School SEND Information Report

SCHOOL NAME	Broadstone Middle School

TYPE OF SCHOOL	Mainstream	Phase 9-13 years

ACCESSIBILITY	Fully Wheelchair Accessible	Yes – lifts available to access split ground floor and first floor Access to some KS3 classrooms may be restricted (e.g. dependent on wheelchair size)	
	Auditory enhancements	Several classrooms are hearing impaired friendly but not all of them are	
	Other Adaptions:	Ground floor accessible toilet. The school has an Accessibility Plan that is agreed by school governors and the Trust. The school works in partnership with the Local Authority to ensure that our school facilities are appropriate for all learners prior to their admission to school. We talk with parents to plan specific provision well in advance of their child starting at our school. Access to a quiet space within our Pastoral Hub for children who may need sensory regulation or a safe space. Sensory rooms available within school, typically based on single child use.	
LOCAL OFFER	Are you currently able to deliver the 'core offer' as set out in Poole's Local Offer?	Yes. Click on the link to BCP local offer information. Https://fid.bcpcouncil.gov.uk/send-local-offer	
POLICIES	Are the school's policies available on its website for:	SEND	Yes
		SAFEGUARDING	Yes
		BEHAVIOUR	Yes
		EQUALITY & DIVERSITY	Yes

DISABILITY LEGISLATION	Are you compliant with the requirements of the Disability Discrimination Act 1995 and the Equality Act 2010?	Yes

RANGE OF PROVISION

Please indicate what your school has to offer (over and above your core offer)

Broadstone Middle School is a fully inclusive community who aims to prepare all children for a 'life well lived'. We are passionate about developing the whole child. There are four main pillars that are the foundations or cornerstones of their development;

- Knowledge Acquisition
- Preparation for Work
- Self-Agency
- Taking Positive Action

Each of these pillars are equally important in order for us to enable well-rounded individuals. The school has robust systems in place for tracking progress. The tracking is monitored by the Senior Leadership Team and class teachers.

If a learner is identified as needing support, the class teacher will speak to parents or carers. The child will continue to be carefully monitored and some school-based assessments will be used to determine if there are any potential specific learning or developmental barriers. Whilst these assessments are being undertaken, the child may be added to the monitoring section of the school's SEND register. If it is determined that the child requires additional support beyond Quality First Teaching i.e. targeted intervention, the child will be placed on the school's SEND register. Children with this level of need will have a Learning Plan with personalised short-term targets. This plan will be shared and reviewed by the class teacher, alongside the child and in partnership with parents/carers. Learning Plan meetings will be an opportunity to discuss a child's SEND needs in more detail, and are in addition to parent consultation evenings.

Provision is needs led and we always strive to provide resources that are matched to a young person's Special Educational Needs or Disability.

The school budget includes money for supporting pupils with SEND. The school may receive an additional amount of 'top-up' funding for pupils with a higher level of need.

The school will use its SEND funding in the most focused way to support vulnerable children. This may include some individual or small group interventions working with a Learning Support Assistant or a Teacher. The funding may also be used to put in place a range of support strategies. SEND funding may also be used to purchase specialist equipment or support from other specialist/outreach services.

There are regular meetings to monitor the impact of interventions and SEND provision and the Governing body is kept informed of funding decisions.

We ensure that the learning environment is fully accessible and inclusive for all learners. We have a disability and accessibility action plan and policy that is available on request.

Visual timetables are used in all classrooms to support learning. Classroom displays are kept to a minimum to help provide low arousal learning spaces that are consistent across each key stage.

The school has an annual cycle of professional development that is needs led and focuses upon developing the capacity of all staff to meet the needs of all learners. Staff training and development needs are identified as part of the School's People Plan approach and is carefully reviewed.

We work in partnership with other local schools to ensure that a smooth and successful transition process takes place either at the end of a phase or as start of a mid-year transfer. This can include additional visits to the school site, both during the school day and when the site is quieter. Where needed, staff also visit

pupils at their current setting to meet with support staff and gather a better understanding of the pupil, their needs and the current level of provisions in place. The aim is to ensure the pupil has a smooth and successful transition and staff have an increased awareness of their needs.

When moving year groups in school, information will be passed on to the new class teacher and in most cases, a planning meeting will take place with the new teacher to discuss a child's strengths and needs and importantly, the Ways In and/or reasonable adjustments that have been successful.

We continually promote inclusion; all teachers know the profile of their pupils' individual needs and learning activities are planned to match pupil's needs. The school promotes a responsive approach to teaching and learning in order to pitch learning at the best level.

We adopt an inclusive classroom approach. This concept is to enable all children to access the information they need for learning with minimal disruption or additional overloading of information. All classrooms are well organised and clear of clutter. Displays around the room support learning.

