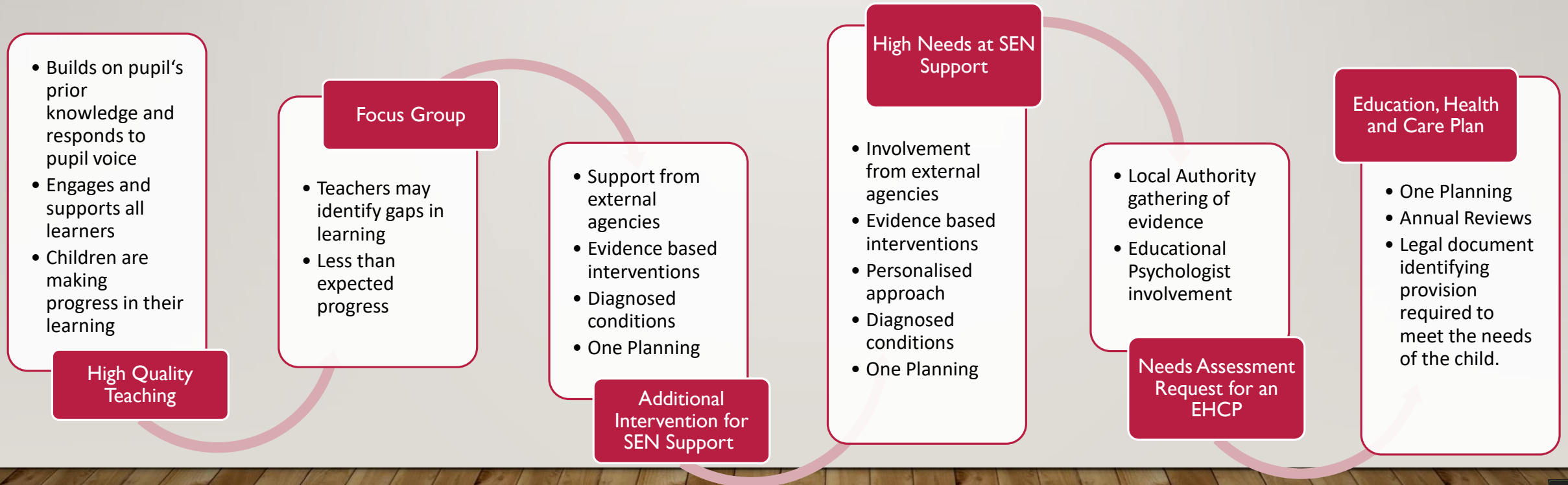


All Broomgrove Junior School staff have received, and will continue to receive, training specific to a variety of Special Educational Needs and Disabilities. Each child in the school has access to high quality teaching within the classroom. Some children may need some extra support that is '*additional to*' or '*different from*' their peers (SEND Code of Practice 2015, 6:15). In these cases, the children may be placed on SEN support and a personalised programme of support is set up for them which will be linked to the graduated approach of assess, plan, do, review. For some children, who need further support, an assessment for an Education, Health and Care Plan may be requested from the Local Education Authority.



# IDENTIFYING SEND

From time to time, teachers may identify that a child may have special educational needs and will share this concern with parents and carers and the SENCo. Once a concern has been shared, additional provision or intervention may be provided to meet the child's needs.



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# CHILDREN WITH SEND

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## SEN Support

Extra or different help is given from that provided as part of the schools' usual curriculum. The class teacher and Special Educational Needs Co-ordinator (SENCo) may also receive advice or support from outside specialists. The level of support will differ from those who receive SEN support and those who have an Education, Health and Care Plan.

## Education, Health and Care Plans (previously Statements of SEN).

A pupil has an EHCP when a formal assessment has been made. A legal document is then in place that sets out the child's needs and the extra provision they should receive. More details can be found on the Essex Local Offer:  
<http://www.essexlocaloffer.org.uk/category/one-planning-and-education-health-and-care-plan/>.



