



## School SEN Information Report

SCHOOL NAME	
Broadstone Middle School	
TYPE OF SCHOOL	
Mainstream	Middle School: 9-13 years
ACCESSIBILITY	
Fully Wheelchair Accessible	Yes
Auditory/Visual enhancements	Yes
Other Adaptions:	Lift to 1st Floor and lower ground floor Accessible Toilet. The school has an Accessibility Plan that is agreed by school governors and the Castleman Academy 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.
CORE OFFER	
Are you currently able to deliver the 'core offer' as set out in Poole's Local Offer?	Yes
POLICIES	
Are the schools policies available on its website for:	
SEN	Yes
SAFEGUARDING	Yes
BEHAVIOUR	Yes
EQUALITY & DIVERSITY	Yes
DISABILITY LEGISLATION	
Are you aware/familiar 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) In each of the following areas:	
At Broadstone Middle school we are passionate about education and committed to ensuring that all children develop a thirst for learning, which ultimately leads to a love of learning, for life. We are dedicated to delivering an educational experience in which children are nurtured, challenged and celebrated for their individual achievements. Regardless of their starting point, we wholeheartedly believe that every child can achieve, whether they have a special educational need or not. We are committed to inclusion within the school curriculum and participation in all aspects of school life. Broadstone Middle adopts a 'whole school approach' to special educational needs. With all teachers being teachers of	

SEN and all staff working in collaboration, to ensure inclusion of all pupils. The school is committed to ensuring that pupils with special educational needs can fulfil their potential and achieve optimal educational outcomes, as well as supporting them with their transition to Secondary School and beyond. Our duty is to ensure our children grow up to be confident, caring and capable citizens of the future.

Areas of strength:

- All teachers have the highest possible expectations for all pupils in their class.
- We view each of our children as individuals and pride ourselves on recognising individual success and achievement.
- All pupils in school receive ‘Quality First Teaching’. This means that a range of teaching and learning styles are used and that appropriate learning intentions are set for all children, with a curriculum matched to their needs.
- A dedicated team of staff, including a Director of Inclusion, SENCo, SEN lead, Inclusion Lead and Inclusion Manager, support children whilst also fostering a sense of independence.
- A range of teacher training insets, linked to learning theories and research, which allow for differentiation without the need for an additional adult.

<b>RANGE OF PROVISION</b>	
Please indicate what your school has to offer (over and above your core offer) In each of the following areas:	
Specialist Facilities/Equipment to Support SEND:	<ul style="list-style-type: none"> <li>• The Learning Lagoon is a quiet room which provides a base for the Inclusion team. This room is used to the benefit of vulnerable pupils and those with SEND. This may include individual or small group work, a meeting place for adults involved with an individual or a source of specialist resources and equipment. We are able to access a full range of assessments and observation questionnaires to support identification of specific needs including dyslexia screening.</li> <li>• Many of the classrooms have been adapted to suit hearing and vision impaired pupils.</li> <li>• There are ‘chill out zones’ for pupils who need a quiet space.</li> <li>• We have a range of intervention materials and ICT software to support focused learning needs.</li> </ul>
Input from Educational Psychologists/Therapists/Advisory Teachers/Other Specialist Support Services:	<p>As part of our support for all children in school we have regular opportunities to consult with support services and health agencies through a multi-agency approach, which sometimes includes completing the Common Assessment Framework (PEHA in Poole) to support the family as well as the pupil. Our school works closely with the full range of professionals in support of Special Educational Needs and disability. Professionals may observe and assess children, meet with parents, provide reports and recommendations for those working directly with each child.</p> <p>Educational outside agencies include:</p> <ul style="list-style-type: none"> <li>• Educational Psychology (EP);</li> <li>• Special Needs Support Services (SENISS)</li> <li>• Longspee Behaviour Outreach (BS)</li> <li>• Montecute and Winchelsea Special Schools Outreach</li> <li>• Raising Ethnic Minority Achievement (REMA), which includes English Additional Language and Traveller Service support.</li> </ul>

	<ul style="list-style-type: none"> <li>• Specialist health services such as Speech and Language Therapy (SALT)</li> <li>• Physical and Sensory Support Service (PSSS), which includes Hearing Impaired Service (HI) and Visually Impaired Service (VI)</li> <li>• Occupational Therapy (OT)</li> <li>• Physiotherapy (PT)</li> <li>• Child and Adolescent Mental Health (CAMHS);</li> <li>• Behaviour Clinic</li> <li>• School Nurse</li> </ul> <p>We work with Social Services, Poole Family Support and Dorset Police through the Safe Schools and Community Team SSCT. We also have a Family Outreach Worker (FOW).</p>
Breakfast and After School Club Support:	<p>We offer both a breakfast club and afterschool club that run each day, free of charge. Homework club is offered to pupils who need extra support (or a quiet environment) to complete their home learning tasks. Additional co-curricular activities take place daily, with all children encouraged to attend.</p>
Inclusion:	<p><b>How do you promote inclusion within the school?</b></p> <p><b>We identify the needs of pupils with SEND as early as possible.</b> This is most effectively done by gathering information from parents, education, health and care services and feeder schools prior to the child’s entry into the school. Effective transition procedures and communication between all is vital.</p> <p><b>We monitor the progress of all pupils in order to aid the identification of pupils with SEND.</b> Regular monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.</p> <p><b>We make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum.</b> This will be coordinated by the SENDCo and wider Inclusion Team and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils’ needs are catered for.</p> <p><b>We work with parents to gain a better understanding of their child, and involve them in all stages of their child’s education.</b> This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child’s progress, and providing information on the provisions for pupils within the school as a whole, and the effectiveness of the SEND policy and the school’s SEND work.</p> <p><b>We work with and in support of outside agencies when the pupils’ needs cannot be met by the school alone.</b></p> <p><b>We create a school environment where pupils feel safe to voice their opinions of their own needs.</b> This means providing regular one to one meetings with parents and teachers and will be made easier by carefully monitoring the progress of all pupils. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life.</p> <p><b>How do you ensure co-curricular trips and activities are inclusive for all?</b></p> <ul style="list-style-type: none"> <li>• Activities and school trips are available to all.</li> <li>• Risk assessments are carried out and procedures are put in place to enable all children to participate.</li> </ul>
	<p><b>What proportion of children currently at the school with SEND?</b></p>

