SEND Information Report by D.E. Jones

Autumn 2026

SENDCO: Miss D. E. Jones

EYFS & Y1 SENDCO: Mrs. K. Lester *SEND Governor: Mrs F. Roper*

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Our Local Offer Contribution: www.broadsquareprimary.co.uk

Our Approach as a School:

High quality first teaching and additional interventions are defined through our person-centred planning approach across the school contributing to our provision management arrangements. These processes help us to regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners. We promote independence, self-advocacy, communication skills, decision-making and personal responsibility from the earliest years as preparation for adulthood.

The school's Accessibility Plan is available on the school website and details how we improve access to the curriculum, physical environment and information for disabled pupils.

Admissions for Pupils with Disabilities:

We are committed to providing an inclusive environment and welcome applications from pupils with disabilities. Admissions are made in accordance with the school's Admissions Policy. We work with families and external agencies where appropriate to ensure reasonable adjustments are made and that pupils can access all aspects of school life.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs and disabilities.

Assess

The Assessment Lead and Senior Leaders and SENDCOs track the progress of all pupils termly. Children who have not made "expected progress" are identified and the class teacher/ SENDCO prepares a plan to help these children progress. Parents / carers are involved within this plan. In some cases, children may be assessed by our school Educational Psychologist or an outside agency e.g. Speech & Language Therapist / SENISS to establish a child's needs.

Plan

Children with SEND could receive support within school or via outside agencies. Children would have a "Learning Plan" written specifically for them to allow them to achieve identified 'SMART outcomes' (Specific, Measurable, Achievable, Relevant & Time-based). For children who are receiving school support only, 'identified outcomes' will be established and shared with parents / carers.

Do

The "outcomes" identified for children in their 'Learning Plan' would be achieved by actions including:

- *Interventions in Literacy / Numeracy*
- *LSA / HLTA support / differentiated work*
- *SENDCO advice*
- *Pastoral Lead Support (From Mr. Singleton)*
- *Outside agency involvement*

Review

As a child's 'Learning Plan' is reviewed, the outcomes will be stated as 'achieved / partially achieved /not achieved'. From this, the support given will be considered and, in consultation with the child and parents / carers, a new way forward will be planned.

Having consulted with children and their parents / carers, all our additional provision (internal or external) is based on an agreed outcomes approach.

Some children will have an EHCP (Education, Health & Care Plan) which must be reviewed at least annually. The LA is responsible for EHCP review, facilitated by the school.

In transition to another setting, information to be passed on will be shared with parents/carers and this may involve others being present at review meetings or the SENDCO attending meetings offsite to support the transition process.

SEND Needs:

Children's SEND needs are generally thought of in the following four broad areas of need and support:

1. Communication and Interaction

If a child has a specific need in this area our school refers to SALT: Speech and Language Therapists. Children who need support with social communication difficulties may be referred to ASD Pathways or outside agencies. General referrals to the Paediatricians at Alder Hey may also occur. In school children may have opportunities to work in small group situations. We can run speech and language interventions when advised by professionals. In Nursery Wellcomm/NELLI identifies and supports young children with barriers to speech and language development. We may also run vocabulary / phonics parent workshops in school to support children within EYFS with their language development.

2. Cognition and Learning

If a child appears to have difficulties with cognition and learning (such as a much slower pace of learning compared to other children their age, issues with memory and organisation skills or specific problems in one area of development) our school uses the services of SENISS and the Educational Psychology service to establish specific needs. Children with specific learning difficulties such as Dyslexia may be given coloured overlays when reading, buff coloured exercise books / paper, support with spelling techniques and a multi-sensory approach to literacy. Traits of Dyscalculia can be investigated further by specialists. Appropriate intervention strategies can be put in place to suit individual needs in 2026, whole staff Dyslexia training was delivered.