All children that are on the SEN register will have a One Plan. These meetings will be led by the SENCo and/or class teacher and they will take place each academic term. Parents and carers will be invited to be involved in this meeting. A One Plan meeting will focus on the whole child and celebrate their achievements. They will also look closely at how we can improve the provision and what strategies are needed to meet the child's outcomes including what is and what is not working. All professionals that are involved with that child are invited to the One Plan meeting, although it is not always possible for them to attend each one.

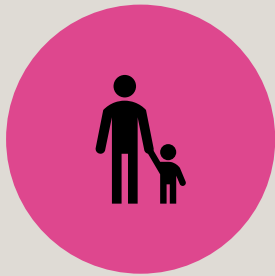
At times, following a reflection on the progress made by the child and if appropriate, children may be removed from the SEND register. Parents and carers will be involved and informed of this decision.

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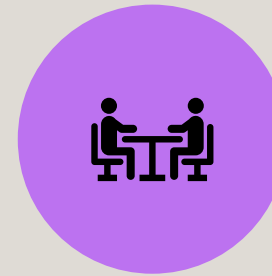


# WORKING TOGETHER

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We recognise that parents/carers play an integral role in the progress of their child and we work hard to foster a strong working relationship.



Parents/carers are invited to attend termly One Plan meetings, Annual Reviews, school activities and events to celebrate and review their child's progress as well as informal methods of communication.



Parents/carers are encouraged to contact the class teacher in the first instance if they have any concerns and the class teachers will refer to the relevant support internally or externally.



Children have the opportunity to share their views, thoughts and feelings through One Plan meetings, Annual Reviews and pupil voice.

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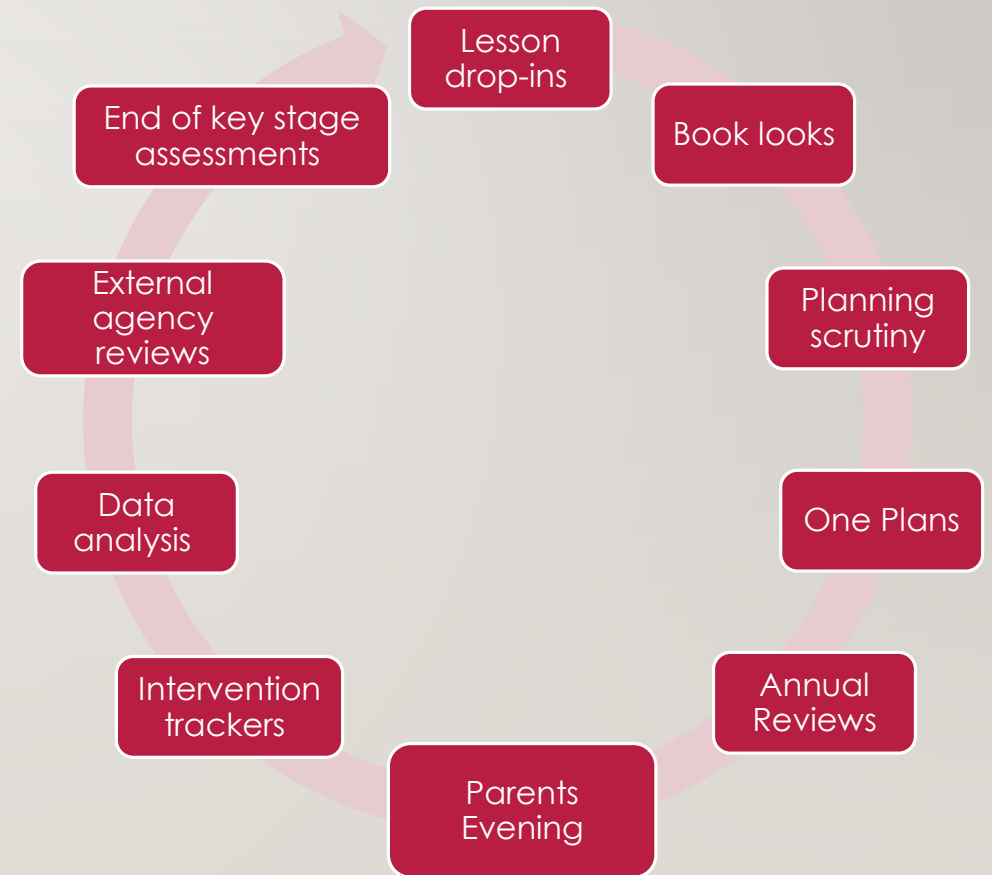
# ASSESSMENT AND REVIEWS

