SEN Information Report

We are proud to let you know about the many ways we support all our children in our Specialist Cognition and Learning Unit.

Consortium
Develop • Create • Engage

Who can I talk to about my child's special educational needs?

My child's Class Teacher: They are responsible for ensuring your child is making progress and liaising with the SENDCO about the support they may need. They should be the first person you speak to about any concerns.

The SENDCo and Lead Teacher: Claire Tilley
She is responsible for coordinating the support for pupils with SEND, providing support for staff and communicating with parents.
c.tilley@consortiumtrust.co.uk

Head Teacher: Simon Lea
Please speak to Mr Lea if you are unable to meet the class teacher or SENDCo for any reason.
Head.bnc@consortiumtrust.co.uk

The SEND Trustee: The Trust has a SEND trustee who can be contacted through the school. They are responsible for monitoring the school's SEND Provision through regular contact with central team and school school staff.

How do the adults in our unit assess our children?

BSquared

We gather information from parents/carers, from our adults, from our pupils, and from other agencies such as medical professionals or therapists.

We use the 7Cs Learning Portfolio as a language of SEND assessment which helps us to find each child's areas of strengths and areas for development.

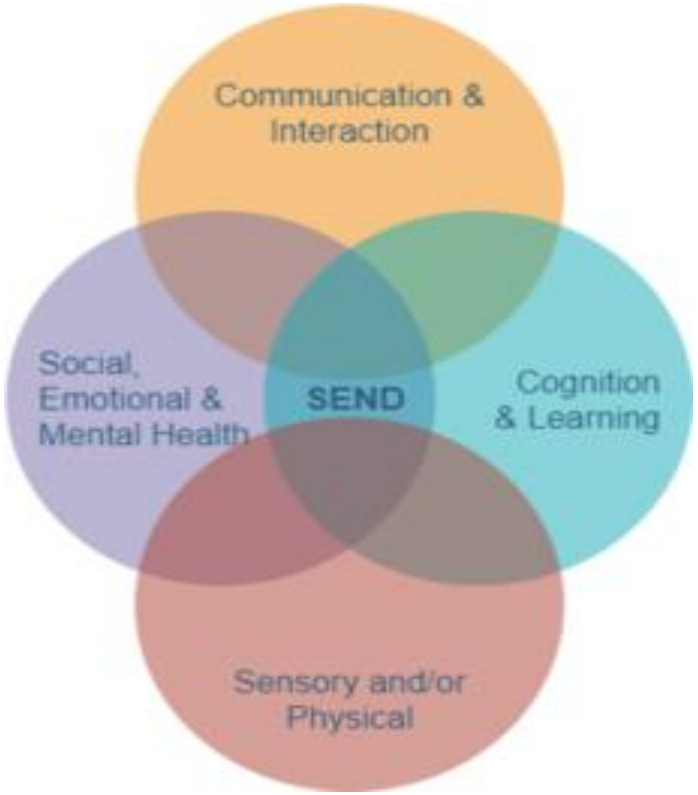
We use bsquared and their EHCPs to help us set targets for your child.

We observe children and use our professional knowledge and experience to see what support they might need.

We refer children to other agencies for further assessment where needed, in consultation with parents/carers.

What kinds of SEND are provided for in our Specialist unit?

There are four main broad areas of SEND:



We are a specialist Key Stage 2 Cognition and Learning unit and therefore our children's primary need will be Cognition and Learning.

Every child's needs are considered on an individual basis . Our Specialist unit is experienced in supporting children with a range of needs including ADHD, autism, dyslexia or learning difficulties, motor difficulties, sensory needs, speech and language or communication difficulties, visual and hearing impairments. The Broads is committed to inclusive learning and wellbeing for all our pupils.

How does the school communicate with the parents/carers of children with SEND?

Learning Pi
Personal Improvement

We communicate with our parents by:

- Emails
- Telephone calls
- Annual Reviews
- Open afternoons
- Learning Pi app
- Termly parent evenings
- Website
- Weekly newsletters
- Facebook posts
- Appointments with class teacher
- Appointments with the SENDCo

How do we communicate with our children who have SEND?

