

SEND Information Report – Broughton Jewish Cassel Fox Primary School

At Broughton Jewish Cassel Fox Primary School, we are an inclusive school. We provide education and support for children with all types of needs and we firmly believe every pupil should have the chance to be the best that they can be. We aim to provide a high level of quality first teaching for all children where every teacher is a teacher of children with special educational needs

We hope parents/carers of current and prospective pupils find the following information helpful. We encourage all interested parties to contact the school for more information.

Contacts

If you have concerns about your child, please contact:

The class teacher

Mr Hadfield (SENDCo)

Mrs Miller (SENDCo)

Mrs Anderson (Pastoral Lead)

Miss Taylor (Deputy Head)

Contact can be made via the school office: 0161 529 1000 or emailing admin@bjcfps.salford.sch.uk

What are special educational needs?

'A pupil or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.' A pupil of compulsory school age or a young person has a learning difficulty or disability if they:

(a) have a significantly greater difficulty in learning than the majority of others of the same age; or

(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post -16 institutions.

A pupil under compulsory school age has special educational need if they fall within the definition (a) or (b) above or would do so if special educational provision was not made for them (Clause 20 children and Families Bill)' (SEN Code of Practice 2014, 1.8)

What is a disability?

The Equality Act 2010 states that a person has a disability if they have a physical or mental impairment and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

A physical or mental impairment includes: learning difficulties including specific learning difficulties; medical conditions including epilepsy, diabetes, more severe forms of asthma and eczema; autism; speech, language and communication impairments.

If the impairment has a substantial and long-term effect on a person's ability to carry out normal day-to-day activities it may amount to a disability.

The Special Educational Needs four broad areas of need

There are 4 broad areas of Special Educational Needs, these are:

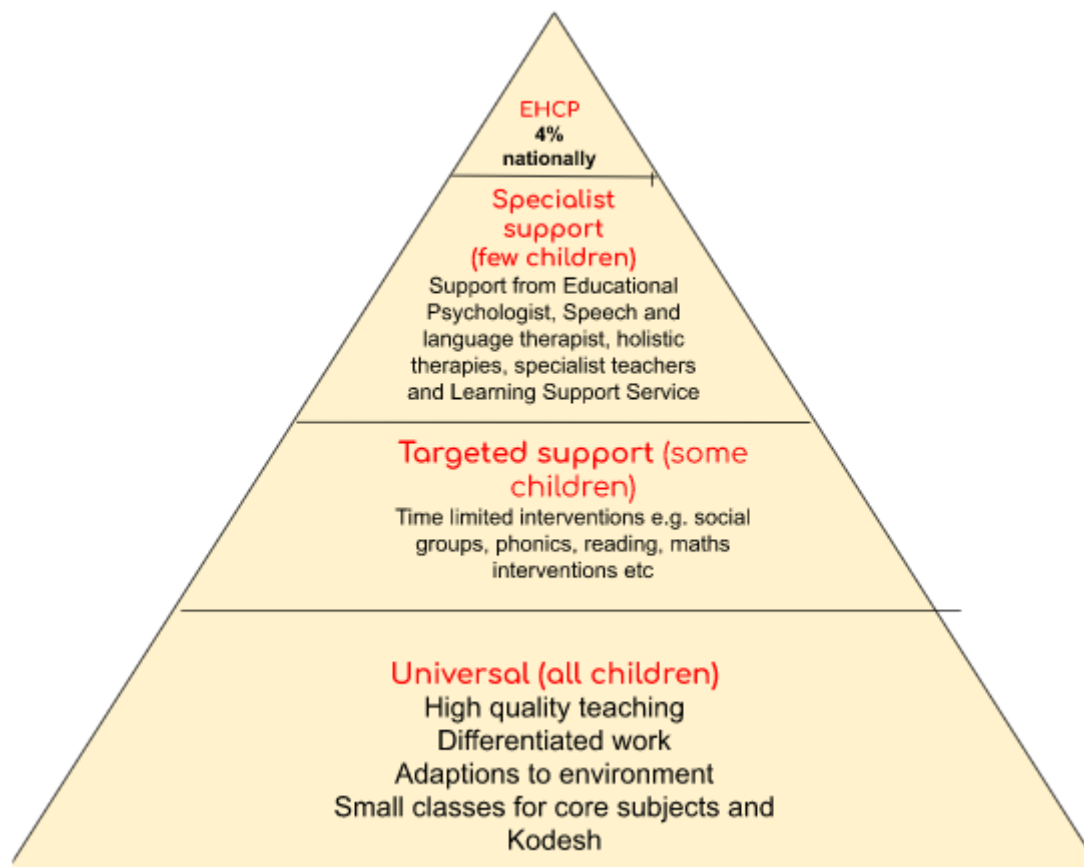
COGNITION AND LEARNING Examples: SpLD: Dyscalculia, Dyslexia, Dyspraxia, Downs Syndrome, short-term memory function.

