



Broadbent Fold Primary School and Nursery's Special Educational Needs and/or Disabilities Information Report (SEND)

January 2026

School Information	<ul style="list-style-type: none"> ✓ Number of Children on Role - 217 ✓ 13.8% of the school population has SEND (National 18.2%) ✓ 10.5% at SEN support ✓ 3.2% with an EHCP (4.8% national) ✓ 0% have social, mental and emotional health needs ✓ 0% have sensory and/or physical needs ✓ 77% have cognition and learning needs ✓ 23% have communication and interaction needs
What are special education needs and/or disability (SEND)?	<p>At Broadbent Fold we follow the current SEND Code of Practice: 0- 25 years (January 2015) and this document clearly says that: A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:</p> <ul style="list-style-type: none"> • has a significantly greater difficulty in learning than the majority of others of the same age, or • has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions
What kinds of SEND are provided for at Broadbent Fold?	<p>Broadbent Fold Primary School and Nursery is a mainstream setting. We operate a policy of inclusion recognising that all children are entitled to equal access to the curriculum. Admission of children with SEN is considered in line with our admissions policy, which relates equally to all children. This can be found on our school website. SEND can be considered as falling under four broad areas:</p> <ol style="list-style-type: none"> 1. Communication and interaction 2. Cognition and learning 3. Social, mental and emotional health



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	<p>4. Sensory and/or physical</p> <p>We use our best endeavours to ensure that necessary provision is made for any individual who has special educational needs (SEN) in cooperation with our Local Authority (Tameside). We make reasonable adjustments to ensure that disabled children are not at a substantial disadvantage compared with their peers. We constantly strive to improve the accessibility of our school and curriculum.</p>
How does the school know if children need extra help?	<p>We believe that all children are entitled to an education that enables them to:</p> <ul style="list-style-type: none">- achieve their best- become confident individuals living fulfilling lives and- make a successful transition to high school and on to adulthood <p>At Broadbent Fold, great care is taken to identify and support children who have a significant difficulty in learning that is greater than the majority of others the same age, or who have a disability which is a potential barrier to their learning. It is important that any additional needs are identified at the earliest point and this is done by:</p> <ul style="list-style-type: none">• Admission information provided by other schools or settings.• Screening on admission to school• Initial interviews with the Headteacher on admission into the school if this is during the school year.• Home visits and welcome meetings for Nursery and Reception children in the summer term. During this meeting, you can share any information which we should know with the class teacher, the SENCo or the Headteacher.



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	<p>Each pupil's current skills and levels of attainment are assessed on entry and all necessary liaisons with their previous school or other educational establishment is completed. Regular assessments of progress are made and where pupils are falling behind or making slow progress, they are given targeted support in class. Where pupils continue to make slow progress, despite high quality first teaching targeted at their areas of weakness, the teacher and SENCo work together with parents/carers to assess whether the child has additional learning needs. Where this is the case, agreement is reached about the SEN support that is required.</p> <p>Identification includes the use of high-quality assessment and where necessary may include more specialised assessment from external agencies and professionals such as Educational Psychologists or Speech and Language Therapists.</p> <p>Parents/carers know their children best, and we listen and understand when they express concerns about their child's development. We also listen to and address any concerns raised by children themselves.</p> <p>Where a pupil is not making appropriate progress, teachers, the SENCo and parents/carers collaborate on planning and teaching strategies via pupil profiles and 'Child Centred' planning meetings (CCP Meetings).</p>
<p>What if my child already has an Education Health Care Plan ? (EHCP)</p>	<p>If a child has an Education Health Care Plan (EHCP) allocated by the Local Education Authority, formal review meetings will be arranged annually to discuss the child's progress, whether targets in the EHC plan are being met, and whether any changes need to be made to the EHC plan. Everyone involved with the child (parents/carers, teachers, therapists, specialists' teachers and teaching assistants etc.) plus a representative from the Local Authority are invited to these reviews and are asked to contribute reports and evidence of action already taken. Two weeks before the review, these reports will be circulated to all parties. These reviews will be child centered with all professionals given the opportunity to discuss the reports and raise any concerns. Regularly, based on FINAL EHCP long term outcomes , regular meetings will take place during school terms</p>



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Teaching and Learning for Children with Special Educational Needs

How is the decision made about the type and how much support my child will receive?

