



**BROADWOOD PRIMARY  
SCHOOL**

# **SPECIAL EDUCATIONAL NEEDS INFORMATION REPORT**

**Last review date  
Reviewed by  
Next review date**

**10.0925  
Governing Body  
10.09.26**

**At Broadwood Primary School, we aim to provide every child in our care with a unique educational experience, developing their skills, knowledge, understanding and talents, and instilling children with the core values of respect, tolerance, happiness and a life-long love of learning.**

**We aim to:**

- **VALUE** every child. We value achievements, success and effort and place emphasis on manners and respect, ensuring our children are taught to value others, as well as themselves.
- **CELEBRATE** achievement, success and effort. We provide many opportunities to celebrate the achievements of our whole school community.
- **EQUIP** our children with the skills, knowledge and understanding to take them through life and allow them to fulfil their potential and become successful citizens. We also EQUIP our children with a life-long love of learning.
- **EMPOWER** our children by encouraging them to believe in themselves and to believe that with hard work and a positive attitude, they can achieve success.
- **INSPIRE** - we have a fantastic team of inspirational staff and members of the wider school community who inspire our children. We encourage our children to be role models and to inspire each other.

This document provides families with information on the comprehensive support available for children with special educational needs and disabilities (SEND) at our school. Our dedicated staff collaborates as a cohesive team to ensure that every child can achieve their full potential through a range of educational and pastoral support. The Special Educational Needs and Disabilities Co-ordinator (SENCO), Mrs Rachel Dangerfield, is a qualified teacher responsible for overseeing SEND provision across the school, while a committed team of teaching assistants offer tailored support to meet the unique requirements of individual children.

Additionally, Broadwood has a Hearing- Impaired Additional Resource Provision (HIARP) led by Kirsten Binns, providing specific assistance for children with hearing impairments. This document outlines the general types of support available, emphasising that each child's provision is personalised to their specific needs. For further information, families may contact the SENCO via the school office at [Office@broadwoodprimary.co.uk](mailto:Office@broadwoodprimary.co.uk) or by telephone at 0191 274 1684.

**For all pupils who have an additional need we:**

- Value and recognise the role families play in their children's lives and work in close partnership with them.
- Work in partnership to support our families with children with SEND through termly review meetings and more informally through an 'open door' approach'. Support is offered through liaison with the SENDCO and school staff as well as any outside agencies working with the child. We also signpost the services and organisations who may offer additional support or advice via the Local Offer from Newcastle City Council, known as SENDASAP.
- Discuss their need with their family, previous school and anyone in school who needs to support them. We assess how well they are doing on a half termly basis and decide on what is needed to support their learning during half termly pupil progress meetings and for children with more complex needs through SEND Support Plans using the Newcastle Local Authority planning format.
- Deliver high quality teaching, adapting the curriculum and resources to support access to learning.

- Provide additional support from the class teacher and learning support assistants where this is necessary (we want children to become as independent as possible so it is important that they sometimes learn to work on their own).
- Take a graduated approach to supporting pupils with SEND. We aim to meet children's needs through quality first teaching and through interventions detailed in our provision map. For children with more complex needs we use pupil friendly targets and IEPs (Individual Education Plans). We involve pupils, parents and all staff working with individuals to write, implement and review targets and use this to inform future planning.
- Seek support from outside agencies such as; SENDOS (Special Educational Needs and Disability Outreach Service), Community Paediatrics, Speech and Language Therapy, Educational Psychology Service, CYPS (Children's and Young People's service) and counselling services to ensure any barriers to success are responded to.
- Use a range of resources, including specialist programmes to promote access to the curriculum and support specific needs.
- Regularly review our teaching resources to ensure they are accessible to all SEND children and evaluate their effectiveness as appropriate.
- Use strategies to support emotional well-being through our behaviour and teaching and learning policies. This is evaluated regularly with a focus on the impact on pupils with SEND.
- Use a school wide provision map to plan for additional provision and ensure there is consistency of provision according to need.
- Ensure support staff are utilised effectively throughout school to support pupils independence and promote progress, taking account the particular skills and experience of individual staff.
- Ensure staff receive on-going training relevant to the needs of children in the school. Liaise closely with secondary schools at transition times to ensure SEND pupil information is clearly communicated and recommendations heard so that the move to secondary school is as smooth as possible.

