



**BROUGHTON**

HIGH SCHOOL

Achieving Together

**SEND**

# **Information Report**

Reviewed: September 2023

## **SEND Information Report**

Broughton High School is a non-selective secondary school.

We believe that all children should be valued as individuals and that we **Achieve Together**. We have an inclusive ethos with high expectations and targets, a broad and balanced curriculum differentiated to meet individual needs and systems for early identification of barriers to learning and participation. We believe that educational inclusion is about equal opportunities for all learners whatever their age, gender, ethnicity, impairment, attainment and background.

Broughton High School's curriculum statement outlines the intent, implementation and impact of the curriculum for all children.

**"Our aim is to provide an education and curriculum which achieves outstanding outcomes and opportunities for all".**

To do this, we will:

1. By "Achieving Together" we will create an ethos and educational environment that meets the needs of every pupil in the school.
2. ensure that all pupils with special educational needs and/or disabilities are identified early, assessed and catered for within the school setting and make the best possible progress.
3. foster and promote effective working partnerships with parents/carers, pupils and outside agencies.
4. enable full access for students with SEND to all aspects of the school curriculum and the wider school life and activities ('GET Involved' programme).
5. develop self-esteem, promoting a positive self-image and a 'can do' culture by providing equal opportunities for all learners, whatever their academic starting points, age, gender, ethnicity, disability and background.
6. regularly review and evaluate the progress of students with SEND, ensuring parents/carers and pupils are fully involved throughout the process.

## **SEND at Broughton**

At the start of the 2023/2024 academic year, Broughton's SEND profile is as follows:

- Education Health Care Plan                      20 pupils
- SEND (K)    69 pupils
- These are pupils who may have significant additional needs which may require targeted interventions to meet those needs. They may have a diagnosis of a potential barrier to learning such as dyslexia or a physical/sensory disability.

These are pupils who we monitor closely in school. They may have weaknesses in certain aspects of learning for example, slower processing speed, poor working memory.

**Question: How does the school know if pupils need extra help with learning?**

Achievement with care is our vision for all our pupils. We aim to ensure that:

- Pupils with learning difficulties are able to access their entitlement to a broad, balanced and relevant curriculum as part of the whole school community.
- Pupils with SEND are educated, wherever possible, in an inclusive environment alongside their peers to enable each pupil to reach his or her full potential.
- We match levels of additional support for learning to the wide variety of individual learning difficulties, while enhancing self-esteem.
- We identify and assess pupils with SEND as early and as thoroughly as possible using the revised Code of Practice (2014).
- Parents/carers and pupils are fully involved in the identification and assessment of SEND, and that we strive for close co-operation between all agencies concerned, using a multi-disciplinary approach. We acknowledge and draw on parents' knowledge and expertise in relation to their own child.
- We endeavour to meet the needs of all pupils with SEND by offering appropriate and flexible forms of educational provision, by the most efficient use of all available resources.
- We maintain up to date knowledge of current SEND good practice and methodology in order to offer support and training in these areas to all staff in the school.

There are four types of Special Educational Needs and Disabilities (SEND), decided by the Department for Education:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory or physical

If a pupil has SEND, then their needs will fit into one or more of these categories.

We currently have, or have had in the past, provided for children with visual and/or hearing impairments, Autistic Spectrum Condition, Dyslexia, Speech and Language difficulties and (mild) physical disabilities.

A school's provision for SEND is defined as support which is additional to or different from that which is available to all pupils.

At Broughton, we recognise that pupils make progress at different rates. Therefore, pupils are identified as having SEND in a variety of ways, including the following:

- Liaison with primary school/previous school
- The pupil performing significantly below expected levels
- Concerns raised by parent/carer
- Concerns raised by teacher
- Liaison with external agencies, e.g. physical health diagnosis from paediatrician

If a pupil is identified as having SEND then their name will be added to the SEND register, but we recognise that pupils' needs may change over time and provision must reflect this. The aim of any additional provision is for the pupil to achieve age expectations, so once they reach this threshold they may be removed from the school SEND register. If they fall behind again at any point, then they may be added to the register again.

### **Question: What should I do if I think my child has special educational needs?**

Your main point of contact at school should always be your child's Form Tutor who will be able to discuss your concerns. If you need to speak with other staff members, such as Heads of Year, Pastoral Managers or the SENDCo, then the Form Tutor will be able to help you arrange this.

