

Broadoak Mathematics and Computing College SEND Information Report 2017-18

Broadoak Mathematics and Computing College is a mainstream 11-16 academy in Weston-Super-Mare. All students are valued as individuals and we provide a happy and safe environment to *maximise students' abilities, ambitions and academic potential*. We offer a high level of challenge accompanied by high levels of support so that all can achieve.

This SEND Information Report outlines information regarding the ways in which we provide support for all students with Special Educational Needs and Disabilities (SEND), in order to realise their full potential, make outstanding academic and personal progress and grow to be equipped for their future lives. Provision may change and develop over time.

The information required to be included in this SEND Information Report is stated in **The Special Educational Needs and Disability Regulations 2014**

SCHEDULE 1: Information to be included in the SEN information report. This can be found at:

<http://www.legislation.gov.uk/ukxi/2014/1530/schedule/1/made>

Key Staff:

Mrs Rachel Whitehouse – SENCO

Ms Emma Gundry – Deputy Head, Inclusion

Regulation	Question	Broadoak response
1. The kinds of special educational needs and disabilities for which provision is made at the school	<i>What kinds of SEND do pupils have in your school?</i>	<p>Children are identified as having SEND when they have a significantly greater difficulty in learning than the majority of children the same age or have a disability which prevents or hinders them from making use of education facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority (SEND Regulations 2014).</p> <p>Students at Broadoak Mathematics and Computing College have a range of difficulties including</p> <ul style="list-style-type: none"> • Cognition and Learning; • Communication and Interaction; • Social, Mental and Emotional Health or, • Sensory/and or Physical Needs.
2. Information, in relation to mainstream schools about the	<i>How do we identify and assess pupils with SEN?</i>	<p>At Broadoak Mathematics and Computing College we use information from a range of sources to help identify SEND and other needs. These include:</p>

<p>school's policies for the identification and assessment of pupils with special educational needs and disabilities</p>		<ul style="list-style-type: none"> • information from partner primary schools, the local authority and/or parents/carers upon transition to the school; • a diagnostic assessment identifying a special educational need (this assessment will be triggered by analysis of CAT tests, staff concerns or discussion at a Student Support Meeting); • assessment reports from outside agencies including Occupational Therapist, Educational Psychologist, Speech and Language, Paediatricians
<p>3a. How the school evaluates the effectiveness of its provision for such pupils</p>	<p><i>How will I know that my child is making progress?</i></p> <p><i>How do you evaluate provision?</i></p>	<p>All students, including those with SEND, are assessed on a regular basis, in accordance with the College's Assessment Policy. Teachers formally assess and review progress and attainment 3 times a year which is communicated to parents/carers by a report that is sent home.</p> <p>Additionally, parents evenings are held once a year when there is an opportunity to discuss progress, attainment and next steps. All students with a Statement or Education, Health & Care Plan have an Annual Review. SEND students who are on the SEND register will also have a regular review.</p> <p>Quality Assurance takes place in a number of ways:</p> <ul style="list-style-type: none"> • Learning Walks • Work Scrutiny • Student and parent voice • Data analysis – attendance, attainment, approach to learning
<p>3b. The school's arrangements for assessing and reviewing the progress of pupils with special educational needs and disabilities</p>	<p><i>How do you check and review the progress of my child and how will I be involved?</i></p>	<p>The College will send home 3 reports each year which will show your child's current progress and approach to learning.</p> <p>We welcome the involvement of parents/carers and want to keep you up to date and involved with your child's progress. We do this through:</p> <ul style="list-style-type: none"> • parents evenings; • email; • telephone calls; • appointments made with individual teachers; <p>Parents/carers of students with SEND are also encouraged to contact the SENCO or Key Worker at any time to discuss any questions or concerns. Annual Reviews/SEND reviews are held regularly and parents/carers</p>

		voice is key to planning support for students with SEND.
3c. The school's approach to teaching pupils with special educational needs and disabilities	<i>What is our approach to teaching pupils with SEN?</i>	<p>We ensure that all staff deliver 'quality first teaching' to support students with SEND. This includes:</p> <ul style="list-style-type: none"> • work adapted as appropriate e.g. writing frames, scaffolded support • seating plans, • access to ICT or reader/scribe in class to produce work <p>Staff are supported to deliver this through guidelines provided through the Pupil Passport.</p>
3d. How the school adapts the curriculum and learning environment for pupils with special educational needs	<p><i>How will the curriculum be matched to my child's needs?</i></p> <p><i>How accessible is the school environment?</i></p>	<p>Where appropriate SEND students will have a personalised curriculum to match their individual needs, interests and abilities. This may include</p> <ul style="list-style-type: none"> • 1:1 reading, spelling and maths programmes (delivered daily) • Group work to support Communication and Interaction or Social, Mental and Emotional Health needs • Fine and gross motor skills development programmes (e.g. Nesy Fingers) • reduced number of qualifications studied at KS4 • College link course <p>The College is a safe and accessible building. All safeguarding procedures and risk assessments are in place and adhered to by all staff. We have a range of different facilities to help SEND students throughout our school including a lift to ensure access to the second floor; disabled toilets; and equipment to help with reading and writing.</p> <p>An Accessibility Plan is in place and available from our school website.</p>
3e. Additional support for learning that is available to pupils with special educational needs	<p><i>Is there additional support available to help pupils with SEND with their learning?</i></p> <p><i>How are the school's</i></p>	<p>SEND students have a Key Worker to support them with their learning. This will include the development of study skills including revision techniques, developing organisational skills and supporting them with Homework. In addition to personalised curriculum opportunities, there is a supported HW Club and in-class support is allocated to help students with their learning.</p> <p>Resources are allocated based on evidence of need and effectiveness. Students with a Statement/EHCP</p>