### **Staff qualifications, training and expertise within Broadwood Primary School:**

- SENDCo completed 'National Award for Special Educational Need Co-Ordination
- Fully qualified First Aiders
- Paediatric trained staff in Early Years
- A fully trained Play Therapist who works into school
- Educational Psychology support within school regularly for example to support staff, for staff training or complete case work with children
- Supervision for staff from Clennell Education Solutions
- Speech and Language therapy support within school regularly as a service that school buys in
- One day per week from an Occupational Therapist
- Colourful semantics training for all staff
- 'Dyslexia Awareness' training for all staff
- Staff trained in 'Sound Linkage'
- Staff trained in 'Precision Teaching'
- Staff trained in 'Phonological Awareness' training
- Staff trained in understanding EBSNA
- Teaching and support staff with BSL training

- Teachers and support staff trained to deliver 'Little Wandle'
- 'PACE' training for teachers and learning support assistants
- Early Years and Key Stage One staff attend emotional regulation, transitions for children with SEN and cause and effect toys from the SEMH service
- Staff work alongside SENDOS to implement relevant strategies to support children
- Learning support assistants trained in Talk and Drawing
- Teaching staff trained to deliver MELVA
- One staff member is a Mental Health First Aider for children
- Two members of staff are Mental Health First Aiders for staff
- Learning support assistant trained in PECS
- Member of staff trained in 'autism and anxiety' module
- Regular safeguarding training including DSL refreshers

**Specific provision is also provided for the different areas of need. The table below explains the detail of this support.**

Type of SEND	Support Provided in school
<p><b>COMMUNICATION AND INTERACTION</b> Speech, Language and Communication needs Autistic spectrum disorders (ASD)</p>	<ul style="list-style-type: none"> <li>• We use visual timetables when needed to support children to understand what will happen and when.</li> <li>• We provide areas with reduced distractions and low stimulus</li> <li>• We offer additional support during break and lunch time when appropriate.</li> <li>• We use social stories to help children learn how to approach different social situations.</li> <li>• We run small groups focusing on friendship.</li> <li>• We have a variety of resources available to use, depending on a child's sensory difficulties.</li> <li>• Time is spent with children helping them to identify situations that cause anxiety and finding ways to relieve that anxiety.</li> <li>• We run small group speech and language sessions recommended for individual children by outside agencies.</li> <li>• Specific 1:1 sessions are offered according to individual need</li> <li>• Staff use 'check ins' throughout a child's day</li> <li>• Social skills support through small group intervention such as Lego therapy</li> <li>• Use of iPads where possible to reduce barriers to learning</li> <li>• Enhanced the outdoor learning offer to support children during unstructured times</li> <li>• Opportunities to communicate in other ways such as signing, visuals, communication boards and PECS</li> <li>• Small group or 1:1 intervention following programmes of work provided by outside specialists.</li> <li>• Resources to reduce anxiety and promote well-being such as sensory spaces and fiddle toys</li> </ul>

## COGNITION AND LEARNING NEEDS

Moderate learning difficulties (MLD)  
Specific learning difficulties (SPLD) including dyslexia and dyscalculia

- Strategies to promote and develop learning skills with increasing independence
- Additional small group support in class from the teacher or learning support assistant.
- Small group or one-to-one intervention programmes are delivered to improve skills in reading, writing and maths
- Where appropriate we provide resources to support children with specific needs-e.g. reading rulers and coloured overlays.
- Small group daily phonics teaching using Little Wandle materials at their level of phonics acquisition
- Small group or 1:1 interventions using Little Wandle keep ups or catch up materials
- Use of technology to support and evidence learning in different ways.
- Readily available resources such as manipulatives to promote independence
- Access to word banks, phonics sound, knowledge organisers and other support materials across the curriculum
- Opportunities for pre-teaching and revisiting key learning e.g. Precision Teaching approaches
- Providing further support with reading and phonics using Sound Linkage or Phonological awareness
- Additional thinking time or processing time for responding to questions or completing tasks
- Multiagency involvement with the family as required
- Accessible and personalised homework where required
- Use intervention programmes to improve English or Maths such as using PiXL
- Access to specific learning difficulties team through a SEND ASAP referral
- School accesses training from the specific learning difficulties team
- Drop in sessions provided from the specific learning difficulties team
- Access to Educational Psychology assessments and advice and support when needed

