



# Broadwater School

## **SEN Information Report**

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# **Broadwater School SEN Information Report 2023 – 2024**

This report describes Broadwater School's provision for pupils with SEND. This report has been produced in accordance with and pursuant to the Equalities Policy of the Greenshaw Learning Trust, the SEND Policy of the Greenshaw Learning Trust, the Special Educational Needs and Disability (SEND) Code of Practice and relevant legislation, and the Funding Agreement and Articles of Association of the Greenshaw Learning Trust.

This report is the responsibility of: SENDCo

This report was reviewed and updated on: November 2023

This report was approved by the School Governing Body on: TBC

*\*This report will be kept under review throughout the academic year. Where amendment is necessary due to operational or staffing changes that do not materially affect the nature of the report, the report will be updated by the: SENDCo*

## **SENCO:**

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### **1. The kinds of SEN that are provided for**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example specific learning difficulties (dyslexia, dyspraxia) moderate learning difficulties.
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

### **2. Identifying students with SEN and assessing their needs**

We will assess each student's current skills and levels of attainment on entry (normally at the start of Y7), which will build on previous settings and Key Stages, where appropriate. Subject teachers will make regular assessments of progress for all students and identify those whose progress:

- 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
- This may include progress in areas other than attainment, for example, social needs.
- Slow progress and low attainment will not automatically mean a student is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. Where relevant, we will complete further information gathering and/or undertake further assessments. In some case we may commission an external agency (e.g. Educational Psychologist/Speech and Language Therapist/Specialist Teachers for Inclusive Practice) to complete an assessment and/or observation.

We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### **3. Consulting and involving students and parents**

We will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- Notes of these early discussions will be added to the student's record and given to their parents.

We will formally notify parents when it is decided that a student will receive SEN support.

### **4. Assessing and reviewing students' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The subject teachers and all other relevant adults will work with the SENCO to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's and other relevant adult's assessment and experience of the student
- Their previous progress and attainment and behaviour
- Other assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents/carers
- The student's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

## 5. Supporting students moving between phases and preparing for adulthood

We will share information with the school, college, or other setting that the student is moving to. We will agree with parents and students which information will be shared as part of this in line with GDPR.

For Y11 students, there is support from careers advisors and SEND staff to ensure that a range of appropriate settings and courses is identified. Where necessary additional meetings and visits can be set up prior to the student leaving Broadwater.

For other students moving schools at other times, close support for the student and their family is provided to ensure the transition is as smooth as possible including additional meetings and visits as necessary.

Y6 students with SEND are invited to spend an additional morning in school during the Summer Term to meet staff and complete transition activities that support their SEND (e.g. taking photos of the school, having a tour of the site).

## 6. Our approach to teaching students with SEN

Teachers are responsible and accountable for the progress and development of all the students in their class.

High quality teaching is our first step in responding to students who have SEN. This will be differentiated for individual students. Examples of what this looks like include:

- Reducing the amount and/or complexity of information or instructions given at one time
- Regular 'checking in' with a student to ensure that they understand what to do now and/or next
- Reducing demands for those with weaker literacy skills (e.g. not copying as much work, writing frames, sentences starters, adults reading to enable the student to focus on comprehension of a text)
- Allowance of additional time for students with slow processing skills
- Use of lesson and/or task planners to enable students to see what they need to do now and next
- Use of visuals to support learning including pictures and diagrams
- Use of laptops to aid accessibility including 'Read Aloud' and 'Voice to Text' applications where relevant.

Support in lessons is also provided by a team of Teaching Assistants who will work closely with the teacher to provide the optimum level of support for students with SEND.

We will also provide the following interventions for students identified as needing **additional** support either because of provision set out in their EHCP or due to SEND identified following information received and/or outcomes of assessments:

- 1:1 and small group literacy support (including Fresh Start and Direct Instruction interventions)
- Paired and small group support for students with reading comprehension difficulties using Lexia software.
- 1:1 support from a SpLD (Dyslexia) teacher

- 1:1 numeracy support
- 1:1 and paired support for speech and language difficulties
- Individual, paired and small group support for social skills (incl. social communication and interaction)
- 1:1 Emotional mentoring support assistant (EMSA)
- Individual and paired pre-teaching.
- Behavioural support.
- More bespoke interventions linked to provision outlined in a student's EHCP
- Student Support Base: quiet and supportive learning environment for students.
- *COIN students only:*
  - Small groups for English and Maths lessons
  - Curriculum Support lessons including pre-teaching of vocabulary and support with aspects of communication and interaction in a small group.