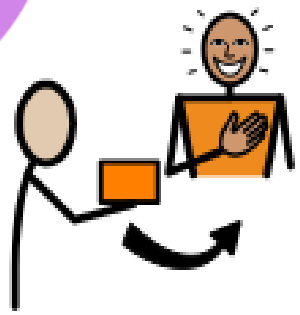
Visual resources in classrooms to support targets

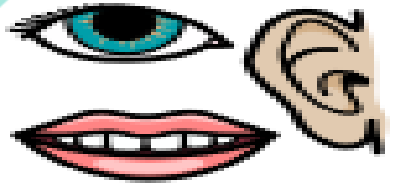
Rewards are used in our unit

Daily check-ins and small class sizes

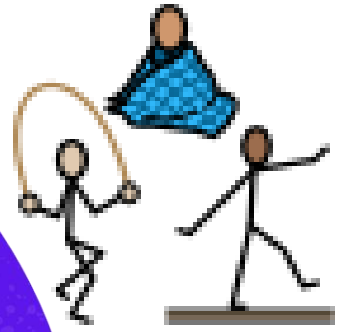
ELSA sessions

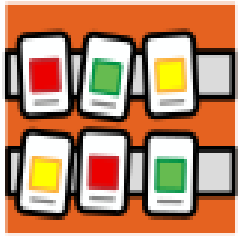
Time to speak and adults listen carefully





What universal provision is available for children with SEND?



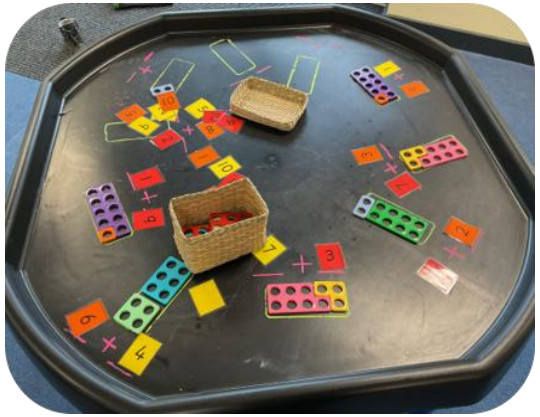


- Visual timetable
- Personalised timetables
- Now, next and then board
- Written, visual or verbal prompts
- Pictorial, concrete and abstract prompts
- Using a laptop
- Brain breaks
- Sensory circuits
- Coloured paper or overlay
- Writing scaffolds
- Word banks
- Small group support
- Individualised and personal learning
- Soft start
- Sensory room
- Daily snack

How does our unit provide our children access to the whole curriculum and support their emotional well-being?

We offer a unique curriculum which includes:

