

SEND

Information Report

Broadmeadow



Reviewed September 2025

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Open and honest communication

How do I speak to the SENCO, if I have a concern about my child?

At Broadmeadow, Mrs Elsmore is the Special Educational Needs Co-ordinator (SENCO). If you have a concern about your child, Mrs Elsmore is available to speak to. However, we would always encourage you to speak to your child's class teacher first.

Mrs Elsmore is usually available before and after school for you to speak to. If she is busy or unavailable, you can:

- Speak to Mrs Norman or Ms. Brennan in the school office to find out when she may be available.
- Contact the school office to request an appointment or a telephone call.
- Email directly: celsmore@broadmeadowschool.co.uk

Broadmeadow operates an open-door policy and you are always welcome to come into school.

Open and honest communication

Will the information that needs to be shared with me, be made clear and easy to understand?

Any information that we need to share with you will be clear and easy to understand.

We will communicate regularly with parents through:

- Use of the school website
- SEN reviews
- Parents evenings
- Provide Information to parents and families via class charts and newsletters

You can request a copy of our **SEN Policy** and **Inclusion Policy** by contacting the office. These policies explain how we identify and assess children who may have special educational needs.

Open and honest communication

If my child needs additional support, will I always be spoken to about this?

If we are concerned about your child's progress and feel your child needs additional support, we will always speak to you about this.

Parents Evenings are held each term during Parents Evenings and provides the opportunity for class teachers to talk to you about the progress your child has made. If we feel that your child needs additional support, we will discuss this with you.

Your child will work with their class teacher regularly to review any targets set and set new ones. These will be shared with you on your child's Learning plan which you can also access online using Provision Map.

If your child has more complex needs, then we may review your child's progress and needs as part of an Educational Health and Care Plan (EHCP) or Send Support Provision Plan (SSPP). This will be completed as a person-centered approach and enables all agencies involved in your child's care to work together. Parents who have already been involved in such meetings, say they find them very useful.

At Broadmeadow, we operate an open-door policy. You can make an appointment to speak to your child's class teacher or the SENCO at any point during the year.

For further information see the section on 'How will Broadmeadow work with me to identify my child's needs?'

Open and honest communication

How will the SENCO ensure the necessary people know about my child's needs?

Every child with additional needs has a one-page profile. This is written from the child's view point outlining their strengths, difficulties and offers strategies on how adults can help them to succeed and make progress.

The class teacher will work with your child to complete the one-page profile which will then be shared with the SENCO. A copy is available for all staff to access, including cover teachers. The profile is reviewed regularly with your child.

When moving classes, information will be shared and discussed with the new class teacher in advance. All one-page profiles and Learning Plans will also be shared with the new class teacher.

If your child is moving to a new school, we will contact the new school's SENCO and ensure they are informed of any additional support or arrangements that need to be made for your child. We will make sure that all records about your child are passed on as soon as possible.

When your child starts Broadmeadow Infant and Nursery School for the first time, a home visit will be arranged by your child's teacher and Mrs Elsmore or Mrs Finnerty (Pastoral manager) may also attend. This will enable you to share any information regarding your child's additional needs. Extra visits to school may be arranged and sometimes a reduced timetable may also be offered to children starting Nursery and Reception to ensure a successful transition,

Open and honest communication

How will my child's progress be reviewed and when will I be invited into school to discuss this? Will my child be able to give their views?

Your child's progress will be continually monitored by his/her class teacher. Progress will be reviewed formally every term. You will be invited into school at least termly to discuss your child's progress and to give you the opportunity to share your views. Your child's views will also be gathered and will form part of their one-page profile and learning plans.

If your child is working below or significantly below the national expectation for their age, we will use an additional set of criteria to assess and identify gaps in their learning. Mrs Elsmore (SENCO) works alongside all the teachers and teaching assistants to gather evidence and set new targets that your child may need. These targets are added to an Individual Learning Plan.

