

Broadway First School

Special Education Needs and Disability (SEND) Information Report for Children with SEND 2026/2027

This report outlines the provision Broadway First School offers to children with Special Educational Needs and Disabilities. Any queries regarding SEND should be directed to the SENDCo.

Name of SENCO	Email address	Phone number
Abbie Adams	sendco@broadway.worcs.sch.uk	01386 852485

Name of SEN Governor	Email address	Phone number
Jess Edgecombe	office@broadway.worcs.sch.uk	01386 852485

Our school's approach to supporting pupils with SEND

Broadway First School is an inclusive school that values all of its children and are committed to ensuring that all children reach their potential. We value all pupils and celebrate diversity of experience, interests and achievement. All pupils need to experience praise, recognition and success, and pupils with SEND have equal entitlement to this.

The code of practice defines SEND as:

A child or young person who has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities generally available in a mainstream school.

New Government legislation requires schools to publish a report called the SEN information report. It utilizes the Local Authority “SEND Local Offer” service, to meet the needs of SEN pupils detailing the provision the school is able to offer.

The Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIAS) is at arm's length from Worcestershire's Children's Services and able to give independent and neutral advice. For more information please email: sendiass@worcestershire.go.uk or call: 01905 768153

Local authorities must publish a local offer, setting out in one place information about provision that is available for children and young people in their area who have special educational needs. You can find this at: worcestershirelocaloffer.org.uk

To ensure we meet the individual needs of all our pupils, every child receives Quality First Teaching within the classroom, allowing all children to engage with the curriculum. In some circumstances, some pupils may require further support and additional help may be provided through individual or group interventions. Our Special Educational Needs and Disability Policy, outlines the framework for the school to meet its duty, obligation and principal equality values to provide a high-quality education to all of its pupils, including pupils with SEND, and to do everything it can to meet the needs of pupils with SEND. To support these pupils in school, we follow a **graduated response** (as outlined in the DfE's 'SEND Code of Practice: 0 to 25 years'), consisting of 'assess', 'plan', 'do' and 'review'. Our SEND policy can be accessed on the policy page of our website.

Catering for different kinds of SEND

Broadway First School will meet the needs of children with the following SEND:

- Cognition and learning
Children might be given support for learning difficulties when they are learning at a slower pace than their peers, even with Quality First Teaching. These learning difficulties cover a wide range of needs and could include; Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) and Specific Learning Difficulties (SpLD).
- Communication and interaction
Some children have difficulty communicating with others, this may be due to difficulty saying what they want to, understanding what is said to them or not picking up on social rules of communication. Children with communication needs may also experience difficulties playing and relating with others. Children with Speech, Language and Communication Needs and Autistic Spectrum Disorders (ASD) are likely to have particular difficulties with social interaction and communicating with others.
- Social, emotional and mental health
There are a number of social and emotional difficulties that children can face, and these can present themselves in different ways; becoming withdrawn, challenging behaviour, disruptive behaviour. These behaviours may reflect underlying difficulties such as anxiety or depression, and some children may have disorders such as Attention Deficit Hyperactive Disorder (ADHD).
- Sensory and/or physical needs
Some children require SEND provision because they have a physical disability which prevents or hinders them from accessing education facilities provided. These disabilities could include Visual Impairment (VI), Hearing Impairment (HI), or a Multi-Sensory Impairment (MSI).

Key staff and expertise

Name of staff member	Area of expertise	
Abbie Adams	SENCO	NASENCO
Helen Organ	Social, Emotional and Mental Health DSL (Designated Safeguarding Lead)	Level 5 Diploma, Trauma and Mental Health Practitioners status. Level 3 CLANSA, CPCAB level 2 in counselling skills.

Identifying and assessing pupils with SEND

At Broadway, we strongly believe in the importance of identifying children's needs swiftly. Children entering our Reception class are assessed in all areas to ascertain their starting points against the EYFS. We identify additional or complex needs early so effective action is taken to address and prevent difficulties from escalating. We have positive relationships with parents/carers, other early year's settings and partner organisations, enabling us to gather information about any additional or complex needs of individual children. We are committed to providing extra or specialised help at an early stage, so children are able to reach their potential and achieve the highest possible standards.

In order to identify children with additional or complex needs we use a wide range of information:

- Day-to-day observations of children throughout the school day e.g. in class, at play and lunchtimes.
- Information from parents including what they've done to support their child and the parents view on child development.
- Information from Health Visitors, and other early years settings/schools
- Early Years Foundation Stage Profile

- Information from previous schools (if a child is admitted mid-way through the school year, or after Year R)
- Termly assessments and data analysis which shows a widening gap between the child and their peers or slower progress
- Information from a range of professionals
- Outside Professionals e.g. Educational Psychologist, Speech and Language Therapy

The following agencies may be contacted and we can ask them to attend meetings, provide reports and guidance:

- Speech and language therapist
- Behaviour Support Team
- Educational Psychologist
- Children and Adolescent Mental Health Service (CAMHS)
- Community Paediatric Service
- Visual Impairment Team
- Hearing Impairment Team
- Early Years Inclusion Team
- Occupational Therapy
- School Nurse

Consulting with pupils and parents

Parents

Parents of all pupils are welcome to approach the school at any stage of the school year with queries relating to their child.