Personalised Learning

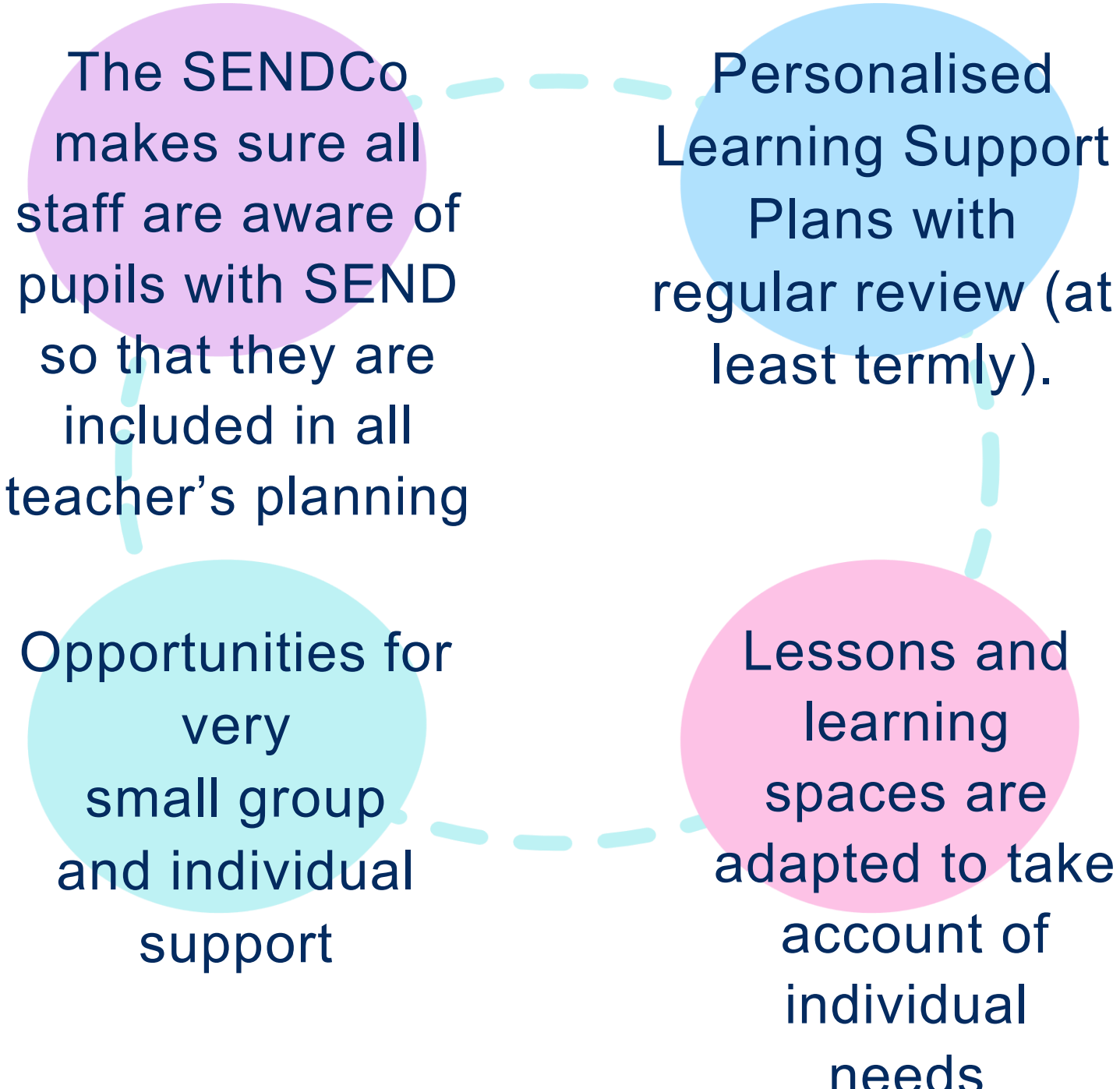


Continuous Provision

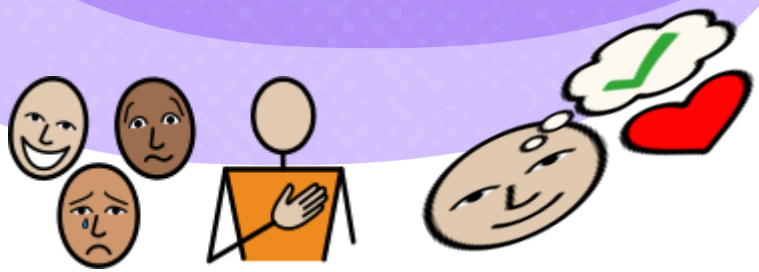
The PACE Approach

ELSA sessions

We join our mainstream peers as often as possible for a range of subjects including PE, Music and Outdoor Learning.


The SENDCo makes sure all staff are aware of pupils with SEND so that they are included in all teacher's planning
Personalised Learning Support Plans with regular review (at least termly).
Opportunities for very small group and individual support
Lessons and learning spaces are adapted to take account of individual needs

What are the different types of support available at our unit?