## **7. Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching (see above for examples)
- School buildings are fully wheelchair accessible, there is a lift to the first and second floor whilst a combination of ramps and stair lifts are also used to support independent physical movement around the ground floor of the school.
- There are disabled changing and toilet facilities on the ground floor.
- There are currently 6 'Soundfield' hearing systems in the school; providing support in Maths, English, Science and Modern Foreign Languages.
- The school also uses an upgraded auditory system in the main school hall.

## **8. Additional support for learning**

Please see Section 6 above for details of current interventions at Broadwater.

We also work with the following agencies to provide support for students with SEN:

- Educational psychology service
- Speech and language therapy service
- Advice from ASD Outreach teacher- Limpsfield Grange School
- Specialist Teachers for Inclusive Practice (STIPS) team
- Physical and Sensory support (Surrey County Council)
- Occupational therapy

## **9. Expertise and training of staff**

Our SENCO has over 15 years' experience in this role and has worked as a Deputy Head in a special school as well as SENCO in another mainstream secondary school. He has an MA in Education, has a Level 5 qualification for teaching of children with SpLD (Dyslexia), and has the Certificate of Psychometric Testing, Assessment and Access Arrangements.

Our Head of COIN Centre has been in post since the centre was set up over 20 years ago. She has a Masters in 'Speech and Language Difficulties', Post-Graduate certificate in 'Dyslexia & Literacy Difficulties' and Post-Graduate Certificate in Dyscalculia.

We have a team of 12 teaching assistants and 2 higher level teaching assistants (HLTAs) who are trained to deliver SEND provision.

Recently, staff have been trained to support with PDA (Pathological Demand Avoidance), raising self-esteem, Emotion Coaching and Task Analysis.

### **10. Communication and Interaction (COIN) Centre**

Broadwater School hosts a specialist Communication and Interaction (COIN) centre attached to the mainstream school. Access to this provision is via Year 5 EHCP review application to a specialist panel that meets in November and not by the usual Broadwater School application process. To be able to attend the COIN centre, students have to fulfil specific eligibility criteria and their primary need, as named on their statement, must be Communication and Interaction.

If you have any queries regarding the COIN Centre please contact the Head of COIN, Mrs. Claire Link on 01483 239223 or email [CLink@Broadwater.surrey.sch.uk](mailto:CLink@Broadwater.surrey.sch.uk)

### **11. Securing equipment and facilities**

We secure relevant equipment for students (including auxiliary aids) by using the relevant budget (e.g. SEND or COIN allocations) to purchase it through obtaining best value for money. This includes the provision for all new students with EHCPs of a Chromebook.

Where possible, we will identify and apply for additional funding available through grants and outside funding (e.g. SaFE funding and Surrey SEN Graduated Approach Funding)

### **12. Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for students with SEN by:

- Reviewing students' individual progress towards their goals each term
- Reviewing the impact of interventions after 6-8 weeks
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for students with EHC plans

### **13. Enabling students with SEN to engage in activities available to those in the school who do not have SEN**

All of our extra-curricular activities and school visits are available to all our students, including our before-and after-school clubs.

All students are encouraged to go on our residential trip(s).

All students are encouraged to take part in sports day/school productions/special workshops/school trips/Activities Week.

No student is ever excluded from taking part in these activities because of their SEN or disability.

### **14. Support for improving emotional and social development**

We provide support for students to improve their emotional and social development in the following ways:

- Provision including in-class support, interventions such as Social Skills groups, EMSA support and the Student Support Base
- Students with SEN are also encouraged to take part in after school activities and clubs
- We have a zero tolerance approach to bullying.

### **15. Working with other agencies**

We work with a range of other agencies in addition to those listed in Section 8 (above). These include:

- Surrey County Council Children's Services
- South West Surrey Family Support Programme
- Young Minds (Mental Health Charity)
- Surrey County Council Access To Education (A2E) service
- Child and Adolescent Mental Health Service (CAMHS)
- Wey Valley College, Nudge Mentoring, Mindjam and Skillways (Alternative education providers)

### **16. Complaints about SEN provision**

Complaints about SEN provision in our school should be made to the SENDCO in the first instance. They will then be referred to the school's complaints policy.

The parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### **17. Contact details**

Special Educational Needs and Disabilities Coordinator (SENDCo) – Jason Illingworth

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