

[illegible]

A child or young person has SEND 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:

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

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.

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



How might your child's needs be identified?

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.

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 SENDCo 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.

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

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

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 and/or Disabilities (SEND) at Broadwas Primary School.

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.

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) if they find this helpful. Teachers routinely use a coloured background on their interactive whiteboards.

What about transition to High School?

Children with Special Educational Needs and/or Disabilities 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 SENDCo, 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.