Parents are invited to attend Parents' Evenings to discuss their child's progress in school. Parents are also invited into school to review their child's Individual Provision Map (IPM) on a termly basis. In-between these meetings, parents will be contacted when concerns arise, and a discussion is held as to what provision the school will be making. If a child needs to be referred to an outside agency, parents will be asked for their permission and views, which form part of the referral process. If a child has an Education and Health Care Plan (EHCP), then the parent will be involved in the application and review process.

The SENDCo is available for drop-in meetings with parents/carers. An appointment can be made at the school office. Information can be shared about the child's progress, provision map targets and interventions and ideas for parents to support their child at home.

If you have concerns about your child's progress, you should speak to your child's class teacher initially. If you continue to be concerned that your child is not making progress, you may speak to the Special Education Needs/Disabilities Co-ordinator, Miss Pearson. The School SEN Governor can also be contacted for support.

Pupils

The children are constantly involved in discussion whilst their SEN intervention programmes are happening. All children, regardless of SEN, are aware of their next steps through marking and verbal feedback during lessons. They also are aware of their targets and are able to say how they feel their learning is developing.

SEND pupil interviews take place to get pupil views on different aspects of school life and is part of the school's normal monitoring cycle.

Progressing towards outcomes and evaluating provision

We may use the following to measure the effectiveness of the provision:

- Termly pupil progress meetings
- Class provision maps/ Intervention overviews with measurable targets and outcomes

- Individual Provision Maps
- Re-assessments by external agencies
- Whole-school data
- Pupil Conversations
- Ongoing consultation with parents
- Collation of children’s work
- Observations of children by teachers, teaching assistants and the SENCO

Transition support

The school works hard on ensuring that there is a smooth transition both for the children joining the school, and for those transferring to Middle school. Meetings are held where each child is discussed in detail and necessary information is passed on. For the children joining the school after Reception, opportunities are provided for the pupils to spend time in school and meet their new class teacher.

Teaching approach

The school aims to teach all children together in their classes where possible with the class teacher scaffolding and supporting all children. At times, it may be necessary for a child with SEND to access intervention as part of a group or on a 1:1 basis. Listed below, are examples of the type of support and approaches used to support and teach pupils with SEND.

Type of support	What does this look like?
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Targeted classroom teaching is provided within all classrooms.	- Teachers have the highest possible expectations for your child and all pupils in their class. - Teaching is built on what your child already knows, can do and can understand. - Different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve using more practical learning. - Adult focus groups within English and Maths focusing on specific skills and pupil targets. - Specific strategies (which may be suggested by the SENDCo) are in place to support your child to learn. - Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.
Individual Provision Maps	Children on the SEND register will have an individual provision map containing both learning and personal targets. The learning targets focus on next steps or gaps within their learning. Personal targets are written with the staff's knowledge of individual children, these focus on learning behaviours and social skills to ensure children are fully prepared for school life. Work on children's targets will be incorporated into whole class teaching, Class TA focused sessions and/or small group interventions.
Small group interventions	If required, these groups have specific targets and outcomes and are reviewed regular by all staff involved. The majority of interventions take place during the afternoons to ensure the sessions are additional to targeted classroom teaching.
Advice from specialist outside agencies	If a need is identified by the SENDCo and the resources are available, they will liaise with specialist outside agencies to work with your child to understand their needs and make recommendations as to the ways your child is given support. You will be asked to give your permission for the school to refer your child to a specialist professional. This will help the school and you to understand your child's particular needs better and be able to support them more effectively in school.
1:1 support	1:1 support may be available to pupils with significant learning or behaviour needs, to support their learning. Appropriate sessions will be planned to maximise learning and may take place in the classroom or in a group learning area. 1:1 support may be obtained through the statutory assessment process (EHCP), or at the discretion of the Headteacher and SENDCo.

Adaptations to the curriculum and learning environment

We allocate funding from our budget every year towards the provision of supporting pupils with Special Educational Needs. This budget is used to provide teaching assistants, resources and training for staff where required, and possible outside agency support. Where required, all classrooms are located on the ground floor and there are ramps leading into the building.