Your child will work with their class teacher at least termly to review their targets, give their views and set new ones. These will be shared and reviewed with you at Parents Evenings when we will talk about what has gone well and what areas may still need to be developed.

If your child needs additional support, this will be set out on the School Provision Map. The Provision Map outlines the intervention, who is delivering the intervention, how often it takes place and for how long. Provisions are monitored and reviewed regularly.

Sometimes we involve outside agencies, such as the Pupil Language and Literacy Strategic Support Service (LLSS), Educational Psychologist (EPS), Communication and Autism Team (CAT), Speech and Language Therapy to support us in making our assessments. These agencies offer advice and help us to set targets. *For further information see the section 'How will the SENCO ask for my permission to involve other professionals to work with my child?'*

The progress of children with an Educational Health and Care Plan will be formally reviewed at an Annual Review with all adults involved in the child's care and education.

Appropriate and effective Teaching and Learning

How will the school ensure that parents and children with additional needs are fully included in all school activities?

Broadmeadow is a fully inclusive school. The school building is fully accessible to children with physical disabilities. We have ramps that can be attached to classroom doors and an accessible toilet.

If appropriate, you may be invited with your child, to be part of an Accessibility Walk around the school. This will help us to ensure that the school environment is inclusive for your child. If your child has complex physical needs, a Physical Management Plan will be put in place which will be shared with parents/carers and school staff.

We ensure that any equipment used in school is accessible to all children regardless of their needs.

All children participate in class assemblies and other performances, such as musical performances. Children with additional needs are encouraged to participate in after school clubs.

The school curriculum includes trips to enrich children's experiences. Our risk assessments are inclusive of SEND children and, where needed, additional adult support will be provided to ensure that children with additional needs can take part. Parents are consulted regarding specific needs, including those children with medical needs, so that all children have a safe and enjoyable experience.

Appropriate and effective Teaching and Learning

How does the school provide good teaching for my child and extra support when needed?

Broadmeadow uses a range of strategies to monitor the progress of children and to ensure that high quality teaching is experienced by all pupils. We do this through:

- Tracking your child's progress and discussing this with teachers through pupil progress meetings and target setting for children who are off track.
- Classroom observations, book looks and learning walks, including monitoring the learning environment.

We offer additional support as needed through various additional interventions. We identify children needing intervention by looking closely at their progress and monitoring any gaps in their learning.

The interventions are set out on the School Provision Map. Regular provision reviews are completed and help towards evaluating how effective the intervention has been and if further support is needed for your child.

Some of the interventions we currently use in school are:

- Little Wandle Phonics
- Maths Mastery
- Wellcomm
- 1:1 Speech and Language intervention
- Sensory Circuits
- ELSA support

Appropriate and effective Teaching and Learning

How are staff trained to support the needs of my child?

At Broadmeadow we make provision for pupils who have any needs in the following areas:

- **Cognition and Learning** - Learners with cognition and learning needs may experience difficulties in accessing and making progress in curriculum-related areas such as English and maths. These can be associated with difficulties in processing information, sequencing, language difficulties as well as working or short-term verbal memory.
- **Communication and Interaction** - Children and young people with speech, language and communication needs (SLCN) find it difficult to listen, understand and communicate with others.
- **Social, emotional and mental health difficulties** - Children and young people who find it difficult to manage their emotions and behaviour in a way that affects their daily life.
- **Sensory and/or physical needs** - Children and young people who have a disability that may make it difficult for them to manage their everyday life without change or support. This may be because of hearing or visual difficulties, physical disabilities or other medical needs.

We know that some pupils will have difficulties in more than one of these areas and we will always do our best to meet their needs.

Staff meetings and Inset days take place regularly throughout the year to ensure staff have up-to-date knowledge to teach children of all abilities and with different needs. Sometimes training is run by specialists e.g. Speech and Language therapists, Communication and Autism Team.

Mrs Elsmore (SENCO) offers support and is available for staff to ask for advice about teaching approaches and resources for children with additional needs. She regularly participates in additional training which is then delivered to staff.