### **Lancashire County Council Local Officer.**

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>

### **Question: How will school support my child?**

Subject teachers are responsible for the progress of pupils in their lessons. They are trained to teach children with all types of additional learning requirements and are responsible for making the curriculum accessible to all pupils.

The SENDCo is responsible for ensuring that:

- Teachers understand a pupil's needs
- Teachers are trained in meeting those needs
- Teachers have support in planning to meet a pupil's needs
- The quality of teaching for pupils with SEND
- Provision across the school is efficiently managed.

Sometimes, some pupils require additional support to make progress across the curriculum, because they are significantly below the expectations for their age. Then, the SENDCo is responsible for organising intervention for an individual or small group of pupils, which might include one of these provisions, for example:

- Additional adult support in the classroom – Learning Support Assistants support the teacher in helping the learning of whole classes

## **Homework**

The homework set by teachers is an integral part of pupils' learning and can contribute directly to how well a pupil makes progress. Homework consolidates and builds on the learning in lessons, ensuring that pupils fully understand concepts and apply skills they have learnt. The school expects parents to engage with their child's learning at home, so that pupils can see the high value their parents place on working as part of a home-school partnership. This provides essential support for teachers and means no opportunity is lost for supporting every pupil's learning.

Who will explain provision to me?

- Information about the provision in individual subjects can be discussed with subject teachers or Heads of Department. There is an annual opportunity for this at Parents' Evening, but teachers can meet with parents/carers at any point in the school year to discuss pupils' progress.
- In the case of individual or small group interventions, the SENDCo or a member of the Learning Support team will write to parents/carers explaining the aims of the intervention. Letters, phone-calls or emails will be used to keep parents/carers updated on their child's progress and discuss support in more detail, if required.

## **Question: How are the school governors involved and what are their responsibilities?**

The SENDCo reports to the governors annually to inform them about the progress of pupils with SEND; this report does not refer to individual pupils and confidentiality is maintained at all times.

One of the governors is responsible for SEND and meets with the SENDCo. This 'SEND link governor' also reports to the governing committees, to keep all the governors up-to-date with Learning Support at Broughton. The current link governor for SEND is Mrs Liz Hamilton. She meets with the SENDCo each term (or more often if necessary) to discuss matters relating to SEND.

## **Question: How will the curriculum be matched to my child's needs? What are the school's approaches to differentiation and how will that help my child?**

Subject teachers are responsible for planning lessons that are accessible to and adapted for every pupil. In some curriculum areas pupils are grouped by levels of ability, whilst other curriculum areas are taught in mixed ability groups. Pupils are entitled to participate in all areas of the curriculum and it is the subject teacher's role to adapt resources and activities to ensure the pupil can access the learning. This can mean teachers plan:

- A range of activities suited to the individual pupil's learning preference.
- Small group or 1-1 learning with an LSA or specialist teacher.

- Pre-teaching content or vocabulary.
- Over-learning topics.
- To set adapted activities for homework.
- To provide specially targeted texts and resources appropriate for pupils' reading ages.
- To provide additional apparatus or materials.
- To adapt and adjust resources and materials to make them accessible for pupils with specific learning difficulties.

At Key Stage 4 (Year 10 onwards) pupils choose from a range of GCSE and vocational courses which help to prepare them for the next steps in their education, be that college, apprenticeships or work. Pupils and parents/carers are offered advice and careers guidance at the appropriate time to help make these important decisions.

There is a homework club available to all pupils requiring additional support where pupils can seek help from a member of the Learning Support team.

For pupils with SEND, the Learning Support room can be used at breaks and lunchtimes. This is much smaller and supervised by Learning Support Assistants, so that pupils can receive more targeted help and staff can differentiate materials to support the pupil in accessing the curriculum.

**Question: How will I know how my child is doing and how will you help me to support my child's learning? What opportunities will there be for me to discuss my child's progress?**

Parents/carers are welcome any time to make an appointment to meet with either a subject teacher or tutor or any other teacher, and discuss how their child is progressing. Parents/carers can contact staff members directly by email or by writing a note in their child's planner, or by phone: 01772 863849.

