

Parish Church of England Primary School

Meeting the Needs of Pupils with Special Educational Needs and Disabilities

School SEND Information Report

All Bromley Schools are committed to and adopt a similar approach to meeting the needs of all pupils including those with Special Educational Needs (SEND). There is a shared expectation that all pupils, regardless of their specific needs, should be offered inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community. We make reasonable adjustments to our practices so as to comply with the Equality Act (2010).

Parish Church of England Primary School is an inclusive school and may offer the following range of provision to support pupils with SEND. The support deployed will be tailored to individual need following a thorough assessment by internal or external agencies. It is designed to promote pupils working towards becoming independent and resilient learners and should not be seen in isolation.

“Staff, pupils and governors have a strong understanding of equality and pupils are supported as necessary to ensure that they all have equal access to the full range of learning and extension activities. Pupils from all groups achieve very well”. **Ofsted Inspection Report, November 2011**

Information and Guidance:

Who should I contact to discuss the concerns or needs of my child?

Class teacher	<p>Is responsible for:</p> <p>Adapting and refining the curriculum to respond to the strengths and needs of all pupils. Checking on the progress of your child and identifying, planning and delivery of any additional support. Contributing to devising a provision map to prioritise and focus on the next steps required for your child to improve learning.</p> <p>Applying the school’s SEND policy.</p>
Inclusion Manager /SENCO Ms Kettle	<p>Applying the school’s SEND policy.</p> <p>If you have concerns about your child you should speak to your child’s class teacher first. You may then be directed to the Inclusion Manager, Ms Kettle. The Inclusion Manager is responsible for:</p> <p>Co-ordinating provision for children with SEND and developing the school’s SEND policy</p> <p>Ensuring that parents are:</p> <ul style="list-style-type: none">• Involved in supporting their child’s learning• Kept informed about the range and level of support offered to their

	<p>child</p> <ul style="list-style-type: none"> • Included in reviewing how their child is doing • Consulted about planning successful movement (transition) to new class or school • Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome difficulties
Head Teacher Mrs Coleman	<p>Is responsible for:</p> <p>The day to day management and leadership of all aspects of the school, including the provision made for pupils with SEND</p>
Academy Council SEND Member	<p>Is responsible for:</p> <p>Supporting school to evaluate and develop quality and impact of provision for pupils with SEND across the school</p>

**How do we identify Special Educational Needs?
How is progress monitored and supported?**

Special Educational Needs are placed into four areas of classification:

- **Communication & Interaction** (Autistic Spectrum Condition ASC/Social Communications Difficulties SCD, Speech, Language and Communication Needs SLCN)
- **Cognition & Learning** (Specific Learning Difficulties SpLD, Mild Learning Difficulties MLD, Severe Learning Difficulties SLD, Profound and Multiple Learning Difficulties PMLD)
- **Social, Emotional & Mental Health SEMH** (Mental Wellbeing, ADHD and Behaviour)
- **Sensory & Physical Needs** (Visual Impairment, Hearing Impairment, Multi-sensory Impairment, Physical Disability)

Ongoing monitoring takes place by class teachers to identify pupils who are not making progress or who have difficulties which are affecting their ability to engage in learning activities.

After discussions with key staff and parents/carers, additional support will be put in place to provide enhanced resources and targeted small group and/or individual support to help overcome any difficulties.

This additional support is documented in the pupil's provision map, in consultation with the inclusion Manager and parents/carers and short term targets are agreed which prioritise key areas of learning or behaviour to address and by which progress can be measured. Where external agencies are involved, their advice and recommendations are included in the support programmes. Actions agreed take into account each pupil's strength as well as their difficulties.

In some cases teaching assistant support may be allocated. This support is deployed to ensure your child can engage in lessons and wider school activities and to facilitate independent learning to support transition to adulthood.

