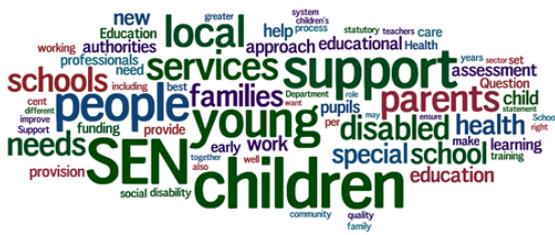


Supporting children with Special Educational Needs (SEN) at Broadwas CE Primary School



What are Special Educational Needs?

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person 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 of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

(Special educational needs and disability code of practice: 0 - 25 years, page 25, Department for Education, January 2015)

At Broadwas, we want *all* our children to achieve their *full* potential. We are an inclusive school and we welcome children regardless of their academic abilities in line with our Christian Values and Vision.

We recognise that not all children learn at the same pace, and that some children may need additional support at some point during their time with us.

How is SEN provision organised at Broadwas?

Children in Years 1-6 are taught in mixed year groups by their Class Teacher. **Mrs Karen Smith** is the **Special Educational Needs Coordinator** (SENCo) who oversees provision and liaises with outside agencies when additional support is needed.

Our experienced team of Teaching Assistants support pupils' learning in the classrooms and deliver a range of focused intervention groups, often during the afternoon sessions.



Mrs Karen Smith (SENCo)

How might your child's needs be identified?

It is not unusual for children to learn to read and write at different times, or for progress in Literacy and/or Numeracy to be rapid and then plateau. Support is routinely given to individual pupils by Teaching Staff within the classroom to ensure they make progress.

Through regular Parent - Teacher Consultations, you will be kept informed of your child's progress. Their end of year report will state whether they are working above, in line with, or below, age related expectations.

Children working significantly below the national expectation for their age in a particular area are most likely to be identified as having Special Educational Needs.

If your child's Class Teacher feels that specialist guidance is needed to support a particular pupil in the class, with consent

from the child's parents, the SENCo will request an assessment from an external agency. At Broadwas, we employ the services of qualified Staff from Chadsgrove School, Bromsgrove. Referrals might also be made to the Behaviour Support Team, an Educational Psychologist or a Speech & Language Therapist.

Parents will always be consulted prior to an initial assessment visit being arranged and will be given an opportunity to meet the specialist from whom advice is being sought.

A report summarises the assessment findings and offers specific suggestions as to how the child may be further helped at home and/or school.

There is a wealth of information available to parents on the SENDIAS (Special Educational Needs and Disabilities Information Advice and Support Service) website at: <https://www.kids.org.uk/sendias>

What should I do if I have concerns about my child's progress?

At Broadwas, we aim to build excellent relationships with our children and their parents. We are always available to discuss issues regarding a child's emotional or academic well-being.

Please speak to a member of staff if you have any concerns about your child's progress or would like further information about how we support children with Special Educational Needs (SEN) at Broadwas Primary School.

What is an IPM?

For pupils who need additional targeted support, an **Individual Provision Map** (IPM) is created. It lists the child's targets and ways in which they can work towards them. Targets are often addressed within the classroom and supported at home. We believe that support at home is crucial for all pupils to make maximum progress. Personal targets may require time out of the classroom individually or as part of a focused intervention group.

What if I have concerns about dyslexia?

We recognise that dyslexic tendencies are becoming increasingly common among our pupils. Although teachers are not qualified to diagnose dyslexia, they take practical measures to help children with difficulties of this nature. Children with dyslexic tendencies are given coloured workbooks and their worksheets are printed on coloured paper (whenever possible). Teachers routinely use a coloured background on their interactive whiteboards.

Children with dyslexic tendencies are placed on the Worcestershire Dyslexia Pathway and their progress is reviewed regularly. An external assessment from a member of the Chadsgrove School Learning Support Team may be requested if a diagnosis of dyslexia is likely.

What about transition to High School?

Children with Special Educational Needs may need additional visits prior to their transition to High School. We are keen to see all our children make a smooth transition into Year 7. The school SENCo, Mrs Smith, liaises with each High School to arrange additional visits, where necessary, and to inform each High School of any additional support a pupil may have had during their time at Broadwas.

Revised and updated September 2020