

Broadwas CE (VA) Primary School SEND Information Report 2025-2026

How does the school know if children need extra help?

At Broadwas CE (VA) Primary School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential. Identification may include some of the following:

- Children identified through Pupil Progress Meetings
- A child performing below age expected attainment
- Discussing with the SENDCo any concerns identified by the teacher or Parent/Carer
- Liaising with other agencies e.g. SALT (Speech and Language Therapy)
- A child may identify a concern of their own with a teacher or other member of Staff

How do I raise concerns if I need to?

Parents/Carers should contact their child's class teacher and subsequently speak to the SENDCo (Mrs Karen Smith) if needed. Appointments can be arranged with the SENDCo in person, by phone or by e-mail.

How will the School support my child?

Initial concerns may be recorded on a 'First Steps' form, reviewed after a period of monitoring. Children who require additional support then will have an Individual Provision Map, which states what provision the school plan to provide. The class teacher will plan and deliver Quality First Teaching which will provide each child with full access to the curriculum through differentiated planning. Support staff may work with children either individually or as part of a group. The nature and purpose of this support will be stated in the Individual Provision Map.

How will Parents/Carers be involved?

Staff and Parents/Carers will work together to support pupils identified as having additional needs. Staff and Parents/Carers may organise meetings when required, throughout the year. In addition, Parent-Teacher Consultation Evenings provide regular opportunities for Parents/Carers to discuss support and progress. For pupils on our SEND Register, an appointment is also made to see the SENDCo.

What support will there be for my child's overall wellbeing?

We are an inclusive school that holds a child's emotional and spiritual development as a priority. Class teachers will oversee the pastoral, medical and social care of every child in their class. Any additional staff working with vulnerable children requiring support during the day will work under direction of the class teacher, SENDCo and/or Headteacher.

We are a Trauma-Informed setting with positive relationships at the heart of everything we do. We recognise that trauma can impact a pupil's ability to focus, learn and regulate their emotions. Our school cultivates a sense of safety, trust and belonging by building positive relationships between pupils and staff. All staff have received training to better understand trauma and how to implement trauma-informed practices in their daily interactions.

Mrs Champken, our Pastoral TA, provides day-to-day nurture and support for children who are requiring pastoral care in school. Some children will also have sessions with Mrs Whitcombe, our Children's Well-being Practitioner, who is in school every Tuesday. Our Dog Mentor, Lottie, and her handler, Chris, are in school each Friday.

How does the school manage the administration of medicines?

Medication should only be taken to school when absolutely essential. It is helpful if, where possible, medication can be prescribed in dose frequencies which enable it to be taken outside school hours. Parents/Carers should ask the prescribing doctor or dentist about this. However, the school recognises that sometimes children do need to take medicines in school time e.g. if prescribed to take 4 times a day. If this is the case, there has to be prior written agreement, on the request form (available at the school office), from Parents/Carers for any medication to be given to the child. This written agreement must also include the dosage.

Some children require an Individual Health Care Plan (IHCP) to identify the level of support that is needed at school. The plan may identify specific training needed by staff. Staff should not give medication without appropriate training. These health care plans are available for all staff to see. They state where medication is stored and when it is to be taken. A Parent/Carer's emergency details are on the plan along with a photo of the child. There is no legal duty which requires school staff to administer medicine; this is a voluntary role. Staff who provide support for pupils with medical needs or who volunteer to administer medicine will require access to relevant information and be provided with training.

What support is there for behaviour, avoiding exclusion and increasing attendance?

If a child has significant behaviour difficulties, or is attending school on a reduced timetable, a Pastoral Support Plan (PSP) is written to identify specific issues, put relevant support in place and set targets with a view to identifying and addressing the behaviour issue or supporting the pupil in their return to mainstream education. The school has an Attendance Policy, which can be viewed on the school website. We work closely with Perryfields PRU Outreach on matters relating to behaviour.

How can children contribute their views?

Children who have Individual Provision Maps may discuss their progress and targets with their class teacher. If your child has an EHCP, their views will be sought before any review meetings. Within the classroom, children are asked to reflect on their learning in line with the school's Marking and Feedback Policy.

How will the curriculum be differentiated to meet the needs of each child?

In order to make progress a child may require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies.

Under these circumstances, a child's needs will be provided for within the whole class planning frameworks, combined with individual target setting.

All pupils, including children with SEND, will have access to appropriate resources in order to help them to make progress e.g. use of a writing slope, coloured overlays, hand-hugging pencils, visual prompts, personalised dictionaries.

How will we know if this has had impact?

Impact can be measured by monitoring the child's progress against national age-related expectations and knowing that they are keeping up with their peers. During Pupil Progress meetings, the class teacher and Headteacher will monitor progress.

What opportunities are there for Parents/Carers to discuss a pupil's progress?

Parents and Carers are welcome to make an appointment to meet with the class teacher and SENDCo at any time throughout the year to discuss how their child is progressing, in addition to the scheduled Parent-Teacher Consultation Evenings.

How does the school track attainment and progress?

At Broadwas CE (VA) Primary School we track and analyse the children's progress against national age-related expectations three times a year (at the end of each term) on FFT Aspire. The class teachers continually assess each child against short term learning objectives in order to build an accurate understanding of individual attainment and progress. Pupil Progress Meetings are held each term between the class teacher and the Headteacher. In these meetings, pupils are identified who are not making expected progress and possible interventions are discussed.

How will my child be included in activities outside the classroom?

All children are included in all essential learning experiences. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents. It may be appropriate for a Parent/Carer to accompany a child on an experience, depending upon the individual child's needs. The school will ensure that the wider curriculum and extra-curricular activities are fully inclusive.

How will the school prepare and support my child when joining the school or transferring to High School?

Our Reception teacher will meet with staff from pre-school/nursery settings prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENDCo at this meeting. Where necessary the SENDCo will arrange a further meeting. Class teachers of children joining from other schools will receive information from the previous school; if there is a SEND issue the SENDCo will request further information, if necessary. Year 6 teachers and the school SENDCo will meet staff from High Schools to support transition of SEND pupils into Year 7. Other provision prior to, or during, transition will be discussed during these meetings.

What specialist services and expertise are available or accessed by the school?

Our school SENDCo has completed the national SENDCo accreditation and is a Trauma Informed Schools Practitioner (TISUK Diploma completed in June 2021).

As a school we work closely with:

Chadsgrove Learning Support Team

The Autism and Complex Communication Needs (CCN) Team

Health Services – GP, School Nurse, Occupational Therapy, Paediatricians, Child and Adolescent Mental Health Services (CAMHS), Speech and Language Therapists, Physiotherapists

Children's Services – Social Workers, Family Support Workers, Educational Psychologists and specialist advisory teachers.

Who can I contact for information?

Please speak to the class teacher in the first instance. The SENDCo (Mrs Karen Smith), the Headteacher (Mr James Dennis) and the nominated Governor for SEND (Mrs Kate Leach) can provide further information, advice and support. Regular communication between school and home will ensure that concerns are promptly acted on. Where this has not happened, however, Parents/Carers are able to make a complaint by contacting the Headteacher or, if this fails to resolve the issue, the Governing Body. Our complaints procedure, available from the school office, sets out the steps in making a complaint in more detail.

Reviewed by the Governing Body on 29th January 2020

Reviewed by the Governing Body on 15th November 2021

Reviewed by the Governing Body on 14th November 2022

Reviewed by the Governing Body on 18th March 2024

Reviewed by the Governing Body on 8th December 2025