

Broke Hall Primary School: SEN Report

Information and Guidance: Who should I contact to discuss the concerns or needs of my child?	
Class Teacher or Phase Leader	<p>He / She is responsible for:</p> <ul style="list-style-type: none"> Adapting and refining the curriculum to respond to strengths and needs of all children. Checking on the progress of your child and identifying, planning and delivery of any additional support. Contributing to devising personalised learning plans to prioritise and focus on the next steps required for your child to improve learning.
<p>Special Educational Needs Coordinator (SENCo)</p> <p>Mrs Debbie Stanford Email: dstanford@brokehall.suffolk.sch.uk</p>	<p>If you have concerns about your child you should speak to your child's teacher in the first instance. You may then be directed to the SENCo.</p> <p>She is responsible for</p> <ul style="list-style-type: none"> • Applying the school's SEN policy. • Coordinating provision for children with SEN and developing the school's SEN policy • Ensuring that parents are: <ul style="list-style-type: none"> ◆ Involved in supporting their child's learning and access <ul style="list-style-type: none"> ◆ Kept informed about the range and level of support offered to their child ◆ Included in reviewing how their child is doing ◆ Consulted about planning successful movement (transition) to a new group or school ◆ Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties ◆ Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.
Head teacher: Mrs Ruth Fairs	<p>She is responsible for:</p> <ul style="list-style-type: none"> • The day to day management of all aspects of the school, including the provision made for students with SEND
SEN Governor: Mrs Emma Orchard	<p>She is responsible for:</p> <ul style="list-style-type: none"> • Supporting school to evaluate and develop quality and impact of provision for children with SEN across the school

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Assessment, Planning and Review:

How can I find out about how my child is doing?

The school carries out a continuous programme of monitoring and assessment for all children. Part of this process will identify children who are not making progress or who have social and emotional needs which are affecting their ability to engage in learning activities.

For any child who is not making progress, support will be put into place to provide enhanced resources and/or targeted small group and/or individual support to help overcome any difficulties.

The school provides parents with a Learning Plan Review at the end of each term and the opportunity to attend parent/teacher consultation meetings.

Pupils with SEND:

Support is documented in a Learning and / or Behaviour Plan, which takes into account the child's One Page Profile (pupil views), using the 'assess, plan, do, review' approach. In consultation with the SENCo and parents, short term targets are agreed which prioritise key areas of learning or behaviour to address and by which progress can be measured. Where external agencies are involved, their advice and recommendations are included in these support programmes. Actions agreed take into account each child's views, and their strengths as well as their difficulties.

In some cases support provided by Learning Support Assistants may be allocated. This support is deployed to ensure your child can engage in lessons and wider school activities and to facilitate independent learning.

Review meetings are held regularly. Parents, relevant external agencies and when appropriate, pupils, are invited to reviews and their contribution is valued. The impact of support offered is considered along with the progress towards targets set. Support arrangements will be updated and revised accordingly. If not involved already, this might include referral to external agencies. The outcomes of these meetings will be formally recorded. If your child is continuing to have significant difficulties, further external expertise may be requested.

Key Stage Two SATs - Access Arrangements

For some students additional arrangements and adjustments can be made to enable them to fully access these tests. This might include additional time, rest breaks, adapted test papers or the use of a scribe. The SENCo / class teachers will inform you about eligibility for these arrangements.

Curriculum and Teaching Methods (including groupings and interventions):

How will teaching be adapted to meet the needs of my child?

Teachers are skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account individual children's needs and requirements. We use a range of approaches to support access through adaptations and scaffolding, and ensure that all children can experience success and challenge in their learning.

Grouping arrangements are organised flexibly with opportunities for mixed setting to maximise learning opportunities for all.

Additional adults are used flexibly to help groups and individual students with a long term goal of developing independent learning skills. Monitoring takes place to avoid students becoming over-reliant and dependent on this adult support. Information linked to your child's learning needs is shared with the additional adults who work with your child.

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Intervention: Access to learning and the curriculum:

How will my child be supported to fully access learning and the curriculum?