	<p><i>resources allocated and matched to children's special educational needs?</i></p> <p><i>How is the decision made about how much/what support my child will receive?</i></p>	<p>have resources allocated as outlined in their statement or plan. In class support is allocated using the following priorities:</p> <ol style="list-style-type: none"> 1. SEND Health and safety - physical, ASC, ADHD, SEMH (Risk assessed) 2. Top up funded students 3. Students with an Education Health and Care Plan (EHCP) 4. SEND Learning needs which require additional adult to back up QFT <p>Decisions will be made based on level of need and through consultation with the student, parents/carers, College staff and external professionals such as Occupational Therapists, Educational Psychologists and CAMHS. Where in-class support is required the above criteria will be applied.</p>
<p>3f. How the school enables pupils with special educational needs and disabilities to engage in the activities of the school (including physical activities) together with children who do not have special educational needs and disabilities</p>	<p><i>What social, before and after school, and other activities are available for pupils with SEND?</i></p> <p><i>How can my child and I find out about these activities?</i></p> <p><i>How will my child be included in activities outside the classroom, including school trips?</i></p>	<p>Break and lunchtime clubs (<i>Breakers</i> and <i>Revels</i>) are available for students with SEND. These aim to help students gain confidence in being with their peers during unstructured times. Staff encourage participation and the development of appropriate behaviours during free time in the College.</p> <p>In addition, there is a Breakfast Club available for all students before the start of the College day, which all students can attend. The LRC is open at lunchtimes with a range of activities including a film, board games and computers. There is also a programme of <i>Broadoak Extra</i> activities during and after school including sports, drama and science clubs. These are available for all students.</p> <p>Activities are published through the weekly student bulletin and included on the College website, twitter and Facebook feeds and the College newsletter. Key Workers will signpost any specific SEND activities which would benefit your child.</p> <p>Where necessary, risk assessments are completed to ensure best endeavours are made to enable your child to be included in any activities, including school trips. When needed, key workers are used to support students. Activities are inclusive and adaptations made for physical needs wherever possible.</p>

<p>3g. Support that is available for improving the emotional, mental and social development of pupils with special educational needs and disabilities</p>	<p><i>What support will there be for my child's overall well-being?</i></p>	<p>At Broadoak we seek to nurture and develop the whole child. A comprehensive PSHCE programme covers a range of topics to support the development of students' wellbeing including relationships, healthy lifestyles and mental health. We employ a counsellor in the College, have a weekly school nurse drop in session and a range of support staff including Learning Mentors, Parent/Student Support advisor and a non-teaching Assistant Head of Lower School.</p> <p>In addition, students with SEND are supported by:</p> <ul style="list-style-type: none"> • Key workers who will support students' emotional and social development through 1:1 meetings and interventions e.g. cooking activities • Break and lunchtime groups are available to help students gain confidence during unstructured times. They enable them to develop skills in making friends positively and appropriately. • Students can be referred to a 'nurture' tutor group to help them start the day. This allows them time to discuss any worries about the day ahead, plan how to overcome those worries and encourages confidence through guided group conversation. <p>Other interventions include:</p> <ul style="list-style-type: none"> ○ Social thinking assessments ○ Social stories ○ 5 Point Anger Management Scale
<p>4. In relation to mainstream schools, the name and contact details of the SEND coordinator</p>	<p><i>Who should I contact if I want to find out more about how Broadoak supports pupils with SEND?</i></p>	<p>The College's SENCO is Mrs Rachel Whitehouse.</p> <p>Contact details: rew@broadoak.n-somerset.sch.uk, tel: 01934 422000</p>
<p>5. Information about the expertise and training of staff in relation to children and young people with special educational</p>	<p><i>What training have the staff supporting children and young people with SEND had or are having?</i></p>	<p>The Student Support Team is led by the SENCO who has the National SENCO qualification and RSA Diploma in Specific Learning Difficulties.</p> <p>Training for the whole team has included:</p> <ul style="list-style-type: none"> • Social Thinking training • Attachment and Trauma