3. Social, Emotional and Mental Health

The SENDCOs co-ordinate services based on need. We have a Pastoral & Mental Health Lead who supports children in this area. Interventions such as Drawing & Talking Therapy or Lego Therapy (Pastoral Lead) or Social Stories (LSAs) can be used to support this area. Our school follows the Jig-saw scheme for PSHE alongside RSE. This ensures children know how to keep safe, have knowledge of stranger danger, cyber-bullying, British Values, etc. Advice and referrals are made to CAMHS (Child and Adolescent Mental Health Services) when necessary. School will also refer to YPAS as needed. We also have an allocated School Nurse who can advise when required. This year (2026-2027), school has accessed Beautiful New Beginnings and OT via Alt Valley 1 CONSORTIA to support children in our school experiencing emotional difficulties or on ASD / ADHD Pathways. There has been access to counsellors and the EP. Mr. Singleton as Pastoral & Mental Health Lead liaises with CAMHS / YPAS and counsellors to support the SENDCOs in this area of need. All referrals and reports are scanned on CPOMS & Provision Map so the SENDCOs can monitor impact.

4. Sensory and/or Physical Needs

Children with physical or sensory needs will be supported as needed. Toileting support may include an 'Intimate Care Plan' agreed with school and home for children who have needs in their personal care. (Advice from School Nurse / paediatrics / ERIC Bladder & bowel charity, CEREBRA sleep advice can be referred to). Some children may require an Individual Healthcare Plan via our Medical / First Aid Officer, Ms Furlong, in conjunction with NHS recommendations / training and the SENDCOs/ DSL. Children with sensory issues may be given fidget toys, weighted blankets, wobble cushions and other resources to help them regulate emotions and behaviours. They may have a specific comfortable place to sit in whole class time or have their timetable adapted in order to meet their needs. Movement breaks and motor-skill interventions are built into the school day. Our school has a lift, disabled toilets and is fully adapted. We act on advice from Physio and Occupational Therapists. We have set up a Sensory Space for retreat and regulation.

Provision is made for children with sensory / physical needs to take part in all areas of the curriculum, including educational trips and extra-curricular clubs; this sometimes calls for an additional risk assessment.

The SEND register is updated termly.

We have internal processes for monitoring the quality of provision and assessment of need. These include learning walks, data analysis, classroom observations and monitoring of work/pupil voice.

Consulting with children, young people and their parents

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
Pupil Questionnaires	All Pupils	Annual via DSL, SENDCOs and Curriculum / subject leads
Parent Questionnaires	All Parents/Carers and Parents of pupils on the SEND register	Annual via SENDCos/ DHT
Parent / carer meetings	Class teachers, parents/carers, SENDCO & external professionals if required	Parents' Evenings / meetings when required, SENDCO surgeries termly.
Parent training / courses, e.g. Speech & Language, ASD Team	Arranged by SENDCOs	
EHAT Reviews	Pupil/Parent/Carer/Outside Agencies/School	Every 3 months via DSL
EHC Plan Reviews	Pupil/Parent/Carer/LA/Outside Agencies/School External professional reports / input may be requested.	Annual via LA with SENDCOs and parents / carers
Learning Plans	Pupil/Parent/Carer/School	Termly: teachers/SENDCOs, pupils & parents/carers. The effectiveness of SEND provision is evaluated through pupil progress data, Learning Plan reviews, pupil voice, parent feedback, learning walks, book scrutiny and external professional advice.