COMMUNICATION AND INTERACTION Examples: Autism, Asperger Syndrome, Speech and Language.

SOCIAL, EMOTIONAL AND MENTAL HEALTH Examples: ADHD, behavioural difficulties, socialisation difficulties.

SENSORY, MEDICAL AND PHYSICAL Examples: Hearing Impaired, Autism, Irlens Syndrome, restricted growth.

What are the different types of support available for children with SEND?



	What does this mean?	What might it look like for my pupil?
Universal support Quality First Teaching	For children with special educational needs, learning will be carefully planned to support their individual needs to allow them to make progress	There are many ways learning might be adapted, and it depends on a pupil's needs.

	from their individual starting points. All teachers are aware of the children's individual needs. The teachers plan to include learning strategies or adaptations they need to make for individual children. They are supported to do this by the SENDCo.	For example: <ul style="list-style-type: none"> • Using visuals to support your pupil's learning. • Using speech and language strategies to support your pupil. • Breaking the learning into small steps for your pupil.
Targeted support Small group/1:1 interventions and support	Your pupil's SEN support plan / IEP will detail any extra support needed. We carefully plan additional support as part of the Assess, Plan, Do, Review cycle. children will sometimes work in a small group or with a teacher or teaching assistant 1:1.	Usually this will be individual support or small group intervention. For example: <ul style="list-style-type: none"> • A speech and language intervention • A learning-based intervention such as precision teaching. • Social and emotional support like check ins or social groups.
Specialist support Individual bespoke support enhanced by external agencies	Sometimes when a pupil is on the SEN register, we need to work with external agencies who are specialists in different areas of SEN. They help school to identify specific difficulties and plan next steps with school, parents and carers and children.	Some specialists who might work with your pupil or advise school are: <ul style="list-style-type: none"> • Speech and language therapists • Educational Psychologists • Learning support teachers • Vision and hearing specialist teachers <ul style="list-style-type: none"> • Holistic therapists e.g. play therapists, art therapists

Special Educational Needs and Disabilities

How are children with special educational needs or disabilities taught and how is the curriculum adapted to meet their needs?

All children with SEND are given equal access to the school curriculum. We deliver a broad and balanced curriculum, ensuring full coverage of the National Curriculum. Teaching in all subjects are planned by teachers to ensure effective instruction. This results in our children acquiring coherent, substantive and disciplinary knowledge. We believe that every pupil can flourish and shine across the curriculum and our children are provided with the skills to allow them

to be the best they can be. Our Curriculum leads work closely with the SENDCo to look at how the curriculum can be adapted to support children with special educational needs.

For most of our children adaptations such as pre teaching the vocabulary before the children are expected to access it, visual supports, adapted knowledge organisers and scaffolded texts will be sufficient and they will be able to access the curriculum alongside their peers. For children with more complex SEN, they may need more bespoke support or an alternative curriculum. We also recognise that just because a pupil has a special educational need it doesn't mean that they will need support across every curriculum area and they may have a particular area of strength which we can support them to develop further and celebrate their successes. We have worked hard to ensure our curriculum and enrichment can be accessed by all pupils, including children with special needs or disabilities.

How is the learning environment adapted to support children with special educational needs or disabilities?

Where it is possible, our learning environments are adapted. The school makes 'best endeavours' within its budget. All of our learning environments in school are designed to be language rich environments. As you walk around school you will see a large amount of visuals – symbols, photos and signs designed to support communication and understanding for all pupils.

How will a pupil's learning needs be identified and assessed?

