

SEND Information Report Broadwindsor CE VC School – SEPTEMBER 2026

Our Special Educational Needs Co-Ordinator (SENCO) is Mrs Emma Killick.

She can be contacted via the office on 01308 868376

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What kinds of special educational needs does Broadwindsor CE VC Primary provide for?

This school provides for Special Educational Needs (SEN) and for disability as stated in the SEND Code of Practice (2014).

A child has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made for others of the same age in a mainstream setting in England.

Broadwindsor School provides for the four main areas of SEN:

- **Communication and Interaction** (can include: Speech Language and Communication Needs (SLCN))
- **Cognition and learning** (can include: Specific Learning Difficulties (SpLD), Moderate Learning Difficulties (MLD))
- **Social, emotional and mental health difficulties** (SEMH)
- **Sensory and/or physical needs** (can include: Visual Impairment (VI), Hearing Impairment (HI) or Physical Difficulty (PD))

Disability: Many children who have SEN may have a disability under the Equality Act 2010 (a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities). This includes sensory impairments, such as a difficulty hearing or seeing, and long-term health conditions. Provision for those with physical disabilities:

The school welcomes pupils and visitors with physical disabilities. Disabled access to the school is provided by a ramp at the main entrance, however please note that, at present, wheelchair users may find some parts of the school inaccessible. This situation is kept under review and an Accessibility Plan has been drawn up (please see Policies).

School's Accessibility Policy:

<https://www.broadwindsor.dorset.sch.uk/attachments/download.asp?file=82&type=pdf>

School's Intimate Care Policy:

<https://www.broadwindsor.dorset.sch.uk/attachments/download.asp?file=65&type=pdf>

Dorset's local offer can be viewed via the Dorset Council website –

<https://www.dorsetcouncil.gov.uk/children-families/sen-and-disability-local-offer/dorsets-local-offer>

Those children with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school in line with the school admissions policy. If a place is available, we will work with parents to meet their child's needs.

For those children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school in the EHCP unless:

- It would be unsuitable for the age, ability, aptitude or special educational needs of the child or
- The attendance of the child would have a negative impact on the education of others.

If a parent asks for their child to be placed in our school, the local authority will send us a copy of the child's EHCP. We will carefully consider the child's needs and give our response as to whether we can meet them before the local authority names any school in the child's plan.

In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (Personal budget).

Click below to view the school's performance tables.

<https://www.broadwindsor.dorset.sch.uk/page/?title=School+Performance&pid=32>

How does Broadwindsor CE VC Primary identify pupils with SEN and how are their needs assessed and reviewed?

The school's SEN policy.

<https://www.broadwindsor.dorset.sch.uk/attachments/download.asp?file=125&type=pdf>

We identify children who have SEN through a range of means, including:

- Data collected while teaching, monitoring and assessing over time which evidences that children are making slower progress than expected.
- Observing how they perform in lessons independently and with support.
- Working in partnership with families who tell us they are worried about their child's learning or development.

All pupils are assessed using Universal assessments – for example PIRA for reading and PUMA for mathematics. Children who are making slower progress than expected and those with SEND then receive Targeted small group and/or individual support. When appropriate, further Specialised assessments can be carried out. The school may use resources such as the Birmingham Toolkit, the Neuroinclusive Education Network (NEN) progression framework or the Engagement Model to support measuring small steps. Further to this, outside agencies are used to provide specialist support, advice and teaching. These services include the Educational Psychologist, Teaching Alliance of Dorset Special Schools (TADSS) Outreach, the Behaviour Support Team and the Speech & Language Therapists. Parental permission is always necessary before these additional services are contacted for advice.

Pupil's learning is continually assessed and reviewed by the class teachers on a day-to-day basis. More formal assessments using the standardised assessments from Test Base in Spelling Punctuation and Grammar, Reading and Maths are carried out every term, with

national assessments and tests in May for children in Year 6, and Phonics assessments in June for Year 1. In EYFS, KS1 and across the school we use Read Write Inc. Phonics and Fresh Start assessments half termly. In EYFS we also use test base, alongside teacher assessments.

Where a child's educational needs are not being met by quality first teaching or adapted teaching, the school will follow the '**Assess, Plan, Do, Review**' model of intervention and support as laid out in the SEND Code of Practice (2015).

- **Assess** – In identifying a child as needing SEND support the class teacher, working with the SENCo, will carry out observations, hold discussions with key staff and parents/carers to identify and analyse the child's needs. The child's strengths and areas for development will be noted. Assessments from outside agencies (Health, Educational Psychology, Social Services) may be required with parental consent. These assessments are reviewed regularly, helping to ensure that support and intervention are closely matched to need, barriers to learning are identified and overcome and that a clear picture of the interventions put in place and their impact is developed.