Strategies/programmes to support Speech and Language:

- Full time Specialist LSA for Speech and Language who works with children with a range of speech and language difficulties, working closely with other members of staff and with parents
- Speech and Language Therapist advice and packages of work disseminated to and followed by staff
- Targeted group work and specific differentiation or modification of resources e.g. use of symbols
- Speech Therapist support, e.g. when EHC Plan specifically stipulates number of hours
- Language Link assessments and associated programmes of work to identify and target any identified language difficulties

Strategies to support/develop English skills:

- Focused reading lessons, with group or paired reading
- Small group intervention programmes
- Access to Specialist LSA for dyslexia and structured programmes, e.g. Sound Discovery or Beat Dyslexia intervention

Strategies to support/develop numeracy:

- Individual/small group intervention programmes e.g. Power of One intervention
- Pre-teaching and revision of concepts and learning

Provision to facilitate/support access to the curriculum:

- Specific Learning Difficulties (dyslexia) awareness / provision, e.g. use of alternatives to written recording, careful differentiation, structured programmes of work, visual resources and prompts.

Strategies/support to develop independent learning:

- Visual timetables and visual prompts for class/and or individual students
- Small group support working on memory and listening skills
- Reward systems e.g. Beacon targets
- Work-stations where appropriate

Intervention: Pastoral Support:

How will the school support the personal, social and emotional development of my child?

Strategies to support the development of children's social skills and to enhance self-esteem

- Lunchtime nurture group / lunchtime clubs
- Chat times
- Social Skills programmes, friendship groups, Circle of Friends
- Buddy system
- Transition support, visits and events
- Family Liaison Officer available to offer support and advice
- Strategies and resources to support/modify behaviour, e.g. reward systems, playtime record cards, break systems, sensory and calming resources, visual prompts and comic strip conversations
- School sanctions and reward system as set out in School Behaviour Policy
- Weekly celebration assemblies

Personal and medical care

- Associate Staff (medical) available for students throughout the day
- Care plans / protocols for students with medical needs
- Close liaison with specialist health professionals
- Use of specialist resources where appropriate, e.g. standing frames, Roger Pen hearing system

Access to modified equipment and ICT

- Specialist equipment as required on an individual basis to access the curriculum, e.g. touch screen

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computers, use of laptops and the Clicker 6 programme, iPads, pencil grips, sloped writing boards, reading trackers, talking whiteboards, spell checkers, scissors, ear defenders, ear loops and dyslexia friendly dictionaries

Partnerships with External Agencies:

What support from outside does the school use to support my child?

The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met.

These include:

- Access to medical Interventions
- Use of individualised Care Plans
- Referral to school nurse
- Referrals to outside agencies as required
- Access to Social Care

Staff work closely with a range of professionals, e.g. Specialist Teachers for Hearing Impaired and Visually Impaired, School Nurse, SES, Behavioural Support services, Speech Therapists, Occupational Therapists, Physiotherapists

Transition:

How will the school help my child move to a new group, class or to a different school?

Children and young people with SEND can become particularly anxious about moving on, so we seek to support successful transition by:

When moving up to the next year group within school:

Detailed information is shared with the new teacher and support staff working with your child.

All children have the opportunity to meet their next class teacher and to visit their new classroom before the end of the summer term. In some cases a transition plan is required which may include more visits to the classroom and class teacher and any supporting adults.

Photo packs / social stories are added to the school website, to help ease any anxiety linked with transition.

When moving to another school:

We will contact the new school's SENCo and share information about special arrangements and support that has been made to help your child achieve their learning goals.

In some cases a more detailed, enhanced transition is planned which may include more visits to the new school and/or additional visits from the new school.

We will ensure that all records are passed on as soon as possible.

Staffing Expertise:

How skilled are staff in meeting the needs of my child?

- Mrs Debbie Stanford, the school's SENCo holds the National SENCo Award.
- Broke Hall has been awarded an Inclusion Quality Mark (IQM) and Centre of Excellence status.
- An ongoing programme of training is in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of children with SEN.
- Our SENCo actively engages with local opportunities to share best practice and keep abreast of current local and national initiatives and policy to support students with SEN.
- SEN Trust meetings are held termly.

FURTHER INFORMATION about support and services for students and their families can be found at:

www.suffolk.gov.uk/the-parent-hub

Or by contacting Mrs Naunton, the school's Family Liaison Officer:

Cnaunton@brokehall.suffolk.sch.uk

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