<p><b>SOCIAL, EMOTIONAL AND MENTAL HEALTH NEEDS</b></p> <p>Mental Health condition Social difficulties Emotional difficulties</p>	<ul style="list-style-type: none"> <li>• We provide excellent pastoral care for our children including work with our family support worker.</li> <li>• We run sessions focusing on emotional understanding and expression to help promote social interaction and emotional resilience.</li> <li>• We work closely with outside agencies to support our RSE curriculum (e.g. RISE)</li> <li>• Key stage 2 deliver the MELVA curriculum as part of PSHE</li> <li>• Half termly forest school sessions</li> <li>• Working alongside the SEMH team who work with staff, deliver training such as PACE, provide support for groups of children, work with parents or 1:1 with children</li> <li>• We provide one to one nurture sessions for vulnerable children.</li> <li>• We have staff trained in delivering the Talking and Drawing Programme. This is offered to individuals (with parental agreement) to support emotional literacy and the development of coping strategies for situations which a child may find difficult.</li> <li>• We access Counselling Services, with parental agreement, where appropriate. Play therapy</li> <li>• Tailored support can be made available to individual children should they have a specific emotional need. E.g., bereavement</li> <li>• We create behaviour management plans where necessary, to ensure children can access the curriculum and all children remain safe.</li> <li>• We complete risk assessments and then take action to ensure the safety and inclusion of all children, whenever possible, in all activities</li> <li>• We run small group sessions with a focus on social skills</li> <li>• We seek the expert advice and support of outside agencies, including the School Health Advisor and the Children and Young People's Service (CYPS)</li> <li>• Robust transition from Primary to Secondary school</li> <li>• Strategies to reduce anxiety such as zones of regulation</li> </ul>
<p><b>SENSORY AND OR PHYSICAL NEEDS</b></p> <p>Hearing / visual impairment Multi sensory impairment Physical disabilities Medical needs</p>	<ul style="list-style-type: none"> <li>• We have a Hearing Impaired Additionally Resourced Provision (HIARP) in school offering considerable expertise to support identified children.</li> <li>• We request and act upon advice and guidance from the relevant specialists such as; physiotherapists, occupational therapists, Newcastle Children's Vision Team and Hearing Impairment Team.</li> <li>• We seek advice and guidance from school health for pupils with significant medical needs</li> <li>• We run intervention sessions to improve pupil skills, e.g. gross and fine motor skills We provide support and practical aids where appropriate to ensure pupils can access the curriculum.</li> <li>• When it is appropriate we use technology to enhance pupil's access</li> <li>• Movement breaks for pupils with motor co-ordination difficulties</li> <li>• Alternative ways of recording</li> <li>• Sensory circuits</li> <li>• Access to sensory toys</li> <li>• Physical aids to support children such as hug vests, weighted blankets, wobble cushions</li> <li>• Small group work to support fine and gross motor skills</li> </ul>

	<ul style="list-style-type: none"> <li>• Adjustments to physical environments where appropriate</li> <li>• Access Occupational Therapist in school</li> <li>• Designated first aid trained staff are assigned to breakfast club, break, lunchtimes, trips or visits. Staff understand and apply the Medicines policy. (see medicine policy)</li> <li>• We make every effort to be as accessible as possible (see accessibility plan)</li> <li>• Seek advice from outside agencies</li> <li>•</li> </ul>
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## Who can I talk to about my child's Special Educational Needs?

### The class teacher who is responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENDCO (Special Educational Needs Co-Ordinator) know as necessary;
- Developing targets for your child to work towards and sharing and reviewing these with parents at least once each term and planning for the next term;
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources;
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

### The SENDCO (Mrs Rachel Dangerfield) who is responsible for:-

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school;
- Ensuring that you are:
  - o involved in supporting your child's learning;
  - o kept informed about the support your child is getting;
  - o involved in reviewing how they are progressing;
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapist, Educational Psychologist, Occupational Therapist, Physiotherapist;
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs;
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

### The Headteacher who is responsible for:

- The day to day management of all aspects of the school, including the support for children with SEND;
- Delegating responsibilities to the SENCO and class teachers but carefully overseeing these as the Headteacher retains the overall responsibility for ensuring that your child's needs are met;



- Ensuring that the Governing Body is kept up to date about any issues in the school relating to SEND.