- All children receive quality first teaching on a 1 to 1 basis by a highly motivated and enthusiastic teacher
- A personalised curriculum has been created to suit the needs and learning styles of each of our children
- Daily and weekly ELSA and Speech and Language sessions
- Experienced and trained Teaching Assistants provide a range of support including behavioural and pastoral.
- A wide range of visuals and manipulatives available for every learning task

These are some of the interventions that we use

Little Wandle Phonics

Emotional Literacy Support Assistant

Speech and Language Link

Lego based Intervention

How adults help me in the Broads and how is it allocated

Our adults in the Broads, take the time to get to know each individual child and build a relationship with them. This helps them to feel safe and secure and be able to share any worries they have with any adult.

All our learning is personalised to our children's own individual needs and taught in a way that they can understand and remember. Our aim is to help each pupil to reach their full potential and move on to high school, with a can do attitude.

We run a wide range of sessions either daily or weekly to support our children these include:

- ELSA sessions to support the growth of our children's emotional literacy
- Speech and Language to support our children's ability to communicate
- Physio to support individuals' movement and strength

Support is allocated on the needs of the pupils and provision identified in EHCPs. The Academy Head, SENDCo and Lead Teacher agree what reources, training and support is needed. This is reviewed regularly.

We apply for High needs funding for where pupils with severe or complex needs require an exceptionally high level of support.

How does the school evaluate the effectiveness of provision for pupils with SEND?

Termly review of all pupils with SEND with Head of Inclusion, class teacher and SENDCo alongside discussion with parents/carers

Half termly assessments to check progress and next steps. Termly 7Cs Learning Portfolio assessment

Monitoring in the classroom through lesson observations, learning walks and visit reports.

How accessible is the environment at The Broads Specialist Unit?

Our brand-new unit is a purpose-built single storey building with no steps and double doors. We have wide corridors and a disabled toilet. We have our own outdoor area and we can access the playground straight from our corridor or outside space.

What other agencies does the school work with to support SEND children?

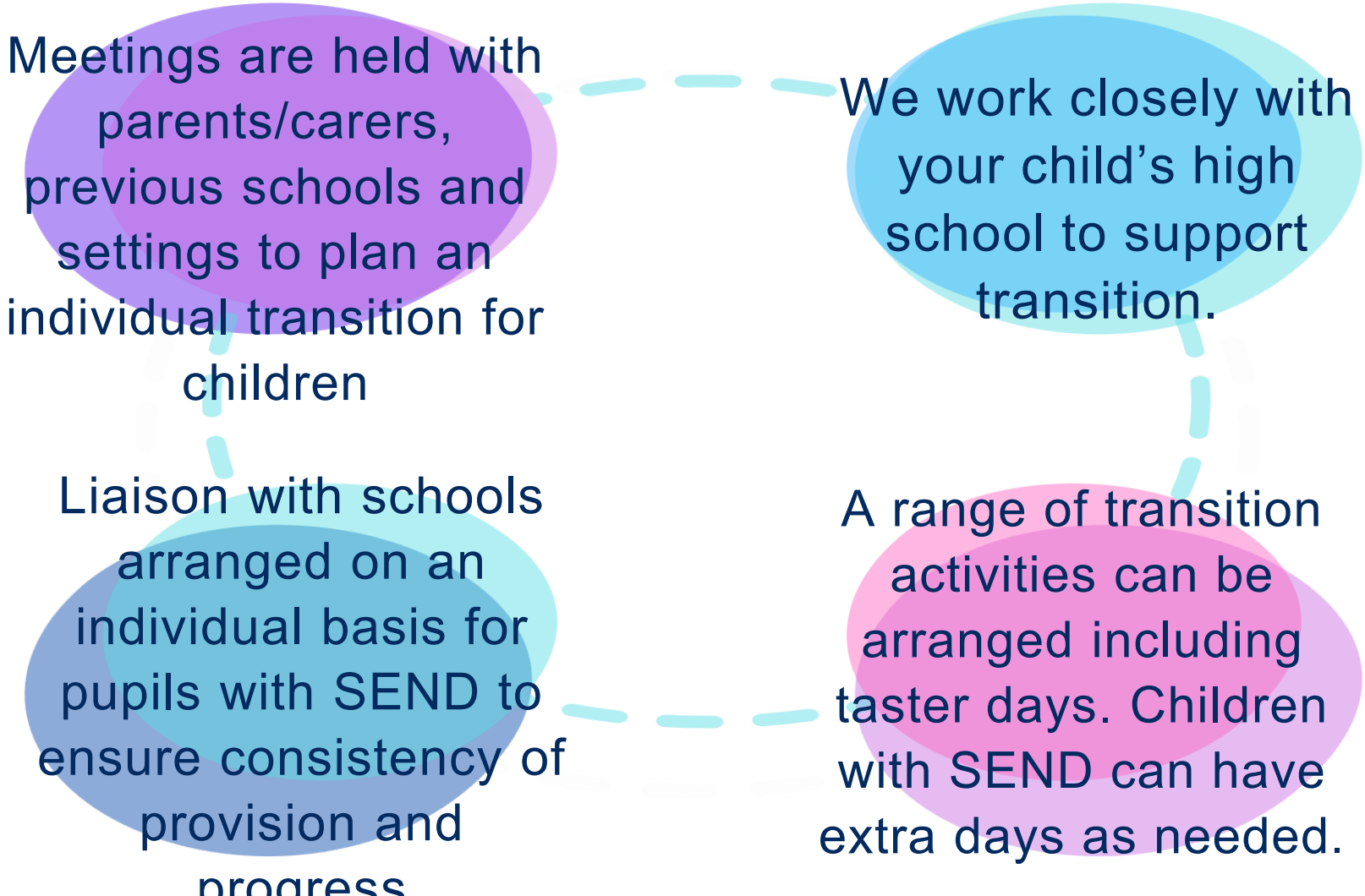
What is the expertise of the staff and what training is provided at The Broads?