SEN provision is educational provision which is additional to or different from that made generally for others of the same age, beyond the differentiated approaches and learning arrangements normally provided as part of high-quality, adaptive teaching. It may take the form of additional support from school staff or require the involvement of specialist staff or support services.

We have arrangements in place to identify the need and secure such provision, whether through expertise and resources at Broadbent Fold or from external services, such as Educational Psychology, Pupil Support Service (TSOS) Occupational Therapy, Speech and Language Therapy and CAMHS (formerly Healthy Young Minds).

High quality teaching, adaptive teaching is the first step in responding to pupils who have or may have SEN. Some children need something additional to or different from what is provided for the majority of children: this is SEN provision. We try our best to ensure that provision is made for those who need it. In order to do this, we endeavour to:

- know where children are in their learning - identify any barriers to learning
- ensure decisions are informed by the insights or parents/carers and children - have high ambitions and set stretching targets for them
- track their progress towards these goals
- keep under review their additional or different provision
- ensure that approaches used are based on the best possible evidence and monitor the impact on progress



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How will the curriculum be matched to my child's needs?	Teachers set high expectations for each pupil and aim to teach the full curriculum. Teachers use appropriate assessment to set ambitious targets. Lessons are planned to address potential areas of difficulty and to ensure that there are no barriers to every child achieving. Potential areas of difficulty are identified and addressed at the outset of work being planned.
How will school staff support my child?	<p>Support is planned and reviewed by the Headteacher, SENCo and the class teacher in collaboration with parents/carers and the pupil themselves at the target setting meeting. Additional provision may take the form of additional support from within school for example from a designated Teaching Assistant or Learning Mentor. It may also require the involvement of specialist staff or support services. The additional support may be provided from CAHMS (formerly Heathy Young Minds), Educational Psychologists, Speech and Language support (SaLT), occupational therapists and the Pupil Support Service (Tameside SOS) which includes:</p> <ul style="list-style-type: none">• TAMESIDE SOS (Behaviour and Learning Inclusion Support)• CLASS (Communication, Language and Autistic Spectrum Support)• Sensory Support Team (Visual and Hearing impairment)• SpLD (Specific Learning Difficulties e.g. dyslexia) <p>Recommendations from these outside agencies are then incorporated into the day to day school life and the teaching of all staff involved with the child. During PE specific support is available for children if it is needed as well as at playtimes and lunchtimes.</p>



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What training do staff supporting SEND children have?	All staff receive regular updates from the SENCo who in turn attends network meetings and cascades the information through to staff. Support staff are also encouraged to extend their own professional development and the SENCo arranges 'tailor made' training for staff based on children's needs. A record of all training attended is kept by the Deputy Headteacher. Advice and support to all members of staff about SEN or disabilities is coordinated and disseminated by the SENCo.
How will I know how my child is doing?	Parents/carers will always be informed if we begin to make SEN provision where a child is accessing provision which is additional to and different from what is done for the rest of the class. If additional support is put in place, parents will be invited to a 4+1 meeting with the class teacher and/or SENCo to discuss what is working/not working and then agree some targets to help move forward. You will be invited to make an appointment to see the class teacher during Parents' Evenings which are run in the Autumn and Spring term but may also be invited to further meetings which include the SENCo. During these meetings the targets are initially agreed and then reviewed a term later. In some circumstances this may be more frequently. You will get an up-to-date copy of these targets and will be offered a chance to meet with the SENCo at other times should the need arise. Your child may also have an Education, Health Care Plan (EHCP) which will be formally reviewed at least annually in addition to the arrangements above.
How will we know if it has had an impact?	The effectiveness of the support and the impact on your child's progress are reviewed at least termly. This information along with the views of parents/carers and children, forms the basis for the revision of the support. Where the SEN provision does not enable a child to make adequate progress (within a given time frame), we work with parents/carers to request an assessment for an Education, Health Care Plan.