A range of assessment tools are used to identify areas of need and measure progress. Some children may engage in more specific assessments based on their area of need.

Every child who receives SEN support or who has an Education, Health and Care Plan (EHCP) will have a termly One Plan meeting with parents/carers which will be led by their class teacher and the child.

Children who have EHCPs will also have an Annual Review which is shared with the Local Authority to measure progress against the outcomes identified in their EHCP.

The provision for children with SEND is regularly reviewed and monitored across the school and local cluster groups.



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# APPROACH TO TEACHING AND LEARNING

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*"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" [Code of Practice; June 2014: 6.36]*

We ensure all children have access to high quality teaching from their class teacher. Where necessary, some children may receive additional provision to meet their individual needs.

Some children may require a personalised approach including a personalised curriculum, personalised timetable or care that is required to meet health needs following guidance from medical professionals.

All children will be assessed as part of the school assessment cycle where personal targets are set. Over time, support will be planned to meet these targets. Each target will be reviewed. This is part of the One Plan process based on the graduated approach of assess, plan, do, review. At times, some children require additional support whereby the SENCo may apply for an Education, Health and Care Plan. We endeavour to ensure all children make progress from their starting points.

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# ADAPTIONS

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We create an inclusive learning environment whereby all children, including children with Special Educational Needs and Disabilities are expected to take part in all activities alongside their peers. Reasonable adjustments will be made to meet the individual needs of the pupil when necessary. We make reasonable adjustments to our curriculum and learning environment to ensure all children are able to meet their potential.



Adaptions to the learning environment could include: personalised planning including personalised curriculums, coloured backgrounds on books and/or overlays, a visual timetable, an individual timetable, large fonts, specialist equipment such as large print dictionaries, visual cues and aids, staff support and evidence-based interventions



Adaptions for the physical environment include accessible toilets, high visibility marking on steps and double doors in some areas of the building, ramps for wheelchair access.



# THE WHOLE CHILD

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We have high expectations of children with Special Educational Needs. We ensure that they *“achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood”* (Code of Practice 2015, 6.1).

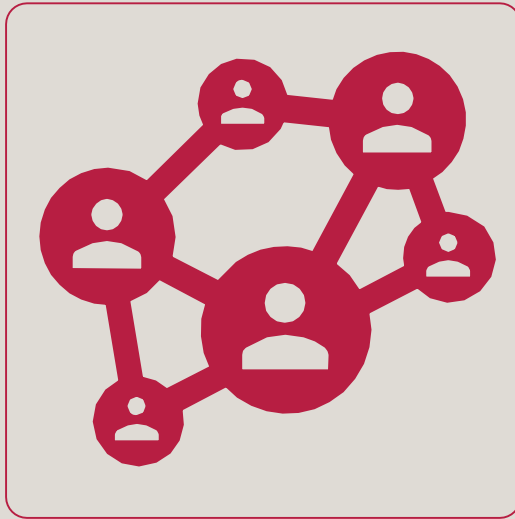
We ensure that all children are provided with relevant opportunities to develop their independence in an inclusive setting. Strategies we adopt to ensure *“All pupils should have access to a broad and balanced curriculum”* (SEND Code of Practice, January 2015: 6.12) are:

- a graduated approach linked to assess, plan, do, and review;
- high quality teaching supporting pupils on SEN Support or children with an Education, Health and Care Plan;
- provision which is ‘additional to’ or ‘different from’;
- targeted evidence-based interventions;
- at times, adult support if the school decides it is appropriate;
- liaison with outside agencies.