- Qualified Teacher Status for all Teachers
- Trained Teaching Assistants and Higher Level Teaching Assistants
- ELSA trained member of staff
- Safeguarding Training/Designated Safeguarding Lead Trained
- Norfolk steps
- First Aiders and access within Consortium Trust to Mental Health First Aiders
- Ongoing CPD for all staff

Mental Health First Aider
MHFA England

ELSA support

How is transition into and out of my child's school arranged?



Who, outside of school, can I turn to for advice and support if I am not happy?

We really want to work with families to make sure you and your children are happy and successful in our school. We are always here to listen. Please come and talk to us if you have any concerns.

Our complaints policy is on the school's website.

The Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) provide impartial information for the parents/carers of all children and young people with SEND, up to the age of 25.

SENDIASS in Suffolk https://www.suffolksendiass.co.uk/

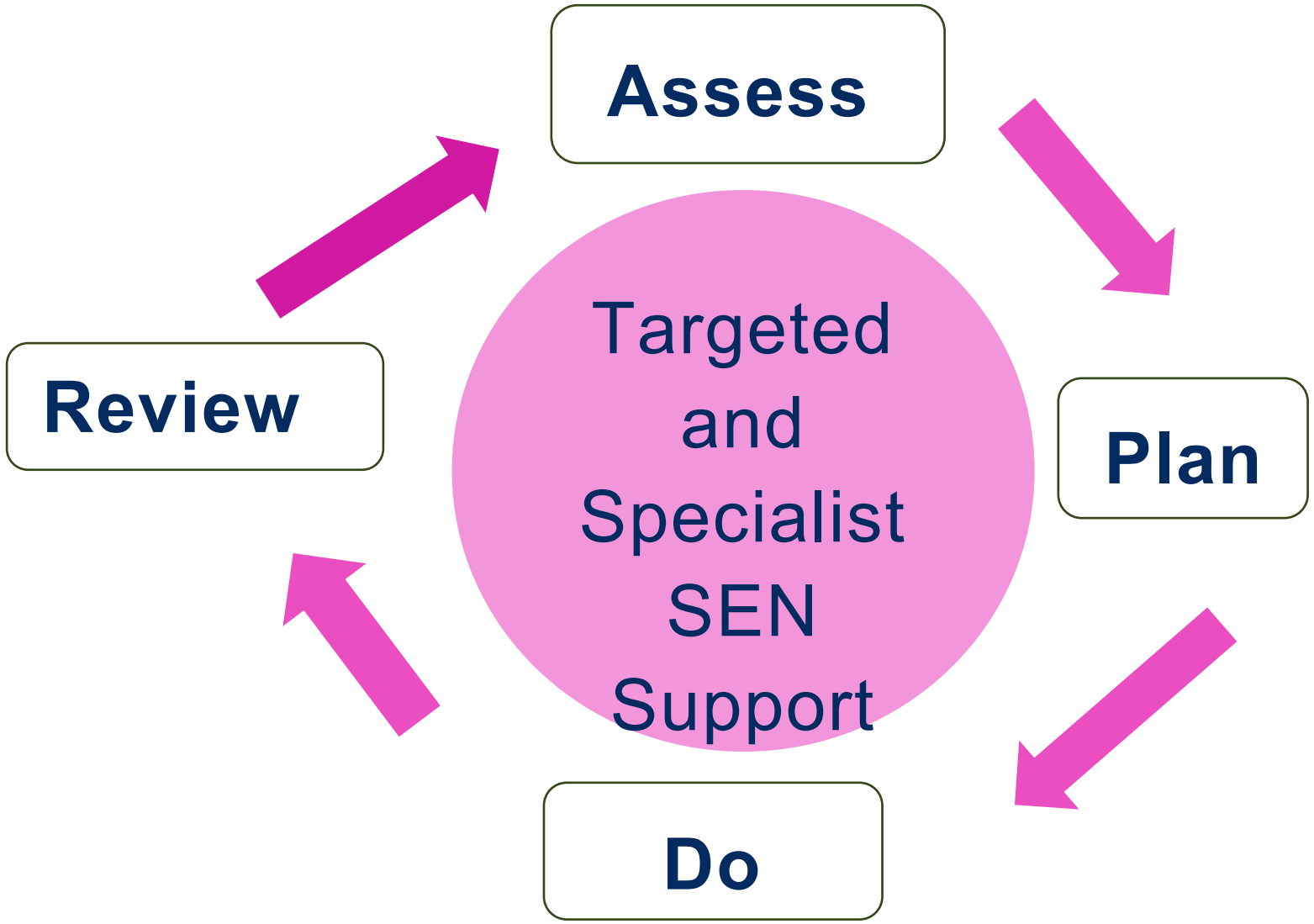
SENDIASS in Norfolk http://www.norfolksendpartnershipiass.org.uk/

In some circumstances you can appeal to the SEN and Disability Tribunal. https://www.gov.uk/special-educational-needs-disability-tribunal

All schools and Suffolk County Council or Norfolk County Council have complaints procedures which are followed.

The Graduated Response

All pupils in The Broads access high quality universal provision and quality first teaching. Alongside this every pupil has targeted and specialist support based on their individual needs using the Graduated response.