Identification

At Broughton Jewish we have a clear protocol, called ***SEND process at BJPS flowchart***, that staff are made aware of which sets out the 'stopping off' points as we follow the graduated approach. The protocol for SEND identification happens through our regular monitoring of all children and can be highlighted by teachers and parents. Potential needs may be identified by the teacher, parent or another member of staff. A teacher would initially discuss concerns and, together, next steps will be identified and carried out. The conversation would be logged on CPOMS. The agreed actions will be implemented and progress monitored by the teacher. If the pupil doesn't improve then an Individual Education Plan (IEP) will be put into place for most children. As we move through our response to a pupil's needs, other professionals, such as Speech and Language Therapists (SaLT) or Educational Psychologists (EPs) may be consulted.

SEND register

Following the implementation of next steps, the class teacher may speak with the SENDCo to discuss the pupil's needs and what progress has been made. A meeting will be arranged with the parents, teachers and SENDCo to confirm if we all feel that they have an area of need and should be placed on the SEND register. Again, next steps will be agreed by all and the cycle of Assess, Plan, Do, Review will start.

IEPs and Education, Health and Care Plans (EHCPs)

Some children have more complex needs that require outside agency involvement and advice. These children may require higher levels of support and intervention. IEPs may be put in place if higher level support is identified. IEPs are working documents and if a target is achieved a new target can be set, if necessary. An IEP is a document that helps teaching staff to plan for a pupil. It will include targets and strategies to help children learn.

There are other children who may need a higher level of support and require an EHCP. This is a plan that is formed by parents, children, SENDCo, any outside agencies and teachers. A referral is submitted and all views are collated as well as evidence shared to Local Authority to request a Statutory Needs Assessment. Once a referral has been submitted a legal timeline is started. This process is bound by legislation and guidance within the SEND Code of Practice.

What will happen if my child is on the SEN register?

We have a whole school approach to inclusion and in line with the SEN Code of Practice we follow an Assess, Plan, Do, Review cycle for all children on SEN Support. Underpinning ALL our provision in school is the graduated approach:



Assess:

When a pupil is raised as having possible special educational needs, we use a range of assessments both in school and with the help of external agencies to assess where your child is having difficulties and what their next steps should be.

Plan:

Every pupil on SEN Support or with an EHCP has regular planning and review meetings. The SENDCo, teacher, pupil and sometimes external agencies work together to look at what is going well and what needs to change to support the pupil.

Do:

A plan is created at the planning meeting and this is then implemented by the pupil's class teacher and teaching assistant (TA) with support from the SENDCo and sometimes external agencies.

Review:

Children review their targets with their teacher/TA when they work on a target. Progress is monitored and targets are changed if needed.

How is the learning environment adapted to support children with special educational needs or disabilities?

All of our learning environments in school are designed to be language rich environments. In school you will see visuals to support communication and understanding for all pupils. These resources are particularly effective for our pupils who have difficulties around their Communication and Interaction.

We have a standard approach to classroom organisation and display. This helps to ensure that children become familiar with the layout and resources of the room and when they transition to the next class, the layout will continue to be similar. We are careful not to overstimulate our children with very busy classrooms and teachers are aware of children who have sensory or physical needs in their class when thinking about where a pupil might sit in a classroom.

Children with special educational needs have their own equipment or resources which stay with them during their time in school. This might be the use of a laptop, pictorial vocabulary mats or some sensory resources such as fidget toys or ear defenders. Specialist equipment is used for children with specific or complex hearing, visual or physical disabilities. Staff support children with hearing or visual issues by liaising with the specialist teachers and adapt their classrooms and resources by following the specialist advice.

For children with physical disabilities we have tried hard to adapt our school building. We have installed a lift and classrooms can all be accessed by wheelchairs. We are able to be flexible with year group classrooms to ensure the classroom building does not create a barrier to accessing learning. We have an accessible disabled toilet. We are developing our Learning Hub which will become a base where children can come for interventions, brain breaks, sensory activities and specialist support from outside agencies.

The Learning Hub - We are proud to be in the final phase of developing our Learning Hub. This area of school has been developed and designed to support across the spectrum of our SEND in take. Within the Learning Hub we will offer services such as:

- Morning Club - to settle children into school in the morning
- Breakaway time - when children feel anxious, or a struggling with work, we offer a calm place to work or to take some time out of class and be reintroduced to class later
- Interventions - Various interventions happen in the Learning Hub, including work with our Speech and Language Therapist (SaLT) and Educational Psychologist (EP)
- Sensory activities - We are lucky to have a sensory room a therapeutic space with a variety of equipment that provides children with special needs with personalised sensory input - this helps these children calm and focus themselves so they can be better prepared for learning and interacting with others
- Pastoral sessions / Social groups - to support the well-being of children

What steps have Broughton Jewish Cassel Fox Primary School taken to prevent pupils with special educational needs or disabilities from being treated less favourably than other pupils?