Our Teaching Assistants also have specialist training in a variety of interventions.

Individual teachers and teaching assistants may attend additional training courses delivered by outside agencies that are relevant to the needs of specific children in their class e.g. ASD, Speech and Language difficulties, medical conditions.

Appropriate and effective Teaching and Learning

How does school ensure that work is set at the correct level to ensure my child makes good progress?

We use a range of criteria and evidence to help us identify the level that children are working at. This includes:

- Observations
- STAR Assessments
- Use of the Birmingham Literacy and Numeracy Continuums

This helps teachers plan work for all children to make progress, by making sure your child's specific needs are met. Teachers carefully adapt tasks and any resources used in lessons to ensure all children can access the learning.

The work and support offered may be different for different groups of children. We use the following to support children with additional needs to become independent learners:

- Scaffolding of tasks
- Adult support
- Adaptation of tasks and resources
- Additional interventions
- Learning mentor group support

Planning and teaching will be adapted on a daily basis if needed, to meet your child's learning needs.

Appropriate and effective Teaching and Learning

What types of learning resources are available for my child?

A range of resources are available in all areas of the curriculum to support children learning at different levels and to ensure that they can access the curriculum. Specific resources such as standing desks, wobble cushions, ear defenders etc. are identified on children's one-page profiles. Additional, specific resources are available for teachers/pupils to use.

- All classrooms have access to maths resources which include different types of practical and visual apparatus to support learning and progress.
- A range of different leveled reading books are available in class and to take home, so that your child is reading at the right level to make progress.
- We have a range of equipment including Chromebooks, iPads, and other recording equipment to support children with recording their work in different ways.
- Positions of tables and chairs are always considered for children with physical, hearing or sight impairment.
- Children are encouraged to talk with partners or in small groups to develop their ideas and support speech and language development.
- We use My Happy Mind to help create a positive mental wellbeing culture in which children build resilience, self-esteem and character. My Happy Mind uses the latest research, science and technology to help children develop lifelong habits and learn to thrive.

Appropriate and effective Teaching and Learning

What resources does the school offer if my child has significant social and/or communication needs?

One-page profiles identify the types of need a child may have and how best to support them. These are made available for all staff to access including cover staff.

We use visual timetables in all classrooms to support children with understanding and to help with changes to routine.

We work closely with the Communication and Autism Team to develop staff awareness and to help support our pupils. Members of the team visit to observe, assess and offer advice on ways to support children with autism or communication needs.

Mrs Finnerty and Mrs Emmins are our Learning Mentors. They work closely with pupils and families to support emotional health and well-being. One of our Learning Mentors may contact you to discuss further support available to you and your child if needed.

Mrs Finnerty and Mrs Emmins deliver social skills and communication groups and mentor individual children as needed.

Appropriate and effective Teaching and Learning

What support is available if my child needs support with managing behaviour or dealing with social situations?

Our Behaviour and Relationship Policy encourages children to make positive choices and develop positive relationships and this is consistently implemented across the school. We encourage tolerance, thoughtfulness and the development of self-regulation so every child achieves success and is equipped with the necessary skills and attitudes for their continued education, work and leisure.

If your child needs additional support with managing their behavior choices, they may have an Individual Behaviour Plan (IBP). This identifies their needs and the targets they are working towards. You will be informed if an IBP needs to be put in place for your child. It will be discussed with you, shared with staff and reviewed regularly.

Mrs Finnerty and Mrs Emmins are our Learning Mentors who work closely with pupils and families to support their emotional health and well-being. Mrs Emmins is a trained Emotional Literacy Support Assistant (ELSA) and offers support to children who find social situations difficult or who struggle with understanding and managing their emotions.

A Partnership approach

How will the school work with me to identify my child's needs?

We will work in partnership with you to identify the needs of your child and put in place the correct support including family support if needed.