Suffolk Local Offer

For information about Suffolk's Local Offer visit www.suffolklocaloffer.org.uk

Specialist Education Services

Support for individuals or groups
Training for Staff
Solution Circles
Bi-annual Support meetings

Specialist and Alternative Education
Alternative Tuition Service

Early Years Foundation Advisory Service

SENCO Central Suffolk Mainstream Inclusion Toolkit

Norfolk Local Offer

For information about Norfolk's Local Offer visit https://www.norfolk.gov.uk/SEND

Schools and Communities Team
Specialist and Alternative Provision

Team Around the School TAS Meeting

Educational Psychology and Specialist Support

SEND and Inclusion Helpline

More Information

Please read the Behaviour and Inclusion Policy and Teaching, Learning and Curriculum Policy on the Consortium Trust website.

You may also have heard about the 'local offer'. This is part of the Children and Families Act 2014. Local Authorities must publish a local offer setting out information about the provision in their area for children and young people with SEND. Schools contribute to the local offer by sending information to the local authority.

For information about Suffolk's Local Offer visit www.suffolklocaloffer.org.uk

For information about Norfolk's Local Offer visit https://www.norfolk.gov.uk/SEND

This SEND Information Report was reviewed in June 2024 and will be reviewed annually.

We value your feedback so please contact the Academy Head or SENDCo if you have any comments on this SEND Information Report.