<p>needs and disabilities and about how specialist expertise will be secured</p>		<ul style="list-style-type: none"> • Autistic Spectrum • Mental Health First Aid • Emotion Coaching <p>Specialist expertise is secured through referrals to appropriate agencies e.g. CAMHS, Community Paediatricians or the Vulnerable Learners Service.</p>
<p>6. Information about how equipment and facilities to support children and young people with special educational needs and disabilities will be secured</p>	<p><i>What happens if my child needs specialist equipment or other facilities?</i></p>	<p>We can access a range of services including Visual and Hearing Impaired Team and Disability Team. These services are contacted when necessary and appropriate, according to your child's needs. A student's Pupil Passport will be updated if other facilities (e.g. use of sound blocking headphones) are needed in lessons.</p>
<p>7. The arrangements for consulting parents of children with special educational needs and disabilities about, and involving such parents in, the education of their child.</p>	<p><i>How will I be involved in discussions about and planning for my child's education?</i></p>	<p>Parents/carers are invited to regular review meetings to discuss their child's educational progress and provision.</p> <p>They are also encouraged to contact the SENCO or Key Worker at any time to discuss any questions or concerns.</p>
<p>8. The arrangements for consulting young people with special educational needs and disabilities about, and involving them in, their education</p>	<p><i>How will my child be involved in his/her own learning and decisions made about his/her education?</i></p>	<p>Students are also be invited to regular review meetings (with their parents/carers) to discuss their progress and provision.</p> <p>All SEND students will have a Student Passport which they will write with their Key Worker outlining their needs and the support teachers/other staff can give them.</p>
<p>9. Any arrangements made by the governing</p>	<p><i>Who can I contact if I have a complaint?</i></p>	<p>Our Complaints Policy which can be found on the College website http://broadoakcollege.org.uk/policies</p>

<p>body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs and disabilities concerning the provision made at the school</p>		<p>In the first instance we ask that you contact the member of staff to resolve the complaint. If you are not happy with the outcome of this, the second stage is to contact the Headteacher or the Chair of Governors. Stage three of the Complaints Process will see your complaint heard by a panel involving at least 3 people independent of the complaint.</p> <p>If you have any questions before making a complaint, please contact Ms Emma Gundry, Deputy Head.</p>
<p>10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and disabilities and in supporting the families of such pupils</p>	<p><i>What specialist services and expertise are available at or accessed by the school?</i></p>	<p>As a College we can access a range of services including:</p> <ul style="list-style-type: none"> • Child and Adolescent Mental Health Service (CAMHS); • Social Care; • School Nurse Service; • Educational Psychology Service; • Speech and Language Service; • Occupational Therapy Service. <p>These services are contacted when necessary and appropriate, according to your child's needs.</p> <p>If you believe your child needs support from a specialist please contact Mrs Whitehouse or discuss at the next review/parents evening.</p>
<p>11. The contact details of support services for the parents of pupils with special educational needs and disabilities, including those for arrangements made in accordance with section 32.</p>	<p><i>What support services are available to parents?</i></p>	<p>Details of support within North Somerset can be found on their website at http://nsod.n-somerset.gov.uk/kb5/northsomerset/directory/family.page?familychannel=5000</p> <p>Examples of support groups or organisations include:</p> <ul style="list-style-type: none"> • Supportive Parents (http://www.supportiveparents.org.uk/, Tel: 0117 9897725) • Autistic Spectrum Support Group (01934 411 843) • Buddy Scheme (Tel: 01934 427 615, email daycaredevelopment@n-somerset.gov.uk), • Lynx Fun Club (Tel: 01934 412 575) • Independent Supporters (Tel: 0117 9476111, website: Kids Independent Supporters (South West))

<p>12. The school's arrangements for supporting pupils with special educational needs and disabilities in a transfer between phases of education or in preparation for adulthood and independent living</p>	<p><i>How will the school prepare and support my child when joining your school or transferring to a new school or post-16 provision?</i></p>	<p>Transition from primary to secondary:</p> <ul style="list-style-type: none"> • Meet with SENCOs and other school staff to share information and strategies • Meet with parents/carers to allocate key workers and plan additional visits/support as required • Attend review meetings and consult with any external agencies involved with SEND students and/or their families <p>Transition from KS3-KS4:</p> <ul style="list-style-type: none"> • Planned programme of support for making decisions about KS4 pathways • Alternative pathways available e.g. College Link, learning support • Meetings with Key Workers to discuss KS4 choices <p>Transition from secondary (including adulthood and independent living):</p> <ul style="list-style-type: none"> • 1:1 support when completing college applications • On-going monitoring of students at high risk of NEET and referral to appropriate agencies • Meeting with providers to share information and strategies • Comprehensive PSHE programme including personal finance, housing and work related skills
<p>13. Information on where the local authority's local offer is published</p>	<p><i>Where can the LA's local offer be found?</i></p>	<p>The local offer can be found on the North Somerset website at http://nsod.n-somerset.gov.uk/kb5/northsomerset/directory/localoffer.page?localofferchannel=0</p>