Specialist Facilities/Equipment to support SEND

- Well-resourced pastoral support hub.
- A wide range of inclusive classroom resources including writing slopes, ear defenders, coloured reading rulers, coloured overlays, pencil grips, sensory and concentration aids and ICT resources on an individually assessed basis.
- Access to designated calm space (within the Hive) or sensory rooms as appropriate.
- Option for independent led and escorted sensory breaks, including walks in the grounds if appropriate

We are able to access a full range of assessments and observation questionnaires to support identification of specific needs.
The Pastoral Team is able to offer a therapeutic nurture package through interventions.

Input from Educational Psychologists/Therapists/AdvisoryTeachers/other specialist support services

All external partners we work with are vetted in terms of safeguarding.
We work closely with a range of services:

- School Nurse
- GPs and Health Visitors
- Paediatricians
- Children and Young People's Social Care
- NHS Speech and Language Therapy
- Hearing Support Services
- Vision Support Services
- Physiotherapy and Occupational Therapy (Children's Therapy Team at NHS Poole Hospital)
- Child and Adolescent Mental Health Service (CAMHS)
- Family Outreach and Attendance Team
- Outreach Support Services (Winchelsea and Longspee)
- BCP Educational Psychology Service
- Police- Safer Schools Community Team

The SENDCO also acts as a Designated Teacher for looked-after children and previously looked-after children. They liaise with the Virtual School Head from the local authority, who provide professional information and advice.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:
Reviewing pupils' individual progress towards their individual targets each term

Reviewing the impact of interventions.
Using Learning Plans to gather their views about their support.
Monitoring of classroom practice by the SENCO, SLT and the Trust SEND and Inclusion Director
Analysis of pupil tracking data and test results
Meetings of parents and staff, both formal and informal, to review progress and targets, revise provision and celebrate success
Holding Annual Reviews for pupils with EHC plans.
In order to make consistent continuous progress in relation to SEND provision, the school encourages feedback from staff, parents and pupils throughout the year.

Breakfast and After School Club support

Wrap around care is provided by Premier Education.

INCLUSION

We are an inclusive school community and we work in partnership with all stake holders to ensure that all learners have equitable opportunities as part of their school experience.

Risk assessments are carried out for school visits including residential trips and reasonable adjustments will be made where required. Where needed the risk assessment would include a meeting with parents as well as taking account of any medical advice. The destination of these trips will also be considered when assessing the needs of all children. On some occasions an individual member of staff may be assigned to support a small group or individual child if the risk assessment indicates that this is necessary. Parents may also be approached to fulfil this role if the risk assessment deems that necessary.

Health and safety audits are conducted to ensure that the school provides a safe environment for all pupils.

We are committed to the principle of reasonable adjustment and continuously make changes and adjustments of our learners in order to remove any barrier they might face due to their needs.

What proportion of children currently at the school have SEND?

Data as of September 2026

Total number of pupils 537

Pupils on monitor list 38 (7%)

Pupils with SEND, not including EHCP 71 (13%)

Pupils with EHCP 37 (7%)

All children and young people with SEND will have an identified primary area of need and many will have secondary or additional needs across a range of other areas. Every child is different and it is important that it is the individual child and their range of needs which are addressed when deciding how best to support them.

The four areas of need identified under SEND are: 'Communication and Interaction', 'Cognition and Learning'; 'Social, Emotional and Mental Health', and 'Sensory and Physical'.
Some pupils may be in receipt of an Educational Health and Care Plan (EHCP) in support of their identified needs. Others may be supported through the SEN register and with a Provision Map (K code).
Current identified SEND numbers for the school are detailed above:

BROADSTONE
MIDDLE SCHOOL

PARENT SUPPORT INVOLVEMENT/LIAISON

Parents are an integral part of their child's learning and actively encouraged to provide a lasting and positive partnership with the school.

We work with parents to support each child's well-being, learning needs, progress and aspirations. We operate an open-door policy to allow parentsto contact their child's class teacher with ease. Parents are provided with their child's teacher's email address at the start of the academic year.

At the beginning of each academic year, the parents of new to school pupils with a recognised SEN support need are invited to a welcome meeting with a member of the SEN team (SENCO or SEN Case Officer) to discuss their hopes and aspirations for their child while at the school.

If parents/carers have a concern about their child's development or learning needs, they are invited to discuss initially with their class teacher. Depending on the need, the SENDCO may observe the child in class and carry out specific in school assessments if required. The results of these assessments will inform next step planning. If the child has needs above those at Quality First Teaching, then the child will be added to the school's Special Educational Needs (SEND) register. They will also have a Learning Plan, which is created collaboratively between the school, pupil and parents/carers.

Learning Plan review meetings are held in order that parents can meet and talk with teachers about their child's next steps.