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Who will explain this to me?	In the first instance, your child's class teacher is available to explain any additional support or intervention to you. If you require any other support our SENCo is in school to help.
How accessible is the school both indoors and outdoors?	There are two accessible toilets one in each department.
How and when will a risk assessment be done? Who will carry out a risk assessment?	If a risk assessment is needed wherever possible this will be undertaken before the child starts school to ensure that adaptations can be made in time for the child's admission to school. Where this is not possible it will be carried out as soon as possible after the child starts school. Risk assessments are carried out by the Headteacher, the SENCo and are agreed by a member of the governing body A risk assessment will be carried out if a child has a medical or physical need that requires additional provision to be made to ensure the safety of the child in and around school or on a school trip. A risk assessment may also be carried out if a child's behaviour poses a risk to themselves or others. Other risk assessments may include assessments of the building, both indoors and outdoors and of first aid and safety at work. If an educational visit is to be made, we do accept risk assessments written by the place being visited, however school staff will do a risk assessment visit prior to the trip going ahead.
How will my child be included in activities outside the school classroom including school trips?	We endeavour to enable children with SEND to have access to all extra-curricular activities and school trips that are available to our pupils. This may require additional adult support and enhanced risk assessment to ensure that everyone's health and safety is not compromised.



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How will my child be supported during testing and SATs?	Children who require help to access tests and SATs are given appropriate support as specified in the Access and Reporting Arrangements document. This is usually in the format of readers, where they will not influence the outcome of the test. Where teachers can provide the evidence that it is needed, extra time and/or scribes can be used during KS2 SATs.
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3) Parent/Carers Involvement in Children's Learning

What should I do if I think my child has special educational needs? (SEND)	If you think that your child may have special educational needs, or if you have concerns about any aspect of their provision and/or progress, please talk to us. In the first instance, talk to your child's teacher. You may also contact the SENCo either by phone or via the school email on admin@broadbenfold.tameside.sch.uk
What steps should I take if I have a concern about the school's SEN provision?	In the first instance speak to Mrs Kleban, SENCo. If you are still concerned, you should speak to the Headteacher, Mrs Parker. You may also contact the SEN Governor or Chair of Governors, Mr Moon through the school office email : admin@broadbentfold.tameside.sch.uk or by letter to the school address:- Broadbent Fold Primary School and Nursery, Tennyson Avenue, Dukinfield SK16 5DP. The school's Complaints Policy is published on the School Website.
How will you help me to support my child's learning?	We have an open door policy at Broadbent Fold which means that you are welcome at any time to make an appointment with either your child's class teacher or the SENCo to discuss your child's provision and progress and to get advice on how you can support your child at home.



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What help and support is available for the family?	At Broadbent Fold we can offer you help with completing forms and paperwork regarding your child. Mrs Kleban (SENCo) and Mrs Butler (Learning Mentor) are available to give advice and guidance to all our parents/carers. They will also point you in the right direction of any support outside of school that you may feel will benefit your family. For an appointment please call 0161 303 9411. You can also have access to support from Tameside's Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS) which offers free, impartial advice, guidance and support to parents/carers of children with special educational needs and disabilities. More information can be found at http://www.tameside.gov.uk/sen/parentpartnership . If you would like to speak to someone from SENDIASS please call 0161 342 33 83.
Where can I see the school's policies relating to SEN?	All our school policies can be viewed on the school website. If you don't have access to the internet, please let us know and we will print out a copy for you.