Formal review meetings for pupils with an Education, Health and Care Plan (EHCP) or PRA are held at least yearly. Parents/carers, staff, relevant external agencies and when appropriate, pupils are invited to this review. The impact of support offered is considered along with the progress towards desired outcomes. Support arrangements will be

updated and revised accordingly. If not involved already, this might include referral to external agencies. The outcomes of these meeting will be formally recorded.

If your child is continuing to have significant difficulties, further external expertise may be requested. Additional funding is available for children who meet the criteria. This can be accessed using the Local Authority process and the guidance in the Banded Funding Criteria. Where this is agreed, a Pupil Resource Agreement (PRA) will be drawn up and implemented with the school's Educational Psychologist and other professionals where appropriate.

If the PRA is deemed not sufficient an Education, Health and Care Plan (EHCP) will be co-produced with all relevant agencies. Further details about this process will be explained in the Local Authority's Local Offer. The EHCP is then shared between relevant professional and is implemented using a Plan, Do, Review approach. The level of need and support is reviewed yearly and it is determined whether outcomes have been met or need to be revised dependent on the individual learner.

Tests and Examinations: Access Arrangements

For some pupils additional arrangements and adjustments can be made to enable them to fully access a range of tests. This might include additional time, rest breaks or the use of a scribe or word processor. The Inclusion Manager will inform you about eligibility for these arrangements.

What is the expertise of staff and what training is provided for them?

An on-going programme of training is in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of children with SEND.

Our Inclusion Manager actively engages with local opportunities to share best practice and keep abreast of current local and national initiatives and policy to support students with SEND.

The school also seeks advice and guidance from local special schools to review, evaluate and develop provision for pupils who have the most complex needs.

We also have staff with specialised expertise and qualifications in school including:

- Training for Pupils with Autism
- Specialist dyslexic teaching
- Counselling
- Accredited training for pupils with speech, language and communication difficulties
- Mentoring

What is our approach to teaching pupils with SEND?

Teachers are well skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account individual pupils' needs and requirements. Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning.

Grouping arrangements are organised flexibly to maximise learning opportunities for all. Additional adults are used flexibly to help groups and individual pupils with a long term

goal of developing independent learning skills. Monitoring takes place to avoid pupils becoming over reliant and dependent on this adult support.

How do we promote student voice for young people with SEND?

At Parish CE Primary we believe taking into account the views of young people with SEND is an essential part of providing successful support. We see it as a key part of developing levels of independence for life within school and beyond.

For our students with SEND these opportunities are with appropriate members of staff who understand their needs better. Appointments with the Inclusion Manager are available at all Parents' Evenings where necessary.

Pupils with Education Health & Care Plans play an integral part in their Annual Review meetings with students coming to the meeting where appropriate, in all cases unless parents request that they do not; in these cases their views are sought away from the meeting with a safe familiar adult.

For pupils with physical, medical or sensory needs it is paramount that the practical assistance where provided is in agreement with the young person following the advice of any external experts and the family. The young person's views will always be considered before any decisions are made.

All pupils within the school are involved in electing class representatives to the School Council. This is a group within the school that has a real influence, having informed whole school decisions on such things as ideas for games at playtime, helping to choose new book schemes and evaluating ideas for activities for the school Summer Fair.

What adaptations are made to the curriculum and learning environment for pupils with SEND?

Access to teaching assistants in all year groups
Regular intervention programmes in class such as extra reading, phonics and maths.
Intensive programmes for key skills such Funky Fingers, speech therapy, physiotherapy exercises and Elite Literacy.

Strategies/Programmes to support Speech and Language:

Speech and Language Therapist advice disseminated to and followed by teaching staff.
Specific differentiation or modification of resources e.g. use of Widget.
Speech therapy individual or group work delivered by ELKLAN trained TA's following speech therapist advice. Eg. Narrative.

Strategies to support/develop Literacy including reading:

Focused reading programmes.
Literacy catch-up programme – Lexia for years 3, 4, 5 and 6.
Small group intervention programmes such as Elite Literacy, Phonics, Handwriting.
Small group Literacy support. Eg Elite, Pippin

Strategies to support/develop Numeracy:

Small group intervention programmes for basic skills.
Ability setting in some areas of the school.
Small group additional support with a teacher.