It is our aim that we can form a true partnership with parents in order to ensure the best outcomes for children. We recognise that parents know their children best and endeavour to ensure that our provision and practice reflects this.
When children leave Broadstone Middle School and enter a Senior school setting a thorough handover is in place to ensure a smooth transition. The new school are invited to attend any reviews before their child transfers. The child will take part in focused learning about aspects of transition to support their understanding of the changes ahead. Where possible, the child will visit their new school on several occasions and in some cases staff from the new school will visit the child in this school. A range of strategies, suitable for the child, may be used to support them at the time of transition. For example, if the child would be helped by a social story/additional photographs of the new setting/details of their new tutor to support them moving on, then it will be made available for them. Class teachers and the Inclusion Team are involved in the transition process.

INVOLVEMENT OF CHILDREN AND YOUNG PEOPLE

All pupils have a voice about their learning. They are aware of their personalised targets and are part of the discussion to set these

Teaching staff have the responsibility to provide high quality and inclusive teaching. This means that work within class is planned and pitched at an appropriate level so that all children are able to access the key learning through 'Ways In' according to their needs. For example, a child will be given the opportunity to record information in different ways.

Wherever possible, children should be included in all aspects of the curriculum and wider life of the school; adaptations and reasonable adjustments can be considered to enable this to happen, in line with the SEND Code of Practice.

Should your child be working more two years below their chronological age they will be placed on a differentiated curriculum, where the work is pitched and tailored to their specific next steps in learning linked to the previous year's curriculum.

If a child is not making the expected progress and has specific gaps in their understanding they may work within a smaller group of children. These sessions will be led by a Teacher or a Learning Support Assistantwho has been trained to run these groups or by a specialist from outside the school such as a Speech and Language Therapist.

Further specific support may also be provided through an Education Health and Care Plan (EHCP). This means a child will have been identified by the SENDCO and other external professional bodies as needing a particularly high level of individual need which cannot be met by the school budget.

When a statutory plan has been issued, annual reviews are held in order that progress is tracked thoroughly.

In addition, a Learning Plan, which is raised for all pupils on the SEN register, will also be created as part of the on-going monitoring. This is reviewed termly and shared with parents for their contribution and comment.

CONCERNS ANDCOMPLAINTS

It is in everyone's interests for concerns /complaints to be resolved as quickly as possible. Complaints about SEND provision in our schools should be made by the below steps.
Talk to the class teacher (KS2) or tutor (KS3) - The class teacher deals with the complaint initially.
If there is no further resolution, the complaint is then dealt with by a member of the Senior Leadership Team.
If at this stage, there is still no resolution, then the complainant should use the school's complaints policy.

OTHER INFORMATION

IT IS IMPORTANT TO NOTE THAT REQUESTS FOR PLACES IN THE RESOURCE BASED CANNOT BE ACTIONED BY THE SCHOOL. REFERRALS SHOULD BE MADE DIRECTLY TO BCP.

All teachers at Broadstone Middle School are teachers of SEND. Class teachers have overall responsibility for the SEND learners in their classes and work in liaison with the, Inclusion Lead, Assistant Head and SENDCO to provide support. We ask specialist teachers within the Middle Link and outside agencies to offer guidance and support where needed.

Our focus is on quality first teaching that allows all children to be effective learners.

The school governors are proactive in creating equity of opportunity.

We encourage parents to enter into partnership with the class teacher in the first instance. Our teaching staff will ensure that the appropriate next steps are taken to support all identified children and intervention is put in place to ensure positive outcomes for the learner.

If you are considering applying for a place at Broadstone Middle School and your child has Special Educational Needs or Disabilities please telephone the school and arrange an initial visit.
We will be happy to meet with you and discuss our provision in greater detail.

SEND General enquiries	sen@bmsweb.co.uk
SENDCO:	Harriet Blake h.blake.st@bmsweb.co.uk
SEND Case Officer	Jenny Fulling j.fulling.st@bmsweb.co.uk
School website:	www.broadstonemiddleschool.co.uk
SEND Governor	
Dorset Council's SEND Local offer BCP's SEND Local offer	https://www.dorsetcouncil.gov.uk/children-families/sen-and-disability-local-offer/dorsets-local-offer.aspx The Bournemouth, Christchurch and Poole SEND Local Offer - BCP Council
SENDIASS – A free, impartial and confidential service offering SEND information, support and advice	Dorset SENDIASS SENDiass4BCP - SENDiass4BCP
Dorset Education Advice Line	Dorset Education Advice Line (DEAL) - Dorset Council (DEAL) - Dorset Council 0800 14 040 41
Dorset Educational Psychology Advice	Educational psychologists - Dorset Council

COMPLETED BY	Harriet Blake, SENDCO
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