



# Broadmeadow Special School

SEN INFORMATION REPORT    UPDATED AUGUST 2020

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## Introduction

Broadmeadow is a 54 place special school for children aged 3-7 years, it caters for children with Severe and Complex Learning difficulties including syndromes, autistic spectrum disorder, communication difficulties, physical impairments, behavioural and emotional difficulties and sensory impairments.

We can accommodate the needs of pupils who have medical or other care needs although there is not currently a nurse on site on a full time basis.

Children attend from all areas of Wolverhampton and we form part of the Local Authority's special school provision, for younger children with severe learning difficulties.

## Statutory Assessment

Children are identified as meeting the school's admission criteria following statutory assessment through an Education, Health and Care Plan. Occasionally children join the school prior to this process following a referral from an educational psychologist and will join the school on assessment. All children at the school are in the process of or have an Educational, Health and Care Plan.

Special schools are not required to have a named SENCO as all teachers are carrying out the usual duties the role covers. Here at Broadmeadow the Head Teacher takes the lead on the assessment and review process including annual review meetings and referrals to other services where needed.

### Funding

The school receives funding for each child in the school and then a top-up for them according to their needs distributed by Wolverhampton City Council. The amount each child receives is determined by their Education, Health and Care plan.

Details of top –up funding and the assessment process is explained in more detail in Wolverhampton’s Local Offer. This can be found at: [www.wolverhampton.gov.uk](http://www.wolverhampton.gov.uk)

### Staff Expertise

All staff at the school have experience of working with children with SEN, those new to the profession are closely guided and supported to enable them to develop their expertise. Individual staff have their own specialisms enabling the school to offer a broad spectrum of specialist support.

As a school we have a comprehensive programme of professional development ensuring that staff are equipped to help the children make the most progress possible. In particular staff are skilled in early years approaches and maintaining the emotional well-being of children. Additionally staff

have expertise in the specific interventions that we use in school, eg PECs, Makaton, TEACCH, Rebound Therapy, Sensory Integration, Play therapy, Lego Therapy, ABA, Intensive Interaction.

We have an Outreach Service to support staff and children in other settings with Severe Learning Difficulties. As part of an EHC needs assessment or on identification in an EHCP, the school is able to offer an outreach programme of behavioural analysis, overseen by a suitably qualified person for a specific number of hours per week. Since 2018 all outreach services have been centrally managed through a referral system.

Our Home Liaison Officer ensures all pupils and families receive a high level of support both in and out of school.

### [The Curriculum](#)

We offer an interest based curriculum based on the Early Years Foundation Stage and adapted to an appropriate level for each child using the school's own curriculum maps. On entry to school children are assessed and information from previous services and families is obtained to help us to gain a picture of the whole child. This might include a visit to the current setting and a home visit where possible.

Children are grouped by SEN and any specific learning requirements into one of our 6 classes. Class size varies from 6 children to 10 and staff are distributed according to the needs of each group. All classes use a combination of whole class, small group and 1:1 teaching. At times some children

have different requirements in terms of their curriculum or learning environment and we are proactive in trying to accommodate this.

A range of strategies is used to help the children to learn and the school has a particular focus on communication, personal, social and emotional development and physical skills as these are the prime areas for learning and crucial to supporting independence in later life. Children enjoy their learning as it is tailored to their individual needs and presented in a fun and engaging way. A topic approach is used to ensure the curriculum is broad and balanced. All areas of learning are covered in the curriculum and activities are planned to teach:

- **Communication and language development**
- **Physical development** including PE, Rebound therapy and swimming for our older children
- **Personal, social, and emotional development** including relationships, sharing and religious education
- **Literacy development** including reading and writing
- **Mathematics**
- **Understanding the world** including computing, science, cooking and outdoor learning
- **Expressive arts and design**

We believe that children should have the opportunity to develop as much independence as possible and wherever possible become confident adults who are able to access community facilities. To support this visits to such facilities are embedded into the curriculum and children are taken to parks, cafes, supermarkets etc as part of their class weekly visit.

Outcomes from each child's Education, Health and Care plan are integrated into daily learning and closely tracked. Each term we hold a parent's evening to discuss progress and review the outcomes, parents are central to this process and expected to support children's learning at home.



### Monitoring and Review

Broadmeadow is part of the Central Learning Partnership Trust, trustees from their executive board meet regularly with leaders in school to support them and also monitor performance.

The school has a proactive Governing Body who know the school well and challenge the leadership team to ensure that children are making enough progress. Evidence for this includes pupil attainment data, success in individual targets and observations of learning and teaching.

All aspects of the school are monitored for effectiveness in a range of ways including through pupil, parent, staff, governor and professional consultation as well as external review.

### Support services

The school is supported well by other agencies who bring their expertise to enable us to embed additional approaches. We have 2 speech therapists, a school nurse and an occupational therapist who visit regularly and work with children. Teachers of hearing and visually impaired and physiotherapist work with children as required; all services are identified in each child's Education, Health and Care plan. Staff in school are highly skilled in integrating therapy work into everyday teaching.

We also engage with Inspire to help support families with a range of issues in the home and when necessary external agencies such as Improving Futures and Strengthening Families work to support those who need it as part of the Early Help process.

All services can be referred through the school and parents should contact us at: [info@broadmeadowspecialschool.co.uk](mailto:info@broadmeadowspecialschool.co.uk), by telephone on 01902 558330 or by talking to staff when in school.

## Family Support

We pride ourselves on the support that we offer families. Each child in school has a school buddy who is the first port of call for parents when they communicate with school. Families who need more support are given the opportunity to have additional meetings and advice through Team Around The Family or Early Help. We also offer training sessions on some of our approaches to ensure that children get consistent support at home as well as in school. In particular children using Picture Exchange Communication Systems, signing and understanding children's behaviours.

Regular coffee mornings encourage parent networks and give families the opportunity to socialise with others who may be in similar situations.

Home learning is offered to all children and activity packs are made for each individual to their work in school.

## Looked after children

Our Home Liaison Officer supports Looked After Children through regular PEP meetings. All staff work to ensure that all children, including those who are looked after or disadvantaged have a positive, purposeful and successful time in school.

## Life after Broadmeadow

Children usually leave Broadmeadow at the age of 7, at the end of the curriculum Year 2. Moving on is planned with families through annual review when evidence is presented regarding children's needs and progress made to date. Once the next school is identified and a place is confirmed we work with the new school during the Summer term to ensure a smooth transition in the Autumn term. This usually involves the sharing of information, observations of children at Broadmeadow and visits to the new school that we will facilitate. If children need individual arrangements for transition we will accommodate these, and if children, for any reason need to move on at any other time in the school year we will try our best to make that as easy as possible for all parties.

## Complaints

We have a complaints policy on our public website [www.broadmeadowspecialschool.co.uk](http://www.broadmeadowspecialschool.co.uk), this outlines the procedure to follow if anyone is unhappy with any aspect of the school. In the first instance we would always ask that parents speak with us first in the hope that we can resolve any issues quickly.

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