- **Plan** – Where it is decided to provide a child with SEND support, discussions and meetings will be held with parents/carers, colleagues or any specialists who are involved, to plan for what support will be put in place. The plans will be 'outcome focused', thinking about what we all want the child to improve, develop or achieve. The plan should involve the child and parents at the centre. Interventions, the support required and the expected impact on progress, development and behaviour will be planned with a clear date for review.

- **Do** – The support and interventions planned will be implemented with class teachers, early years practitioners, support staff and any other staff members working together with support from the SENCo. The class teacher remains responsible for working with the child on a daily basis and retains responsibility where the interventions involve group or 1:1 teaching away from the main class. Observations will continue to see how the child responds to the support.

- **Review** – Discussions will be held with the child, their parents/carers and others involved about how effective the support has been and the impact on the child in line with the review date. This will be checked back against observations and planned outcomes. The next steps will be carefully planned with parents/carers, outside agencies and the child themselves. Any other colleagues or specialists that might be able to help will be consulted before the cycle begins again.

SEND Plans for pupils with SEN are reviewed by the class teacher and SENCO termly with EHCP reviews taking place annually.

How does Broadwindsor CE VC school work with / involve parents / carers whose children have SEN?

Close liaison between the school and parents is essential. There are regular opportunities to share information and parental support is vital. Parents are always consulted and kept fully informed about their child's special educational needs. Home/school links are very important to ensure clarity of understanding and high levels of co-operation.

- All parents are part of our school community and their views and opinions are

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important and valued by our staff.

- All parents have information sessions and/or leaflets available in the school's reception area, so that they understand the upcoming learning for their child's year and they are actively encouraged to join in with supporting their child's home learning.
- Parents meet regularly with teachers to share and discuss their child's learning.
- Every child with SEND has their own SEND Plan. Each Plan identifies planned for learning, and the small steps and provision needed to help the child progress.
- Every term, teachers will consider the plan and agree the way forward.
- At subsequent meetings, parents / carers will review with class teachers the progress made, as well as planning for the next term.
- All parents / carers will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

How does the school consult children with SEN and involve them in their education?

- The views of children with SEND are sought and incorporated into their individual SEND Plans.
- Children with SEND are fully included in all areas of school life and access the same opportunities to express their views and opinions alongside their peers.
- One Page Profiles are also used to record pupil's views.

How are children supported during the transition to their next setting?

A number of strategies are in place to enable effective pupils' transition. These include:

On entry:

- A planned induction programme is delivered in the summer term to support transfer of reception pupils starting school in September.
- Liaison with pre-school staff and visits to pre-schools are carried out for all new starters.
- Parent / carers are invited to a meeting with staff and provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENCo is available to meet with parents of children who are known to have SEN, to support and plan for a positive transition into reception year.

For children transferring at a time other than starting reception:

- We will ensure we receive full records from the previous school and follow-up as appropriate with key staff.
- We will offer an initial meeting with parents in order to ensure transition is as smooth as possible.

For those children transferring to secondary:

- The school will liaise with the new school to pass on information about any special arrangements or support that a child may need.
- All records will be sent to the child's new school as soon as it is confirmed that the child has been officially registered.
- If a child is vulnerable, the SENCo may arrange additional, enhanced transition visits for the child so that they can adjust more fully to their new setting.

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- When a child has an EHCP, their receiving school (if known) will be invited to attend their Annual Review.

How does the school make adaptations to the curriculum and environment for children with SEN?

- Teachers plan with a good understanding of their children's prior achievement so that the teaching and learning is at the right point for each group of learners, including those with SEN.
- Teachers take into account every child's individual needs and ensure that appropriate resources and support are available.
- The environment is adapted for those who require some modification to enable them to focus and access their learning. Advice is sought from the local authority and other agencies when further adaptations are required.
- In addition, and if specialist assessment indicates it would be supportive, children may be provided with specialist equipment or resources such as ICT and/or additional adult support.

How do staff approach the teaching of children with SEN?

- All children are provided with high quality teaching that is differentiated to meet their needs.
- Children with a disability will be provided with reasonable adjustments to overcome any barriers experienced in school to increase their access to the curriculum.
- Children's progress is tracked and those failing to make expected levels of progress are identified.
- The progress of these children is then analysed and discussed so that appropriate action and support can be identified and put in place.

What training do staff have to provide for the needs of SEN children and how is further expertise accessed?