For any concerns regarding your child's support, please contact the school SENCO, Mrs Rachel Dangerfield, via the school office at [office@broadwoodprimary.co.uk](mailto:office@broadwoodprimary.co.uk) or call 0191 274 1684. We are happy to collaborate with you in supporting your child.

### **How the school deals with bullying of pupils with SEND:**

- Broadwood has a zero tolerance approach to bullying and all incidents are investigated and dealt with under the school anti-bullying and behaviour policies;
- Children with SEND are supported in reporting incidents with visual aids where appropriate;
- Teachers, teaching assistants, the wellbeing teaching assistant, SENCO, Kalmer counsellor and play counsellor and Headteacher all check in regularly with pupils with SEND and discuss any children who may have experienced bullying at weekly strategic SEND planning meetings and termly multidisciplinary pastoral support committee meetings;
- Broadwood is very explicit about how wrong it is to treat children differently as a result of their SEND and pupils know that they can report this and it will be taken very seriously;
- PHSE, assemblies and the wider curriculum support the inclusive ethos of the school.

### **The provision for children who are looked after and have a special educational need includes:**

- Specialist support around attachment issues – the SENDCo has received training as a 'Mental Health First Aider for children and can be consulted on how the pupil can best be supported given their unique set of circumstances;
- A Personalised Education Plan will be produced and reviewed termly. This will replace the SEND support plan for children with more complex SEND and will contain the same information;
- Pupils will be prioritised in being given access to play therapy services;
- Pupils will remain on the weekly SEN strategic planning meeting agenda and the termly multidisciplinary pastoral support committee meeting agenda;
- Pupils will be identified and discussed during half termly pupil progress meetings;
- Carers will be invited to attend parent /teacher meetings and additional meetings will be arranged as necessary.

### **What parents can do if they are concerned about the quality or effectiveness of support their child is getting.**

If at any time you are worried about your child then it is important to contact the school and discuss this so that any issues can be sorted out. We take your concerns very seriously and will do everything we can to resolve them.

The first person to contact would be your child's class teacher.

If you still feel worried then please contact the Phase leader to discuss your concerns. We would hope any problems to be resolved after this.

However, if you still feel that your concerns have not been addressed please contact the SENDCO and then the Headteacher. An appointment can be made via the school office. The Headteacher operates an open door policy and will always see parents /carers at the earliest opportunity to discuss any issues.



## Other Useful information and contacts

### Newcastle Local Offer

<https://www.newcastlesupportdirectory.org.uk/kb5/newcastle/fsd/localoffer.page?localofferchannel=0>

**North East Special Needs Network** (Supporting families with disabled children / young people from birth to 25 years) Contact details:

North East Special Needs Network, Northern Counties Site, Tankerville Terrace, Jesmond, Newcastle upon Tyne, NE2

Phone: Admin 0191 281 2485

Family support worker 0191 281 2255

Email: [admin@nsnn.org.uk](mailto:admin@nsnn.org.uk)

### **Newcastle Special Educational Needs and Disabilities Information, Advice and Support**

**Service:** Provide impartial information, advice and support at any stage of a child or young person's education, and provide an Independent Supporter for families in the process of getting an Education Health and Care Plan.

Phone: 0191 284 0480

Email: [SENDIASSadmin@newcastle.gov.uk](mailto:SENDIASSadmin@newcastle.gov.uk)

Website: <https://www.newcastle.gov.uk/education-and-learning/special-educationalneeds/parentpartnership>

**Newcastle families Information Service** [www.newcastlefis.org.uk](http://www.newcastlefis.org.uk)

### **National Autistic Society**

[www.autism.org.uk](http://www.autism.org.uk)

phone: 0808 800 4104

### **SEND code of Practice**

[SEND code of practice: 0 to 25 years - GOV.UK](#)

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