



Broad Oak Primary School SEND Information Report June 2025

This report contributes to Manchester Local Authority's Local Offer and complies with section 69 (2) of the Children and Families Act 2014 and Regulation 51 and Schedule 1 of the Special Educational Needs and Disability Regulations 2014.

We hope that parents of current and prospective pupils find the following information helpful and we encourage all interested parties to contact the school for more information.

Summary of Key Information about Broad Oak

- Our approach is to enable each child to be all that they can be, working in partnership with families and external agencies to unlock potential and remove barriers to learning
- We have a Special Educational Needs Coordinator (SENCO)
- Our SENCO is a member of the Senior Leadership Team
- School has a Resource Provision for pupils with Social, Emotional and Mental Health difficulties
- School commissions the services of a Speech and Language Therapist, an Educational Psychologist and Team of Play Therapists to support our children's needs

1. Does my child require extra help or SEND support?

Concerns from parents/carers and school staff are used to identify a need. Progress of all children is monitored carefully to inform any decisions around special educational needs.

If a child has a high level of difficulty accessing learning and the curriculum when they join us or as they change during their school life, they may be considered to have a Special Educational Need or Disability (SEND). A health diagnosis would be used to identify a child as being SEND due to a disability.

If you have any concerns that your child may need some additional support or have SEND please speak to their class teacher as soon as you can. They will be able to advise you and to discuss your child's needs further with relevant staff if you both feel that this is appropriate.

2. What are school's policies on identification and assessment of children with SEND?

At Broad Oak, we aim to identify children with particular needs as early as possible. Assessment of need may include observation of children's social skills and learning experiences in all curriculum areas, specific assessment by the school's SENCO, teacher assessment and use of assessments to enable peer group comparisons.

In completing assessments to consider the whole child, we acknowledge that gifted children often require additional resourcing to extend and fully develop their potential. Children who speak English as a second language may also require additional modified programmes and differentiation of the curriculum.

Policies in school are available which outline the range of assessments regularly used throughout the school. Other assessment tools may be required when children are making less than expected progress, characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress

- fails to close, or widens the attainment gap between the child and their peers

Progress in areas other than attainment is also considered i.e. where a child needs to make additional progress with social needs in order to be fully integrated into school life or make a successful transition to high school. If behaviour is a concern, consideration will be given as to whether there are underlying difficulties; if none, the class teacher would speak to parents/carers about anything that might have happened outside of school, gather information and work with parents and the SENCO to devise appropriate interventions. Information about significant incidents are recorded on our CPOMs (Child Protection Online Management System).

At Broad Oak, sometimes more specialised tests are used (usually by the SENCO) to assist in the identification of an individual child's needs in order to plan targeted programmes for them and to use as a benchmark for measuring the impact of subsequent interventions.

In addition, school commissions the services of a Speech and Language Therapist and an Educational Psychologist to support us in identifying the needs of our children using a range of specialist assessments.

Parents are informed if school staff consider that their child has an additional need and parents and children (as appropriate) are involved in the planning to meet the need. We often recommend initially that eyesight and hearing are checked to discount these aspects.

3. How does the school cater for children with SEND, whether or not they have Education, Health and Care Plan?

(a) Our Approach

Our school is an inclusive school where every child matters. We believe that provision for children with SEND is a matter for the school as a whole: the Governing Body, Head teacher, SENCO and all staff members have important day-to-day responsibilities. All teachers are teachers of children with SEND.

We work in partnership with all of our families and external agencies where appropriate to take specific action to address children's needs and support their development in the most appropriate way possible, celebrating effort as much as achievement.

However, we acknowledge that not all children with disabilities necessarily have special educational needs and we would recognise strengths and talents as we would for any pupil. All our teachers take action to ensure that children with disabilities are able to participate as fully as possible in the curriculum, extra-curricular activities and statutory assessment arrangements.

Our school's SEND and Inclusion Policy is available on our website, detailing our philosophy and implementation in relation to SEND.

