

SEND Local Offer – Broughton in Furness CE Primary School.

Children with significant additional needs are usually identified before starting school, by parents and health care professionals. However, occasionally children are highlighted as maybe having additional needs once they begin nursery or full time school. Special educational needs and provision can be considered as falling under four broad areas –

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

At Broughton, we always work in partnership with parents and we will share with parents, initially, any concerns we may have. Parents who may be concerned about the progress of their child can make an appointment with the class teacher or the SENCO (Miss Harris) to discuss progress and to establish whether their child may need support which is additional to that provided in the classroom.

Once identified, children can be supported in school in a variety of ways. They may be part of a small group, accessing a specific intervention; they may have some one to one teaching time with a member of staff. At this stage, the school SENCO may complete an Early Help Assessment with the parent to identify the most important issues and to draw up an action plan to address them. The Early Help Assessment process may highlight the need for some extra advice or support, an outside agency may then be consulted.

Children's individual needs are met through differentiated activities. Challenging, yet achievable, tasks are provided to meet the needs of children of varying abilities. We strive to keep parents well informed about their child's progress. We have an open door policy, as good communication between home and school is important to us. Parents are encouraged to come into school to talk about how their child is progressing. Teachers share information at parents evenings, open days and through written reports. Parents are encouraged to support their child's learning outside school. If a child has an individual pupil plan, parents are always invited to contribute to the plan, and then work on these targets with their child at home.

The well-being of all our children is of paramount importance to us at Broughton in Furness CE Primary School. We can offer children a variety of support measures, including pastoral, medical and social. During the year, the children will participate in the 'Kidsafe' scheme. They are able to access small supportive friendly groups led by an experienced practitioner. The Reception children are allocated a buddy from Year 5 or 6 to help them settle in. If required for some children, Healthcare Plans will be put in place to ensure staff are aware of medical needs. For some children, a higher level of personal care may be needed, such as toileting support and intimate care. Facilities are available and toileting plans can be written to support a child. Any kind of personal care is recorded and this will be shared with parents. The views of the child are important, we encourage children to be involved with their own target setting and include their 'voice' in the individual pupil plans.

We are able to access a wide variety of specialist services to support staff, parents and children. Speech therapists, school nursing, health visitors, educational psychology and the specialist teaching service can all be referred to when needed. We can also refer parents to the Children's Centre, Action for Children and social care. Referrals can be made by the SENCO or a team of appropriate professionals can be brought together through a 'Team Around the Family' approach.

As a staff we have regular training in special educational needs and disabilities. Training includes sessions on specific needs as well as disability awareness. Some of the training accessed recently include; Kidsafe and IDL Literacy and dyslexia training.

Our school is fully accessible for wheel chair users. We have toilet facilities for disabled children and adults.

Broughton in Furness CE Primary school endeavour to fully support children with additional needs joining us, as well as those moving on to new settings. New children and parents are invited to visit our school and spend some time in their new class. Children who are moving on to secondary school are able to have extra supported visits if needed and they often make pupil passports for their new teachers. The SENCO, Class 3 teacher and Headteacher are responsible for liaising with different settings, gathering all relevant information to ensure transitions are smooth and successful.

To help our youngest children, our Reception class has a Senior Teaching Assistant to support small groups and individual children. Further up the school, individual needs are looked at and resources are allocated accordingly. This is an ongoing process of assessment and monitoring to ensure appropriate support is in place where it is required. We endeavour to include parents in the decision making process about the type and how much provision will be made available. Often this decision is informed by advice taken from outside agencies, so that the most effective support can be determined. All interventions are monitored through an, assess, plan, do and review action plan, in order to ascertain the impact of the support.

Lisa Harris SENCO