Use of Numicon, Dienes and other maths resources in all year groups.
Small group Numeracy support.
Numeracy catch-up programmes such as, Meercat Maths

Provision to facilitate/support access to the curriculum:

Small group provision.
Teaching Assistants to support children in class

Strategies/support to develop independent learning skills:

Mentoring by support staff or teaching staff.
Alternative recording method such as mind mapping, posters, video, pictures.
Visual timetables for class and individuals.
Highly differentiated learning with achievable outcomes.

What support is provided for pupils' social and emotional development?

Strategies to support the development of pupils' social skills and enhance self esteem:

Mentoring
Regular on-line 'celebration of success' opportunities.
Counselling service.

Mentoring Activities:

Nurture conversations by Mrs Bruneau, in the 'Listening Ear'.
TA Mentor for Emotional Literacy.

Strategies to reduce anxiety/promote wellbeing (including communication with parents):

Transition support,
Reduced or modified time-table.
Regular contact and liaison with parent/carers.

Strategies to support/modify behaviour:

School sanctions and reward system as set out in the School Pupil Behaviour and Discipline Policy.
Behaviour plans.
Behaviour Support Service: ISAT
Mentoring.

Support/supervision at unstructured times of the day including personal care:

Break time SEND staff on duty.
Trained staff supervising during break periods.

Planning, assessment, evaluation and next steps:

Regular informal reviews with parents/carers.
Formal pupil progress reviews termly for pupils with individual provision maps.
Intervention tracing records for pupils who have needs but don't have specific targets from other agencies.
All teaching and homework differentiated to take account of individual needs.

Personal and Medical care:

Identified medical administrative staff available for pupils throughout the day.

Care plans for pupils with medical needs.
System for administration of medication.
Support staff to assist pupils with personal care as specified by clinical plans.
Modified toilet facilities for individual needs.

How do we enable pupils with SEND to engage in activities that are available to all students?

Parish CE Primary has a whole school approach to inclusion which supports all pupils engaging in activities together. Any barriers to engagement are reviewed with discussions on what can be done to overcome these. We make reasonable adjustments so that pupils can, where possible, join in with activities available to all.

To support pupils' inclusion on external trips if it is necessary, additional staff, with knowledge of the specific student's need, accompany the student. Where necessary, external advice will be sought to ensure an appropriate risk assessment has been carried out of the individual's needs at the venue/activity.

Access to strategies/programmes to support occupational/physiotherapy needs:

Advice of professionals disseminated and followed.

Use of any recommended equipment.

Access to modified equipment and ICT specialist equipment required on an individual basis to access the curriculum:

Hardware and software to support learning dependent on the need of the learner and activity.

How do we evaluate the effectiveness of our provisions for the pupils with SEND?

All additional support and provision is documented in the classes' Intervention timetable in consultation with the Inclusion Manager and class teacher, and short term targets are agreed with prioritise areas of learning or behaviour to address and by which progress can be measured.

A rigorous program of Plan, Do, Assess, Review is implemented each term and all short term targets are reviewed as to their effectiveness. Targets can remain ongoing or new/amended targets set.

Where external agencies are involved, their advice and recommendations are included in the pupil's Provision map and pupil passport. These are also reviewed as to their effectiveness and the SEN team feedback to external agencies. Actions agreed take into account each pupil's strengths as well as their difficulties.

What other bodies and agencies do we work with?

What support from outside does the school use to support my child?

The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:

- Regular meetings by appointment with the Inclusion Manager
- Inclusion Manager available at some Parents Evenings.
- Referrals to outside agencies as required.

- Speech and Language Therapist for specific groups of pupils.
- Educational Psychologist; School Nurse; Social Communication Difficulties Teacher, Teacher of the deaf all attend school at regular intervals to see specific pupils.