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4) Behaviour and well-being

<p>What support will there be for my child's well-being ?</p>	<p>We support the emotional and social development of all our pupils including those with SEND. We celebrate and embrace Neurodiversity. Our staff are warm and caring and have the wellbeing of all children as their top priority. Class teachers have responsibility for the pastoral care of every child in their class and deliver a broad programme of social and emotional education through circle time, Worry Wizard and PSHE (Personal, Social and Health Education). However, some children require more support and at Broadbent Fold our SEND support team are trained and skilled at delivering social / emotional interventions such as:-</p> <ul style="list-style-type: none">• Drawing and Talking• Friendship Group• Self Esteem Group• Nurture GroupDyslexia in the OpenStarving the Anxiety GremlinCircle of Friends <p>We have a Mental Health Practitioner that comes and works with individuals, groups and whole classes depending on need. We also have a practitioner from Healthy Hyde who comes in and runs a weekly anxiety/mental health workshop.</p>
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Who will explain this to me?	Your child's class teacher and the SENCo are available to explain any additional support or intervention to you. Our provision is outlined in our local offer on the school website.
What support is there for behaviour reducing the risk of exclusion and increasing attendance?	At Broadbent Fold we have a clear Behaviour Policy, Anti-bullying policy and Attendance Policy. These can be found on our school website. Where a child is perceived to be at risk of exclusion, we endeavor to work closely with parents/carers and any appropriate external agencies to introduce strategies to reduce the risk. Attendance of all pupils is closely monitored. Where a child's attendance is below 95% without clear medical reason, parents/carers are invited into school to discuss ways to improve attendance and set targets for improvement. The aim of this is to avoid the need for referral to the Education Welfare Team at Tameside who may issue fixed penalty notices in some cases. Mrs Butler and Mrs Parker manage attendance at Broadbent Fold.

Pupil's with Medical Needs

How does the school manage the administration of medicines?	At Broadbent Fold Primary we have a strict policy regarding the administration of medicines on the school site. (Supporting Pupils with Medical Conditions Policy). If your child needs medication during the school day, please take the medication to the school office. You will be required to complete a form, authorising school staff to administer the medication at the requested times.
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Transition

How will the school prepare my child for moving to a new class?	Transition within Broadbent Fold is planned very carefully. Your child will visit new classrooms and meet their new teacher prior to transition. All Class Teachers will meet for a handover/transition meeting to share information and discuss children's needs, strategies and techniques already used. For some children One Page Profiles and/or transition books will be used which will include pictures of their new learning environment and the staff they will be working with. This will be sent home to look at with parents/carers so they can familiarise themselves in their own time. The parents/carers of children with more complex needs may meet with the new class teachers to discuss those needs and what to do in an emergency. Mrs Kleban will also support pupils and parents during this process. Where a child may find transition particularly challenging, The Pupil Support Service will offer transition support to individual children who have SEND.
How will the school prepare my child to move to a new school?	<p>We always do our best to support children moving in from another school and onto High school as well as any pupils who join or leave us in between. Before joining Broadbent Fold Primary School and Nursery we encourage all families to visit us for a tour of the school. We receive all the information from the admissions section of the Local Authority which includes the details of the current school. Following receipt of this, we contact the school to ask for further academic and SEND details so the child's needs can be catered for from the moment they arrive in school. We will visit the child in their old school where possible and meet with the SENCo. The details will be planned individually.</p> <p>Transition to secondary school is supported by close liaison between Year 6 teachers and our secondary colleagues. Forms are completed by the class teacher and SENCo which are passed on to the high school</p>



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and then additional transition visits are arranged as needed. The child's SEN file is handed over to the receiving school.

Working Together

How are the governors involved and what are their responsibilities?	The SENCo reports to the governors on all matters relating to SEND at Broadbent Fold. This report does not refer to individual children and confidentiality is maintained at all times. Our SEND governor is Mrs Sibson. The governors agree priorities for spending within the SEN budget and their overall aim is to ensure that all children receive the support they need in order to make good progress.
How are parents involved in the school?	<p>The involvement of parents and carers in their children's education is very important to us. We encourage parents/carers to contribute their views at their child's CCP meetings and parent's evenings.</p> <p>We also welcome parents/carers who wish to help in school and have a small group of parents who come in regularly to support in academic aspects such as listening to children read, testing times tables and parents also help out on school trips to enrich the curriculum. We also have a successful PTFA and termly meetings are held at the Golf Club.</p> <p>If you would like more information about how to get involved, please speak to your child's teacher or ask at the school office.</p>



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8) Where can I get further information?

More information about what else is available for children with SEND and the local offer in Tameside can be found on their website:

[Tameside SEND Local Offer \(tamesidelocaloffer.co.uk\)](https://tamesidelocaloffer.co.uk)

[SCHOOL-AGE-\(Tameside\).pdf](#)

[Education, Health and Care Needs Assessment - Tameside SEND Local Offer](#)

[Parent Carer Support - Tameside SEND Local Offer](#)



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