(b) Our admissions policy for children with SEND

Before children enter school if they are known to have special education needs and/or disability, the school SENDCO will initiate a meeting with parents and other relevant professionals to plan a successful transition into school. Other professionals may include the School Nurse or Health Visitor, Occupational Therapy, Physiotherapy, Speech and Language Therapy etc.

(c) Our Staff

Our current SENDCO is an Assistant Headteacher and part of our Senior Leadership and Safeguarding Team. We have two higher level teaching assistants plus a team of 11 teaching assistants who are deployed in a variety of ways across the school to meet pupil needs. We have 11 First Aiders on staff.

SEND training forms part of the continuing professional development of all teachers and teaching assistants and is organised in accordance with the needs of our children. The school works closely with other local schools, sharing training opportunities including INSET days and accessing outside experts through Outreach.

During this year staff have had training on the SEND Code of Practice, Adaptive Teaching and Meta Cognition. In the last four years training has related to Autism, Attachment, Asthma, Dyslexia Awareness, Pathological Demand Avoidance, Makaton, Communication Cycle, Confidence in Co-ordination, Quality First Teaching for All, Stress Busting, Mental Health Awareness, Staff Well-being and Nurture. Relevant the staff have also received training by specialists in relation to Lego Therapy, Colourful Semantics and TEAM TEACH.

(d) Our Teaching

Quality first teaching takes place in all classrooms with the setting of high expectations and the provision of opportunities for all to achieve. A continuous cycle of planning, teaching and assessing is embedded, which takes account of the wide range of abilities, aptitudes and interests of our children. Our teachers plan enough time for the satisfactory completion of tasks; plan opportunities where required for the development of skills in practical aspects of the curriculum and identify aspects of programmes of study and attainment targets that may present specific difficulties for children with disabilities.

Where appropriate, children with SEND will receive support that is additional to or different from the provision made for other children. All our teachers take account of a child's SEND in planning and assessment, providing appropriate support for communication, language and literacy needs. They plan, where necessary, to develop children's understanding through the use of all available senses and experience, to enable children to take full part in learning, physical and practical activities. Additionally, they help children to manage their behaviour and emotions in order to take part in learning effectively and safely.

The curriculum is differentiated to meet the needs of all our children. Differentiation for children with SEND may occur by grouping (e.g. small group, 1:1, peer partners); content of the lesson; teaching style; lesson format; pace of the lesson; provision of alternative recording methods (e.g. scribing, use of ICT, photographs etc.); outcomes expected from individual children; materials used; support level provided or provision of alternative location for completion of work.

School always acts upon advice received from external agencies (e.g. enlarging of print for visually impaired children; use of laptops for children with recording needs).

The impact of all of this has been apparent in the results obtained in national tests at the close of each key stage, and information relating to results obtained over recent years is available on our website.

(e) Our additional learning support for children with SEND

Currently we have 11 teaching assistants employed in school, providing some additional support which is focussed on maximising the learning potential for all our children; most are trained to deliver a number of intervention programmes throughout the school.

Some teaching assistants are deployed in classes to support children on a 1:1, 1:2 or small group basis or to cover the class in order that the class teacher can provide 1:1, 1:2 or small group support. For some SEND pupils we implement Child Centred Plans with specific, measurable, achievable, realistic targets.

For children with specific identified or diagnosed needs, we also work very closely with external agencies to ensure that the best possible support is in place. This includes commissioned support from a Speech and Language Therapist and an Educational Psychologist.

Specific resources or strategies are in place for many children recommended by external agencies e.g. coloured overlays/exercise books, sloping boards, sensory cushions, lap weights, use of 'brain breaks', access to area of quiet retreat, safe-bases, personalised and/or visual timetables.