	Year Group	Male	Female	Total
	5	6	4	10
	6	11	4	15
	7	10	3	13
	8	7	5	12
				50
	Correct as of publishing date.			
Parent Support Involvement/Liaison	<p><b>How do you involve/support the parents of children with SEND regarding identifying and meeting their needs? How do you communicate their progress and areas of difficulty?</b></p> <p>We work with parents to support each child’s well-being, learning needs, progress and aspirations. We operate an open-door policy to allow parents to contact their child’s class teacher with ease. Parents are invited to become involved in school-life through a number of means e.g. parent forums, school trips and ongoing invitations to school events throughout the year. Our Governing Body includes Parent Governors/representatives. It is our aim that the school works in close partnership with parents and maintains regular and purposeful communications between school and home.</p> <p>Once a potential special educational need has been identified then an action cycle of assessment and intervention is put in place with a focus on providing effective support. This makes use of Assess, Plan, Do, Review ‘actions’ – revisited, refined and revised on a cyclical basis by those working with a particular pupil. In the first instance, a Pupil Passport is completed, this is a child-centred document that gathers information about the way they work best and identifies any areas of concern. This information then forms part of the PIIMS document, which details clear targets and is regularly used to track progress over the year. The overall aim of the SEN Support action cycle is to ensure an effective match between the needs of the pupil and the intervention put in place to support their learning. Parents and children themselves, will be consulted at each stage of this cycle.</p> <p><b>How will the school prepare children with an SEND to join their next setting/school/college/stage of education or life?</b></p> <p>Many strategies are in place to enable all pupils’ transition to be as smooth as possible. These include:</p> <ul style="list-style-type: none"> <li>• Discussions between the previous or receiving schools prior to the pupil joining/leaving.</li> <li>• All pupils attend a transition session at the end of the academic year, where they spend some time with their new class teacher.</li> <li>• At the end of the academic year, your child’s class teacher and the SENDCo will meet with your child’s new class teacher to discuss specific needs and support in place.</li> <li>• Additional visits are also arranged for pupils who need extra time in their new school, if they are moving to secondary school.</li> <li>• Secondary school staff visit pupils prior to them joining their new school. The SENDCo liaises with the SENDCos from the secondary schools to pass on information regarding SEN pupils.</li> </ul>			

Evaluating SEND Provision	<p><b>How do you evaluate the effectiveness of provision made for children and young people with SEN?</b></p> <p>Regular monitoring of the quality of provision for all pupils, including those with SEND, follows the school's assessment and monitoring calendar. In addition the cycle of Assess, Plan, Do and Review ensures that pupils with SEND have their individual provision reviewed regularly, and at least termly. Additional training, advice and support will be provided to teaching staff where necessary in order to facilitate pupil progress and to meet pupil needs. Pupil progress is tracked half-termly, with teaching staff meeting with SLT/SENCo, and where pupils are not making sufficient progress additional information is sought and appropriate action taken. The school adopt a Person Centered Review approach which ensure the learner is at the centre of all planning undertaken.</p> <p>We evaluate the effectiveness of provision for pupils with SEN by:</p> <ul style="list-style-type: none"> <li>• Reviewing pupils' individual progress and targets each term.</li> <li>• Reviewing the impact of interventions half termly</li> <li>• Using pupil questionnaires</li> <li>• Monitoring by the SENDCo</li> <li>• Using PIIMS to measure progress</li> <li>• Holding annual reviews for pupils with EHC plans</li> </ul>

<b>Other Information:</b>	
<b>Contact</b>	<p><b>Director of Inclusion: Rachel Milton</b>  <a href="mailto:rmilton@castlemanacademytrust.co.uk">rmilton@castlemanacademytrust.co.uk</a>  <b>SENCO: Louise Pankhurst</b>  <a href="mailto:lpankhurst@castlemanacademytrust.co.uk">lpankhurst@castlemanacademytrust.co.uk</a></p>
<b>Complaints</b>	<p><b>Executive Headteacher: Dawn Wilks</b>  <a href="mailto:d.wilks.st@bmsweb.co.uk">d.wilks.st@bmsweb.co.uk</a></p>
<b>Local Offer</b>	<p><a href="http://www.poolefamilyinformationdirectory.com/kb5/poole/fis/localoffer.page">http://www.poolefamilyinformationdirectory.com/kb5/poole/fis/localoffer.page</a></p>