Staff development and Qualifications

We are committed to developing the ongoing expertise of our staff. We have current expertise in our school:

Initials of person	Area of expertise	Level of Qualification *(i.e. Masters, NVQ, Degree, HLTA)*
AT, DM, RD	Trained in Sign-a-long	N/A
DJ KL	Literacy Intervention SEND support EYFS	Qualified Teacher: B.Ed. Hons NPQH, PG Cert. SEN, PgCert. Attachment, Trauma & Mental Health *Catch-up Literacy* & *Talk Boost* trained, Mental Health First Aider Early childhood Studies in Education & Early Years PGCE, PgCert. SEN
BS RI	Drawing & Talking Therapy, SEMH Lego Therapy Bereavement counselling Play Therapy	Psychology degree, PgCert. Behaviour ; Attachment , Trauma & Mental Health , MH First Aider PgCert. Therapeutic Play

Key staff have undergone Diabetes training. Some LSAs have attended speech and language courses alongside the parents / carers of children with speech difficulties. Whole staff have received training in PIVATS, Dyslexia and Sensory Circuits All staff have had access to online SEND courses.

Staff deployment

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

LSAs have been delivering interventions for English and Maths. In some circumstances LSAs have delivered physical interventions as advised by OT/Physiotherapist.

School External Partnerships and Transition Plans

Our academic assessment for children and young people with special educational needs is moderated through the LA, our cluster of schools and neighbouring partners (CONSORTIA). Our school is part of Alt Valley One Cluster Group.

- School SENDCO, D. Jones, communicated with KS3 staff at Y7 transition meetings to ensure all children with SEND/vulnerable had a smooth transition into secondary school. SENDCO arranged drop off or digital transfer of all documents to secondary schools to ensure children's needs were fully understood.

- SENDCO, K. Lester, communicated with and received documents from private Nurseries for children new to EYFS. She also contacted Health Visitors & parents/carers when required for further information.
- Two children have had a part-time placement at the Language department in Pleasant Street / Matthew Arnold School. Our school links with the other setting to meet the needs of these children.
- Several children have accessed BNB and OT via CONSORTIA or Early Help Hub.
- SENISS has been offering outreach advice and support for children, their families and staff.
- L. Watkins, our Educational Psychologist has assessed many children over the year and offered focussed advice to staff in order to close the gap for these children and to parents/carers regarding social and emotional development. M. Pemberton, external expert, has assessed for Dyslexia.
- The BIT Team have supported school in decision making and arranging additional support around behavioural needs.
- SENDCOs attended LA briefings for updates and also local network meetings.

Complaints

This year, no written formal complaints were raised within school or via the LA/Governors regarding SEND provision.

What has worked this year?

We continue to capture the voice of parents /carers and pupil voice about SEND in our school and how to move forward to meet need.

All support staff delivered focussed intervention with identified children / groups.

Children with emotional / behavioural issues in school presenting barriers to learning have had support put in place through different agencies.

School has received Top-up Funding from the LA for two pupils this year. A third pupil previously receiving TUF now has an EHCP.

EHCP assessments via the SENDCOs aims to secure specialist provision for certain pupils. Additional EHCPs are being delivered in this mainstream setting. Several more are in process or at the mediation/ tribunal stage. Funding was attached to Final EHC plans.

What needs developing further?

Continue to ensure all staff feel confident in supporting children with SEND. Provide specific training, time, resources and support as needed. Focus on further Sensory training for teachers & LSAs. Also use of Social Stories and Comic Strip Conversations as tools for broader staff use.

Accurate use of PIVATS tool for assessing and monitoring pre-key stage children.

Continue baselining new EAL children and monitoring termly to establish if needs are language acquisition/ understanding/ application only or potential SEND. Bell Foundation training delivered in 2026 by EAL / Assessment Lead & SENDCO.

Continue to promote access to parent/ carer courses, drop-ins, etc. via school newsletter, 'Instagram' & website so they can better understand and support their children's needs or engage with agencies in the local community / online.

Relevant school policies underpinning this SEND Information Report include:

- SEND Policy
- Administering Medications Policy
- Equal Opportunities Policy
- Behaviour & Relationships Policy
- Teaching and Learning & Assessment Policies
- Intimate Care Policy
- Allergies Policy

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

This report is reviewed annually and updated throughout the year where appropriate.
Date presented to/approved by Governing Body: Autumn Term 2026