As well as additional learning support, children with SEND may have access to:

- Rainbow Island – therapeutic play provision for groups and individuals with social and emotional difficulties

All children with SEND will also have access to:

- all extra-curricular activities
- before and after school care
- our residential trip to Robin Wood

(f) Our arrangements for assessing/reviewing the progress of children with SEND

Our school's Assessment Policy (available in school) outlines the range of assessments regularly used throughout the school. This includes:

- evaluation of Child Centred Plans at least twice annually
- termly tracking of pupil progress in terms of expected levels of progress
- regular assessment of progress of children with speech and language needs by a Speech and Language Therapist
- a cycle of consultation meetings, based on the assess, plan, do, review model
- commissioned work with our Educational Psychology service
- Annual Reviews for children with Education Health Care Plans
- Boxall Profile/Strengths and Difficulties Questionnaire for those pupils with social/emotional difficulties

When children are assessed by the SENCO or by external agencies, meetings take place with the parents/carers and the class teacher to discuss the findings and how best to address need and meet targets. In addition, when assessing children with SEND, consideration is given to recording needs e.g. a reader, scribe, additional time or rest breaks.

(g) Our Building and Classrooms

Our school's **Accessibility Plan**, available on our website outlines adaptations made to the building to meet particular needs and enhance learning. This includes improvements to the physical environment of the school and physical aids to access education.

When necessary, school seeks the advice of the school nurse or outreach from specialist teams to produce: Individual Health Care Plans, Risk Assessments, Emergency Medical Protocols and Personal Emergency Evacuation Plans. These plans are reviewed annually with both parents and professionals.

We endeavour to ensure that all classrooms are Dyslexia friendly, e.g. through use of labelled resources, word walls, prompt mats, highlighting pens and reading rulers.

We endeavour to ensure that all classrooms are Autism Spectrum Condition friendly including use of visual timetables, personalised timetables and prompt/sequence cards as necessary.

We endeavour to ensure that all classrooms are Speech and Language friendly including use of visual feedback, 'chunking' of instructions, use of '10 second rule' to allow processing time, pre-teaching of key vocabulary etc.

(h) Our Resource Provision for SEMH known as Acorn Class and Saplings Class

We are exceptionally proud to be an officially designated south Manchester primary resource provision for children with Education Health Care plans where social, emotional and mental health difficulties is identified as the primary need. We provide a specialist setting within the footprint of the main school for a maximum of seven pupils in each class. Allocated placements are through the Local Authority in consultation with Broad Oak.

Acorns and Saplings are seen as an integral part of our overall school provision with the aim to reintegrate Resource Provision pupils to their link mainstream classrooms. The provision is delivered through a professional team comprising of one teacher and three teaching assistants. Wider support from other professionals is sought as required i.e. Educational Psychology, Speech and Language Therapy and Supervision.

The Acorns and Saplings classrooms provide a highly structured, predictable and nurturing small group environment for learning. This provision provides curriculum that is differentiated and delivered at a pace and manner suitable to each child's academic ability and aptitude. A particular emphasis placed on the development of secure literacy and numeracy skills, personal and social education to develop the social skills, self-regulation and emotional resilience of every pupil. However, the pupils also have access to a broad and balanced curriculum in line with their mainstream peers, at an developmentally appropriate level.

(i) Our SENDCO

From September 2023 our Special Educational Needs Coordinator (SENDCO) is:

Ms Cathy Child

Telephone: 0161 445 6577

Email: sendco@broadoak.manchester.sch.uk

4. What are your policies around including parents of children with SEND and the children themselves in decisions about the education of the child?

There are regular Parents' Evenings where Child-Centred Plans/One Page Profiles will be reviewed and recommended targets discussed, as well as suggestions for supporting the child at home. Additional meetings are set up as required or as requested by parents to discuss particular aspects of a child's SEND.

Progress and outcomes are discussed during consultation meetings with our Educational Psychologist (EP); parents are given a report and discussion takes place regarding the outcomes of any EP assessments/observations.

Progress and outcomes of assessments by other external agencies may also be discussed with parents at consultation meetings (e.g. with our Speech and Language Therapist or with Specialist Support teachers from Sensory Support).

For children with an Education Health Care Plan, progress towards outcomes is discussed at their annual review. At Y5 annual reviews, transition to high school is considered with pupil, parents and the Local Authority. At Y6 annual reviews the SENCO of the receiving high school will be invited to attend to collaborate with transition plans.

Child Centred Plan targets/One Page Profiles are reviewed with children where possible/appropriate, and children's self-evaluation is actively encouraged throughout the school and children are supported where necessary to think of areas for development and how best to develop in these areas in school and at home.