- The school provides training and support for all our teaching staff, based on the needs of the pupils within school.
- Staff may be sent on more specialised training if they are supporting a pupil with a more specific need.
- Medical training to support pupils with medical care plans is organised with outside health professionals when required.
- All teachers are experienced at teaching children with SEND. Teachers and teaching assistants regularly attend training related to working with pupils with SEND. Training for teachers and teaching assistants has included:
 - Read Write Inc. phonics training
 - West Dorset Collaboration SEND inset training
 - Therapeutic Thinking Tutor training and then further in house Therapeutic thinking for all staff
 - Relational Practice training

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- NEN progression framework training
- Training to support children with medical needs such as diabetes and allergies
- Emotional Literacy Support Assistant training
- Learn to Move training
- The school has an Emotional Literacy Support Assistant (ELSA) who is in training with the educational psychologist's team to support the emotional development of children. ELSAs have regular professional supervision from educational psychologists to help them in their work. The ELSA at Broadwindsor School will be able to deliver the ELSA programmes for pupils who have difficulties understanding, identifying and managing their emotions so that they can develop these skills and subsequently become more emotionally resilient.

What does the school do to ensure children with SEN access a rich curriculum alongside their non-SEN peers?

- Children with SEN access a broad and balanced curriculum just as their non-SEN peers do.
- Our school provides quality first teaching and support which enables children with SEN to fully access the curriculum.
- Planned learning with a suitable level of challenge for all learners.
- Theme and topic word banks.
- Pre- and post-teaching of new learning to enable easier access and catch-up teaching to provide support for those who need further explanation.
- Teaching assistant support in groups
- For those with an EHCP and high level of need, support for specific programmes from professionals such as Occupational Therapy etc.
- Intervention programmes for speaking and listening, handwriting, reading, spelling and maths.
- ELSA programmes
- Lunchtime support and after school clubs.
- Modified language and visual aids.
- Support from advisory teachers in hearing and vision support.

Agencies the SENCo might refer to include:

- Speech and Language Therapy services (SALT)
- Children's Social Services
- Teaching Alliance of Dorset Special Schools (TADSS) Outreach
- Occupational Therapy
- Physiotherapy
- Hearing and Vision Support Services
- Children and Adolescence Mental Health Services (CAMHS)
- Community Paediatrician
- Bridport Family Hub
- Prout Bridge Counselling service
- Mosaic

- Specialist Teachers in SEND
- Educational Psychologist (EP)
- School Nurses
- Safer Schools and Communities Team (Police)

How does the school support children who are looked after by the Local Authority who have SEND?

- The school recognises that children who are “looked after” and have SEND are particularly vulnerable and need additional care and support.
- The school’s designated professional who looks after the interests of “looked after children” is the Head teacher.
- A short time after a child comes into the care of the local authority the school will work with the child, foster carers, social worker and the local authority’s Virtual School to draw up a Personal Education Plan (PEP).
- This is an agreed plan of action and support which is regularly and formally reviewed to help the child make progress, feel emotionally secure and included. Depending on a child’s level of need, the plan could include access to an ELSA or specialist intervention from outside professionals.
- The school may draw on funding from the local authority to ensure that looked after children with SEND access the full range of opportunities in school and in the wider community as their peers.

How do I make a complaint about my child’s SEND support?

- At Broadwindsor CE VC Primary School we take complaints and concerns very seriously.
- If you are not happy with the SEND provision provided by the school for your child, first talk to the school’s SENCo to try and find a solution.
- If the problem cannot be resolved and you are still not happy, you can make a formal complaint to the school by writing a letter or email to the Head Teacher or Chair of Governors.
- Any complaints about an SEND service can be directed to Dorset Council. Further information about this can be found on their website <https://www.dorsetcouncil.gov.uk/w/complain-about-a-send-service#:~:text=You%20should%20raise%20your%20concern,to%20get%20your%20voice%20heard>.
- If you need support with a complaint you can get help and advice from **SENDIASS**: Special Educational Needs and Disabilities Information, Advice and Support Service. <https://www.dorsetsendiass.co.uk/> They offer information, advice and support for parents/carers of children and young people with SEND. This service is free, impartial and confidential.

Useful Contacts:

In all instances the class teacher is the first point of contact. They know the children in their care best and in most cases, they can answer any concerns a parent may have. Parents are also welcome to contact the SENCo.

Useful contact details:

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SENCo: Mrs E Killick: ekillick@broadwindsor.dorset.sch.uk 01308 868376

Headteacher, Designated Safeguarding Lead and Designated teacher for Looked after Children: Mrs Antoinette Barnes office@broadwindsor.dorset.sch.uk 01308 868376

Deputy Designated Safeguarding Leads: Mrs E Killick: ekillick@broadwindsor.dorset.sch.uk 01308 868376

School Office: office@broadwindsor.dorset.sch.uk 01308 868376

SEN Governor:

Carolyn Dalziel. cdalziel@broadwindsor.dorset.sch.uk 01308 868376

Dorset SEND provision Case Worker:

Shona Tansley: Shona.Tansley@dorsetcouncil.gov.uk 01305 221737

SEN team for the West Locality at Dorset Local Authority:

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