At our school, all children are treated equally. We are committed to doing this and the school follows our anti-bullying policy, SEND policy and behaviour policy. We monitor all aspects of school life closely to ensure that all our children can participate in all aspects of school life. This includes being able to access extra-curricular activities such as trips or clubs as well as their access to learning and the curriculum on a day to day basis and the physical environment. Below are some of the steps we have taken to ensure children with special educational needs or disabilities (including hidden disabilities are not treated less favourably than other students).

In the classroom, school acts upon advice from all external agencies. For example: - enlarging print for visually impaired children, hearing impaired children sitting at the front, use of iPads/laptops, personalised visual timetables for children with ASD traits, quiet low arousal work stations/rooms, use of coloured overlays, highlighting pens and reading rulers for children with dyslexic traits, transition meetings held between staff and pupil passports shared. The use of all aspects of Assessment for Learning (AFL) by teachers in every class has a profound impact on the quality of learning – enabling children to really understand where they are up to with their learning and what they need to do next to improve further. More than this, children demonstrate an increasing capacity to become independent learners, self-evaluating their work and improving this against success criteria.

We employ a number of TAs who are primarily used to support pupils in the classroom on a 1:1 or group basis.

We consider attendance at school as being very important. We monitor attendance closely for all pupils and understand that it is likely that children with special educational needs or disabilities will have more medical appointments to attend out of school.

We support parents by buying Speech and Language Therapist and Educational Psychologist time, so appointments can happen in school and by supporting parents with periods of home learning when needed due to medical conditions or disabilities. We liaise with parents to facilitate time and space for external therapists who may come into school to support children when there is a clear benefit to a child's education and welfare.

Our school considers it imperative that curriculum and curriculum materials are appropriate for the children in our school. As such we encourage multi-sensory learning – present information in audio formats and offer hands-on demonstrations wherever possible, encourage differentiated ways of recording work, offering support through differentiated resources or providing support in the shape of teachers or teaching assistants (TAs), collaborative learning, extra-curricular activities and adapting the teaching to meet the needs of the children.

We carefully consider whether children have appropriate access arrangements for exams. As a Senior Management Team (SMT), we discuss trips and visits that are happening for each year group and the SENDCo works closely with year group leaders to look at adaptations to trips for pupils where they are needed to ensure all children can access these.

All children are encouraged to participate in after school or lunchtime clubs and we work closely with parents to adapt support for children where needed.

PIVATS - All staff have access to PIVATS which they can use to assess children who are significantly behind their peers. They can then use this information to inform the planning and support in place for that pupil.

The expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured

In-service training in SEND is provided for all staff. Some staff have specialist training in, for example, supporting children with speech, language and communication difficulties, physical difficulties and supporting children with emotional difficulties. We have ELKLAN trained staff to help with delivery and development of speech and language within school and we buy-in time from the Speech and Language service. We also use WELLCOMM to assess and deliver sessions for children who require additional support. The SENDCo is also given opportunities to attend training and network meetings. This information is then shared with staff. Additionally school has access to the Learning Support Service who provides support for pupils and staff.

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations in meeting children and young people's SEND and supporting their families

Where appropriate, the school involves outside bodies in meeting pupils' SEND. Parents are consulted, consent is asked for and they are kept involved throughout the process.

What other agencies can the school use to support my child?

For some children school support may not be enough and with your agreement, school will make the decision to increase the level of support provided.

External support may be from:

Educational Psychologist

Speech and Language Therapist

CAMHS, including iReach

Occupational Therapist/Physiotherapist

Learning Support service (LSS) who have staff split into four teams:

- Cognition and Learning (including Speech Language and Communication Needs, dyslexia, dyscalculia, Moderate Learning Difficulties, Irlen and physical disabilities)
- Autistic Spectrum Conditions
- Hearing Impairment
- Visual Impairment

At our school we have a day a week of support from our Speech and Language therapist (SaLT) and about a day a week from our Educational Psychologist (EP). These are the professionals you may see most often.