5. What are the arrangements for supporting children with SEND in transferring between phases of education?

We appreciate that transfer between classes and schools is a difficult time for any child, though for children with SEND it may be particularly challenging. To support parents, children and teachers during this time we:

- plan transitions to a new class within school for children with SEND on an individual basis. It begins as early as possible in the summer term in preparation for September. Some children will have a One Page Profile informed by the views of the pupil, parents and teacher, so receiving staff know how best to support them
- may also include visits from the new teacher to the class in their current setting and a series of visits to the new classroom both with and without their current teacher to collect photographs and get used to the environment
- plan transition from Year 6 to High School on an individual basis with the high school and pupils and parents. Broad Oak is able to provide accompanying adults and transport for some high school visits

6. Additional information for parents and carers

Please be aware that we cannot offer diagnoses. We ask parents and carers to contact their GP if they think their child may have medical, physical or sensory needs. We encourage parents to ask their GP for a referral to CAMHS if they are concerned that the child may have mental health needs, an Autistic Spectrum Condition (ASC or ASD) or Attention Deficit Hyperactive Disorder (ADHD).

Parents and carers have the right to ask the Local Authority directly for Statutory Assessment of their child's needs. The Information, Advice and Support can guide you through this process. We would ask you to be aware however that children who it is thought will manage in mainstream schools, albeit with support, are less frequently assessed for EHCP. Having a diagnosis (e.g. of ASC, ADHD or dyslexia) does not mean that a child needs an EHCP.

7. What should I do if I am still concerned or unhappy about what school is providing?

We want to work with you in partnership to ensure a joint approach to meeting your child's needs. You are very welcome to discuss your concerns or your child's needs with the Head teacher (Mr. Corteen), or Assistant Head teachers (Ms. Child and Mrs. Davison). Please ask at the school office if you wish to speak to any of these people. As with any aspect of school life your views will be taken seriously. Any complaints are heard through the school's complaints policy and procedure.

8. How does the Governing Body involve other bodies, including health and social services bodies, local authority support services and voluntary organisations in meeting the needs of our children with SEND and in supporting the families of such children?

- external support services play an important part in helping school identify, assess and make provision for pupils with special educational needs
- we commission the services of a Speech and Language Therapist, an Educational Psychologist and Play Therapists to work directly with children in our school and provide training, support and advice to staff
- in addition, school may seek advice from specialist advisory teachers from Sensory Support children with sensory impairment or physical/medical difficulties or social communication difficulties
- the Speech and Language therapy and Occupational Therapy services (NHS) involved with individual children support school in the implementation of specific programmes and contribute to the monitoring of progress and reviews of children
- school maintains links with child health services, children's social care services and education welfare services to ensure that all relevant information is considered when making provision for our children with SEND
- liaison meetings with local pre-school groups are held in the summer term before children enter our Reception classes. Liaison with other nurseries in the area also occurs
- the Local Authority's Early Help procedures are adhered to by school whereby help is offered to children and families before any problems are apparent and when low level problems emerge. We have several Early Help Assessments open in school
- the Education, Health and Care planning process results in more holistic support around children and their families

9. Where can I find further information?

- Our SEND policy is on our website
- Our Accessibility plan is on our website
- Manchester has a comprehensive Local Offer and can be found at www.manchester.gov.uk/localoffer

If you want advice from professionals outside school you may find the following numbers helpful:

Statutory Assessment Team: SEND@manchester.gov.uk 0161 245 7439

School admissions: 0161 234 7188

School Nurse Service: 0161 215 2012

Manchester Families Service Directory: <http://manchester.fsd.org.uk>

Information, Advice and Support (IAS) 0161 209 8356 parents@manchester.gov.uk

Special Educational Needs Families Support Group 0161 755 348 www.SENDfsg.com

The following documents, produced by the Department for Education (DfE) may also be useful:

- [SEND guide for parents and carers](#)
- <http://space4autism.com>
- <http://nhs.uk/livewell/childrenwith a learning disability/pages/education.aspx>
- <http://youngmind.org.uk/>

- <http://mft.nhs.uk/rmch/services/camhs/>