We also use a range of intervention programmes including the following:

Resource	What does this look like?
Trauma Informed School	A nurture programme delivered by our trained pastoral lead, Helen Organ. Interventions consist of: • BED (Big Empathy Draws) • Sandtray therapy • Play • Adopting a PACEFUL attitude (Playful, Accepting, Curious and Empathic). • Practicing the key relational skills, P and the 3 R's - Protect - ensuring children have a EAA (emotionally available adult to help them feel safe). - Relate - Relate to children to gain their trust, school to be a positive experience for all. - Regulate - Provide a variety of interventions/strategies to lower stress levels. - Reflect - Use the art of listening, attuning, validating and reflection to aid trauma recovery, to make sense of life experiences.
Rapid Phonics	• A phonics-based reading intervention programme which is taught in groups by teachers and teaching assistants who have been trained to use the programme.
Read Write Inc (RWI)	• Our whole school approach to teaching phonics which is grouped according to ability. • In KS2, this is used as an intervention to support reading.



	All staff have been trained.
WellComm	A speech and language programme which is delivered both in small groups and 1:1 by two trained teaching assistants.
Nessy Spelling and Reading	- A computer-based reading and spelling intervention which is delivered on a 1:1 basis, children are guided by the programme and also have the support of a teaching assistant. - The programme regularly assesses the children and reviews personalised targets.
Numicon	A visual and kinaesthetic way of teaching mathematics that can be used in small groups or as a whole class.
Speech and Language	In collaboration with the Speech and Language team, teaching assistants and teachers work with individuals and groups to develop language concepts, speech sounds/ articulation and listening and attention skills using a range of visual prompts, games and alternative strategies.
Various social skills/ nurture/ mental health/ behaviour interventions.	- The school has a range of interventions to develop a child's social skills, for example; Jellybean Jamboree, Six life skill unit program, - Anger management - Emotional awareness - Decision making - Self-concept - Friendships - Behaviour - We also use 'Think Good Feel Good'. This is a CBT workbook for children and young people. - Time to talk – a program to support oral and social skills. - Lego Therapy aims to build social skills and develop social competence through a multi-sensory experience tailored to suit each individual pupil.
Dough Disco	- A fun activity, which combines the use of play dough with a series of hand and finger exercises, designed to improve fine muscle control. - The movements develop children's fine and gross motor dexterity, hand-eye coordination and self-esteem.
Smart Moves Coordination or Jimbo Fun	A set of activities that aim to develop fine and gross motor skills in children who are experiencing difficulty in these areas.

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| | <ul style="list-style-type: none"> • Children are identified for this intervention through the assessment of the teacher, together with the SENDCo. • Skills developed include perception, hand skills, letter formation, balance, body awareness and coordination and ball skills. |
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Inclusivity in activities

Broadway First School continues to be an inclusive setting to all. Staff training and resources are built around the needs of pupils. All children have access to a broad and balanced curriculum.

Our 'Equality and Information Objectives' policy states:

- All pupils will be entitled to access a broad and balanced curriculum and to teaching and learning opportunities which meet their needs, including extra support where this has been identified as a statutory need.
- When planning the curriculum, the school will take every opportunity to promote and advance equality.
- When teaching the curriculum, the school will promote equality and will not subject individuals to discrimination.
- The school will develop an appropriate curriculum for all pupils in all vulnerable groups.
- The school will ensure SMSC lessons are designed for pupils to develop their knowledge of the world and the importance of equality.

Supporting emotional and social development

As detailed in our intervention resources list, the school uses a range of intervention programmes to aid children's Emotional and Social development. In addition, our pastoral manager is non-class based and is therefore able to provide timely support for individuals and groups of children as needed. This is facilitated by a 'post-box' where the children can write their name to drop-in and discuss any concerns. Pupils who have been identified as having a Social, emotional or mental health need, will be offered more targeted provision.

All children have the opportunity to express their thoughts and feelings and are listened to. For more information, see our Anti-Bullying policy.

Handling complaints

Our complaints policy is available on the website or can be accessed through the school office.

Local Offer (and additional support)

Local Authorities are required to publish and keep under review, information about services they expect to be available for the children and young people with Special Education Needs (SEN) aged 0-25. This is the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area. At Broadway First School, we embrace the fact that every child is different, therefore the educational need of every child is different; this is certainly the case for children with Special Educational Needs.

The web address for the local authority is shown below and this is a useful site to gain further information:

<https://www.worcestershire.gov.uk/sendlocaloffer>

There is also a parent friendly version of it is here:

<https://www.worcestershire.gov.uk/graduatedresponse>

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Named contacts:

Name of individual	Email address	Phone number
Abbie Adams SENDCo	sendco@broadway.worcs.sch.uk	01386 852485
Helen Organ DSL & Pastoral Lead	office@broadway.worcs.sch.uk	01386 852485
Lee Poultney Head Teacher (DDSL)	office@broadway.worcs.sch.uk	01386 852485
Mediation (SEND Local Offer) Worcestershire County Council.		