Planned arrangements for communicating between school and home include:

- Every pupil has a school planner; comments from parents/carers and teachers or Form Tutors can be shared and responded to as needed.
- Each year group has one Parents' Evening each year, when all subject teachers are available to meet with parents/carers and discuss progress and learning.
- Each year group uses a tracking and monitoring system, which includes 3 progress reviews and a written report. These are sent home to parents/carers and provide a basis for discussion about progress in different subject areas.
- If your child has an Education, Health and Care Plan (EHCP), then there are legal requirements for at least one formal meeting each year (the Annual Review) organised by the SENDCo and attended by parents/carers and outside agencies involved in the pupil's education.

### **Question: How does the school know how well my child is doing?**

Teachers monitor and review all pupils' progress throughout the year. The whole school system at Broughton includes:

- Data collection from all teachers, showing the current level of attainment of all the pupils they teach. This means that teachers and academic leaders in each subject area can track the progress of pupils across the school year and intervene if pupils experience difficulties.
- In-class additional support is reviewed weekly at the Learning Support Meeting. LSAs and teachers work together on a day-to-day basis, planning and reviewing lessons.
- At the start of Year 7 pupils are screened for reading, spelling and comprehension skills. This allows us to identify when pupils may need further support, intervention, or additional assessment to detect any underlying difficulties.
- The school behaviour management system (Synergy) provides parents/carers with information about how well a pupil is engaging with the learning opportunities on offer, and provides pastoral staff with evidence for how well a pupil is learning at school.

### **Question: What support will there be for my child's overall well being? What is the pastoral, medical and social support available in the school?**

Broughton operates a tutor system, which means that pupils are placed in form groups and pastoral guidance and care is provided by a form tutor who stays with them for their five year journey through high school. This encourages communication with parents/ carers and enables the member of staff to get to know their form group very well. This system also means that pupils are able to share their experiences and provide support for pupils experiencing the same changes and transitions as themselves. Form Tutors are the main point of contact for parents/carers about their child's pastoral and social well-being. There are six form groups per year group and they each have a Head of Year who works closely with the Form Tutors and Pastoral Managers.

Pupils who struggle with social situations are provided with a choice of quiet spaces to go during lunchtimes, break times and before school, where they are supported by LSAs and SENDCo to manage unstructured social time.

If a pupil is unwell during the school day, then they will be sent to Reception. If the pupil is too ill to stay at school, their parent/carer will be contacted and asked to make arrangements for collecting them as soon as possible.

In a medical emergency, a member of staff who is first aid trained will attend urgently, or may call for an ambulance if the pupil requires hospitalisation. Pupils who have severe allergies or other significant health/medical needs are flagged-up to all staff throughout the school year.

**Question: How does the school manage the administration of medicines?**

Please see the policy 'Supporting Pupils in School with Medical Needs' which is on the school website.

**Question: What support is there for behaviour, avoiding exclusion and increasing attendance?**

The school uses a positive behaviour system. Rewards are given to pupils which are recorded using Synergy. These rewards also are linked to an end of year trip. There are sanctions for poor behaviour, which are outlined in the school behaviour policy. Pupils can receive sanctions such as detention, internal exclusion or fixed term exclusions. However, if a pupil is falling significantly behind their peers, and their behaviour is affecting their learning or the learning of others, then additional support may be provided.

- The Head of Year and Attendance Officer help parents/carers manage their child's attendance at school and can offer support.
- The Attendance Officer monitors attendance, oversees legal action against parents/carers whose children do not attend school helps liaise with outside agencies who can support families in difficult situations.
- The Heads of Year work with pupils when their learning is affected by their behaviour providing emotional support, sign-posting to sources of guidance and advice, liaising with external agencies relevant to improving emotional, social and mental health.

**Question: How will my child be able to contribute their views?**

Pupils' views are highly valued at the school and their opinions are sought on many areas of school life, as well as their own learning. We use a variety of methods for seeking pupil views:

- The school has an active School Council, where pupils are elected each year to represent their peers. The School Council consults on school linked initiatives, leads on charity activities at school and is able to express pupil views to senior leaders throughout the school year.
- Pupil panels regularly form a part of the school's interview process for new members of staff.
- There is an annual pupil questionnaire where we actively seek the viewpoints of pupils on a range of topics. The results of this questionnaire are used by the Senior Leadership Team to develop the whole school improvement plan.
- If a pupil takes part in an intervention programme, then they will contribute to viewing their progress.
- If your child has an EHCP, their views will be sought before any review meetings.
- Pupils may contact a Pastoral Manager in confidence via a secure email found on the Firefly dashboard or via the school website.