# WELLBEING

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We access support from external agencies such as the Tendring Families First and the Child and Adolescent Mental Health Services (CAMHS). Our PSHE curriculum includes aspects of feelings, emotions and relationships to ensure children have the opportunity to understand their feelings and express themselves safely.

At Broomgrove Junior School we understand the importance of self-regulation and work hard to provide children with opportunities to identify what tools they need to recognise different emotions as well as developing a toolbox of strategies to use when they are not regulated. We use the Zones of Regulation and Colour Monster to equip children with the vocabulary to identify how they and others are feeling.



# ADDITIONAL OPPORTUNITIES

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We have high expectations of children with special educational needs. We ensure that they *“achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood”* (Code of Practice 2015, 6.1).

We ensure that our school is inclusive by ensuring all children have access to:

- inclusion in all activities across the curriculum;
- after school clubs;
- classroom and whole school responsibilities;
- adult or peer support as necessary to help children access all areas of the curriculum;
- Forest School.

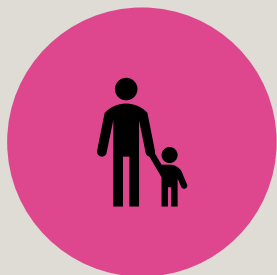
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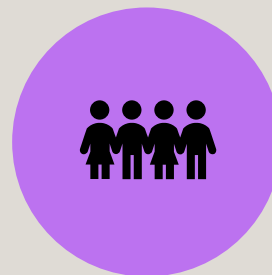


# TRANSITION

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All children will encounter transition throughout their time at school and this can be a tricky time. Any change or transition will be carefully considered and managed thoroughly to ensure the needs of the child are met.



Children will move between classes and will encounter changes of staff. The children will have the opportunity to meet the new adults they are working with when they visit their new classrooms. In some cases, some children may require additional support for transition which could include additional visits, social stories, photos or transition packs.



Sometimes, children may move schools. We will work with the other school and share relevant information to ensure there is a thorough transition. If the child has an Education, Health and Care Plan, often the Local Education Authority will consult directly with the school. More information can be found at <http://www.essexlocaloffer.org.uk/>.



We will work closely with families, other schools or nurseries and where necessary, medical professionals to provide a smooth transition between settings that meet the needs of the child. Staff will work hard to communicate fully with other agencies.



# EXTERNAL AGENCIES

Within Essex, we work closely with our Local Authority's SEND teams. In addition to this, we seek support from the Inclusion Partners, Educational Psychologists and other professionals.

We work closely with external agencies to support the individual needs of the child as shown in the infographic to the right.

Wellbeing and Mental Health

- Tending Families First
- Child and Adolescent Mental Health Service (CAMHS)

Speech and Language Support

- ACE (NHS)

Community Paediatrics

- Paediatricians
- Occupational Therapy
- Physiotherapy

Social Care

- Family Solutions
- Social Workers

Specialist Teachers

- Visual Impairment
- Hearing Impairment
- Physical and Neurological Impairment

School Health Team

- School Nurse
- Health Visitor
- Continence Nurse

Medical Professionals

- Specialist Consultants
- General Practitioners

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# COMPLAINTS AND POLICIES

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## **Our policies and provision**

The school delivers the requirements of the National Curriculum and adapts this according to individual needs. Our approach focusses on teaching children the skills they need for lifelong learning and independence as they progress to ensure they are prepared for adulthood.

A range of our school policies are available on our website or we can provide copies on request.

Please see the following documents:

- Special Educational Needs and Disability Policy
- Equality Information and Objectives
- Accessibility Plan

## **Essex Local Offer**

The Local Offer provides information on the services in Essex that are available for children and young people with Special Educational Needs (SEN) and Disabilities aged from birth to 25.

<http://www.essexlocaloffer.org.uk/>

## **Complaints**

Please refer to the school's complaints policy.