Arrangements for supporting children and young people in moving between phases of education

The school ensures smooth transition between key stages and it liaises with pre-school provision and other schools as appropriate to ensure that children are well supported when moving between phases and schools. At the end of each academic year, the teachers have dedicated time out of class to discuss transition arrangements for all pupils. This allows the teacher to be prepared and ready for the next academic year.

What extracurricular activities can my SEND pupil take part in?

We offer a range of clubs across school. If your pupil has special educational needs/and or disabilities they are encouraged to attend clubs and we will make provision in discussion with you to support their individual needs in the club. There are leadership opportunities for our older children to apply for, including the student council.

What support do we have for you as a parent of a pupil with SEND?

As a parent you can arrange to speak about any matter with your pupil's class teacher by phoning the office. Teachers are happy to share successful strategies used in school which can be used by parents at home. Mr Hadfield and Mrs Miller are also available to help answer any further questions you may have about your pupil's needs. All information from outside agencies will be shared with you personally or through written reports. IEPs and EHCPs (as appropriate) will be shared with you on a termly basis, including the progress made.

Salford Information Support and Advice Service (SIASS) can be contacted on 0161 7780343/0349/0335 or emailed at siass@salford.gov.uk.

Bury Special Educational Needs and Disability Information, Advice and Support (IAS) can be contacted on 01706769634.

How do we work with parents and pupils with SEND?

We recognise that you are the experts on your child, and we want to work closely with you to ensure that your child has the best provision possible.

Our teachers and SENDCo are always happy to answer any questions you may have about your pupil's provision. We collate parent views and you are invited and encouraged to share your thoughts, wishes and questions at any meeting. We have problem solving meetings to record everybody's views and create a plan together. Your child works with their teacher or TA to talk through their learning every week and they are invited to meetings (where appropriate). Where appropriate pupil voice is collected and they are invited to share their views through symbols, pictures, talking or writing.

In addition to the above, we hold SEND Coffee Mornings where information is shared with parents. We also invite parents to discuss any issues they may have with staff and other professionals, if they attend.

What training and expertise do our staff have to support pupils with SEND?

All of our staff have access to National College where personalised learning can be undertaken. Staff receive training from speech and language and social communication specialists. Staff have had recent training on precision teaching from the EPs, Quality First Teaching training delivered by the Speech and Language Therapists, Educational Psychologist and Learning Support Service. Specific staff have had training on individual speech and language support to enable them to deliver intervention to specific children. The Educational Psychologist runs staff surgeries to support staff with individual children.

Whole staff training has also been ongoing with a focus on reading, writing, maths and the wider curriculum and teaching as well as a focus on emotion coaching. Staff training is due to commence in May 2022. We also work with Occupational Therapists, Physiotherapists and health colleagues to design packages of support for individuals. Some children require alternative entrance/exit routes, some need specialist equipment and resources.

The SENDCos are trained and have achieved the NASENCO award.

How will we support your child when leaving this school or moving to another class?

Transitions can be a difficulty for some pupils.

If your pupil is transitioning to Year 7 we will:

- Liaise with the high school SENDCo
- Ensure most recent reports are sent to the SENDCo

- Where possible we arrange additional high school visits
- Social stories are sometimes used to support the transition
- A transition group run by the speech and language therapist runs for a group of up to six targeted children, with a focus on functional and practical skills needed for high school

When moving classes we will:

- Facilitate transition meetings between year groups
- Facilitate 'meet your new teacher' days
- Staff make Pupil Passports that go to the new teacher and these have important needs and strategies related to the pupil
- Pupils will be a part of transition activities and some children will have personalised transition activities

How do we handle complaints from parents of children with SEND about provision made at the school?

Class Teacher - Firstly, if there are any problems with the day to day provision for a pupil, always discuss these with the class teacher so they are aware and can implement changes quickly.

SENDCo - If there any problems or issues continue, the next person to contact would be Mr Hadfield or Mrs Miller.

Senior Leadership Team (SLT) - Unresolved issues would then be escalated to the SLT of the school for further investigation and meetings with parents/carers.

SEND Governor / Board of Governors - Parents can always contact the Governors of the school by writing a letter or telephoning to raise concerns. Send written correspondence to the school marked 'FAO The Chair of Governors'. The SEND Governor is Bashy Rice.