**Question: What specialist services and expertise are available at or accessed by the school? How does the school involve other bodies, including health and social care services, local authority services and voluntary sector organisations, in meeting the needs of SEND pupils and their families?**

The SENDCo liaises with many specialist services and outside experts, to ensure provision for our pupils is appropriate and meets all needs. The school works closely with any external agencies that are relevant to individual pupils' needs, including:

- Health – GPs, school nurse, clinical psychologists and psychiatrists (CAMHS), paediatricians, speech & language therapists, occupational therapists
- Social services – locality teams, social workers, child protection teams, family intervention programmes
- Lancashire Educational Psychology Service
- Specialist Teacher Advisors – hearing impairment, physical disabilities, ASC, communication and language, SEND team.
- Lancashire County Council traded services.
- Reachout – specialist support.

**Question: What SEND training have the staff had or are currently having?**

- SEND training is an on-going rolling programme of professional development for our staff, throughout the school year.
- A specialist teacher has experience and training in planning, delivering and assessing intervention programmes.
- All staff are trained each year on the needs of new pupils joining the school – this can include training from specialist agencies or consultants.
- SEND training forms part of the continuing professional development of all teachers and LSAs and is organised in accordance with the needs of the pupils.
- The school works closely with other local schools, especially our feeder primary schools.

**Question: How will my child be included in activities outside the classroom including school trips?**

All pupils are entitled to be included in all parts of the school curriculum and we aim for all pupils to be included on school trips. We will provide the necessary support to ensure that this is successful.

A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. This may include specialist advice where relevant. In the unlikely event that it is considered unsafe for a pupil to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

There is an extensive 'Get Involved' programme of extra-curricular activities at Broughton which every pupil is encouraged to access. Pupils who have SEND engage in their chosen activities with pupils who do not have SEND.

**Question: How accessible is the school environment?**

- The school site is virtually on one level. The Learning Resource Centre is the exception and this has lift access.
- Ground floors of all buildings are accessible for wheelchair users or those with impaired mobility.
- The site has a disabled toilets large enough to accommodate changing in the i-Centre.
- Car parking is available on site close to reception with parking bays for disabled badge holders marked clearly.

**Question: How will the school prepare and support my child when joining the school and transferring to a new school?**

We want to make sure our new pupils feel like they belong at Broughton before they officially arrive. Learning is most effective when pupils feel they belong and are comfortable in the school environment.

**Key Stage 2-3 (Year 6 to Year 7)**

- Careful transition is planned and arranged. The Transition and Induction Coordinator/ Heads of Year work closely with primary schools to organise activities, visits and experience of secondary life for those pupils who are especially vulnerable at transition.
- All pupils in Year 6 who have accepted a place at Broughton for Year 7 are invited to an induction day in July. The day provides a taste of secondary school life, gives experience of lessons, information about how the school runs and provides an opportunity for pupils to meet their new classmates.
- Parents/carers are invited to an 'Induction Evening' to receive information about the organisation of the school and about expectations of the next five years.
- The Transition and Induction Coordinator/ SENDCo/ Head of Year visit feeder primary schools to meet Year 6 pupils and to gather information from Year 6 teachers and support staff.
- All teachers and LSAs are provided with information about all new pupils' needs, strengths and background before the start of Year 7.
- On the first day of term in September, school is open only to Year 7 and Year 11 pupils. This helps them to settle in to a daily routine before the majority of the school start the following day.
- The school arranges regular transition visits for vulnerable Year 6 pupils to get to know the school site, meet staff with whom they will work and learn about how the school is organised.
- There is a summer school in August where Year 6/7 children are invited to facilitate a smooth transition.

### **Key Stage 3-4 (Year 9 to Year 10)**

- For KS4, pupils choose from a range of GCSE and vocational courses to help prepare them for the next steps in their education, be that college or apprenticeships. Pupils and parents/carers are offered advice and careers guidance at the appropriate time to help make these important decisions.