The governing body has a duty to ensure that the school adheres to the Code of Practice under the Children and Families Act 2014. This means that the school governors hold the Head teacher, and SENCO to account.

The governing body appoints a governor who is specifically responsible for special educational needs to ensure that the school and the SENCO carry out their duties. This governor is Daniel McEvelly.

One of the key responsibilities of the governing body is to make sure that the school's policy for children with special educational needs and disabilities (SEND) is reviewed annually. The information on the School's Information Report also must be reviewed annually by the governing body.

Additionally, the governing body has a responsibility to ensure that appropriate safeguarding procedures are in place for all pupils, including those who have SEND.

For further information see the section 'If my child needs extra support, will I always be spoken to about this?'

A Partnership approach

How will the SENCO ask for my permission to involve other professionals to work with my child?

Broadmeadow works with a variety of external agencies to help identify and support specific needs. These include:

- Communication and Autism Team (CAT)
- Attendance Social Worker: Michelle Stevens
- Educational Psychologist (EP)
- Physical Difficulties School Support (PDSS)
- Language, Literacy Strategic Support (LLSS)
- Behaviour Consultant: Beacon School Support
- Speech and Language NHS Trust (SaLT)
- West Midlands Speech and Language Therapy (WMSLT)
- School Nurse

These agencies regularly come into school to assess children's needs and offer support and advice.

If your child requires support from any of these services, Mrs Elsmore, Mrs Finnerty or Mrs Emmins will always consult you and request written permission before the qualified professional is introduced to your child.

A Partnership approach

How will I be involved in all decisions and have my views listened to?

If we feel that your child requires additional support, we will discuss this with you. If we need additional advice from an external agency to help identify specific needs or offer additional support, Mrs Elsmore Mrs Finnerty or Mrs Emmins Hackett will always consult you and request permission before the qualified professional is introduced to your child.

At Broadmeadow we strive to provide a good education for all our children. Mr Medway (Head Teacher) and staff work very hard to build positive relationships with all parents and carers. However, sometimes things might happen that are different to what you expected. If this is the case, please come into school and speak to your child's class teacher in the first instance. If you still feel that a situation has not been resolved or it is of a serious nature, please make an appointment with the Head Teacher.

The school is obliged to have procedures in place in case there are complaints by parents or guardians. These procedures can be accessed on the school website or by contacting the school office. Our school and governing body take complaints seriously and will act upon these on an individual basis.

A Partnership approach

How will my child be involved in decisions about their learning?

The school will try to involve your child in all decisions about their learning. Here are the things we do at Broadmeadow to make sure your child is listened to and involved in decision making:

- One-page profiles
- Open door policy – children can speak to any staff member including the Head, Deputy, SENCO, Learning Mentors as well as their class teacher.
- Target setting between class teacher and child – children are involved in target setting and their opinions are gathered about how they feel about how well they have achieved their target.
- Being involved in reviewing their progress in interventions.

A Partnership approach

How will I be given support in contacting organisations who can give me advice and support?

The Birmingham Local Offer website will help you find further advice, support and information about the services available for your child or young person from birth to 25 years with a Special Educational Need or Disability.

Birmingham Local Offer

<https://www.localofferbirmingham.co.uk/>

We will also be happy to give you contact details for organisations who can give advice and support for you and your child. Please speak to Mrs Elsmore if you need any other contact details.

Local Authority Services:

<https://acesstoeducation.birmingham.gov.uk>

**Communication and
Autism Team**

**Pupil School
Support Services**

**Sensory
Support**

SENAR

**Physical difficulties
School Support**

Health Services:

School Nurse Service

Tel: 0121 245 5750

<https://www.bhamcommunity.nhs.uk/school-health-support-service>

Social Services and voluntary organisations:

**Social Services
Tel: 0121 303 1888**

<https://www.birminghamchildrenstrust.co.uk>

**Child and Mental Health
Services/PAUSE**

Tel: 020 784 14470

<https://forwardthinkingbirmingham.nhs.uk/pause>