### **After Broughton High School (Year 11 to Year 12)**

- The school arranges visits to open days and further education establishments for all pupils. Support is available when making decisions.
- All pupils in Year 11 are provided with 1-1 careers advice to help them plan possible routes for training or education.
- The Learning Support department liaise closely with local colleges about individual pupils with SEND. This liaison is arranged in accordance with the pupil's needs, but typically can include: extra visits or tours; meetings with college support staff; or, guidance and advice on meeting the pupil's needs for college staff.
- All information relating to a pupil's exam concessions and required differentiation is passed on to college or training provider during the summer term of Year 11, when college places have been confirmed.

### **Joining mid-year**

- A pupil 'buddy' is chosen to support the new pupil for the first few days of being at Broughton. The buddy takes the new pupil to lessons, introduces them to other pupils and answers questions.
- Contact is always made with the previous school to ensure the transfer of information and the child's school file.

### **Moving to another school**

- Contact is always made with the new school to ensure the transfer of information and the child's school file.

### **Question: How are the school's resources allocated and matched to children's needs?**

We aim to ensure that all pupils with SEND have their needs met to the best of the school's ability, within the funds available. The budget is allocated on a needs basis. The pupils who have the most complex needs are given the most support.

### **Question: How is the decision made about what type and how much support my child will receive?**

Our provision is arranged to meet our pupils' needs, within the resources available. This approach reflects the fact that different pupils require different levels of support in order to achieve age expected attainment.

The SENDCo consults with subject teachers, Heads of Subject, Progress Leaders, as well as with support staff, to discuss the pupil's needs and what support would be appropriate.

There are always on-going discussions with parents/carers for any pupil who requires additional support for their learning

**Question: How do we know if it has had an impact?**

- We see evidence that the pupil is making progress academically against national/age expected levels and that the gap is narrowing – they are catching up to their peers or expected age levels
- The pupil is achieving or exceeding their expected levels of progress
- Verbal feedback from the teacher, parent and pupil
- Formal or informal observations of the pupil at school
- Pupils may move off the SEND register when they have 'caught up' or made sufficient progress.

**Question: Who can I contact for further information?**

A parent/carer's first point of contact should be the child's Form Tutor to share concerns.

Parents/carers can also arrange to meet the SENDCo (Mrs Helen Hardman) [hardmanh@broughtonhigh.co.uk](mailto:hardmanh@broughtonhigh.co.uk) or 01772 863849

Look at the school's policy on SEND and our Local Offer which can be found on the school website.

Additionally, the school liaises with, and can refer parents/carers to, the following agencies for information and support:

SENDIAS , offering independent, free advice for parents of children with SEND:

The National Autistic Society

Dyslexia:

County SEND Team:

Complaints. The procedures for complaints can be found on the school website.

**Question: Who should I contact if I am considering whether my child should join the school?**

Contact the SENDCo in the first instance – [hardmanh@broughtonhigh.co.uk](mailto:hardmanh@broughtonhigh.co.uk)

**Question: How do I make a complaint if I am unhappy with the support my child is receiving?**

Contact either Mrs Hardman, SENDCo [hardmanh@broughtonhigh.co.uk](mailto:hardmanh@broughtonhigh.co.uk)

Mr Botes, Headteacher [botesd@broughtonhigh.co.uk](mailto:botesd@broughtonhigh.co.uk)

or Mrs Morris, Chair of Governors [chair@broughtonhigh.co.uk](mailto:chair@broughtonhigh.co.uk)

**Question: What are the admission arrangements for pupils with SEND who do not have an EHCP if the arrangements differ from those for other pupils?**

The Pupil Access Team at Lancashire County Council deal with all admission arrangements for pupils allocated places at Broughton High School.

Their contact details are:

[southadmissions@lancashire.gov.uk](mailto:southadmissions@lancashire.gov.uk)      01772 532109

The Governing Body at Broughton High School believes that the admissions criteria should not discriminate against pupils and has due regard for the practice advocated in the Code of Practice and The Equality Act 2010:

**'All schools/colleges should admit students already identified as having special educational needs, as well as identifying and providing for students not previously identified as having SEN . Students with special educational needs but without statements must be treated as fairly as all other applicants for admission.'** (Code of Practice 1:33)

It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their protected characteristics:

- sex
  - race
  - disability
  - religion or belief
  - sexual orientation
  - gender reassignment
  - pregnancy or maternity
- (Equality Act 2010)