Access to Medical Interventions:

Use of individualised Care Plans
 Referral to Community Paediatric Team
 Referrals to Children and Adolescent Mental Health Services (CAMHS)
 Referrals to Bromley Community Wellbeing and associated agencies
 In house counselling provision by Dee Jones.
 Access to whole staff training by Bromley Healthcare.

Liaison/communication with professionals/parents, attendance at meetings and preparations on reports:

Use of individualised Care Plans.
 Referral to Bromley Community Wellbeing.
 Access to whole staff training if required via School Nurse.

School may refer to these services if it is deemed appropriate for individual pupils.

Action will take place as a result of any advice received:

Inclusion Support Advisory Team. (ISAT)
 Educational Psychology Service (Parish CE Primary currently uses Bromley Educational Psychology Services).
 SEN Team
 Sensory Support Service

School may refer as required and implement recommendations following specialist assessment from:

Speech and Language Therapy
 School Nurse
 Occupational Therapy/ Physiotherapy
 Paediatric Services
 Child and Adolescent Mental Health Service (CAMHS)
 Social Eyes

What do we do to support transition to next phases of education and preparation for adulthood?

Children and young people with SEND can become particularly anxious about “moving on” so we seek to support successful transition by:

When moving to another school:

We will contact the School Inclusion Manager/SENCO and share information about special arrangements and support that has been made to help your child achieve their learning goals.

We will ensure that all records are passed on as soon as possible.

When moving classes in school:

An information sharing meeting will take place with the new teacher

Opportunities to visit the new class/teacher will be given

Transition booklet given to all pupils with SEND containing information on new teacher/classroom/facilities

In year 6-7 transition:

The Inclusion Manager and/or class teacher will contact the new Secondary school, by email and/or telephone to discuss the specific needs of your child and the nature and level of support, which has had the most impact.

Some children deemed as particularly vulnerable will receive additional small group support with our Listening Ear alongside one of our Elklan trained TAs.

In some cases, additional multi-agency meetings may be arranged to create a more detailed “transition” plan that may include more visits to the new school and /or additional visits from the new school.

Coproduction of the SEND information Report

- Coproduction of the School SEND Information Report is an essential part of forming the School offer.
- All stakeholders, including parents, carers, Aquinas Trust SEND lead, Head of School and Trust representatives have worked to produce this document.
- The SEND Information Report should provide practical, straightforward information to parents/carers and other stakeholders about your school’s inclusive practices and SEN/D provision.
- This has been achieved through parental read-throughs via email sent home for SEN parents. This will be scrutinised using the Local Authority Toolkit at the time of review.

Provider Response to feedback:

- **Parents welcome to contribute to our SEN Info report: please email SENCO**
- **Important SEN information in newsletters**
- **Paul Cabb’s coffee mornings which are this year:**
- **Monday 23rd November 2020, Wednesday 5th May 2021 and Monday 28th June 2021 (Jointly with our SLT Jane McGregor) 9am – 10 am**

<p>The Local Authority (LA) Local Offer</p>	<p>Parental support forms - London Borough of Bromley https://bromley.mylifeportal.co.uk</p>
<p>Information, Advice and Support Service</p>	<p>iass@bromley.gov.uk</p>

(IASS)	
Bromley Parent Partnership	01689 881024/23 http://www.bromley.gov.uk/info/200071/parentalsupport/64/information_advice_and_support_service_iass https://orpington.cylex-uk.co.uk/.../bromley-parent-partnership-service-17917848.html
Bromley Parent Voice	0208 776 3170 www.bromley.parentvoice.org.uk
Bromley Mencap	0208 466 0790 http://www.bromleymencap.org.uk
Bromley Virtual School	Educational professionals responsible for the children who are Looked After (CLA). This oversees and monitors provision for children who are in the care of the Local Authority.
SEN COVID advice	Included in Bromley Local Offer: SENDMatters:Coronavirus(Covid-19)

Current Personnel		
Name	Role	Support provided
Ms Tina Kettle	Inclusion Manager/ SENCO	Review PRAs/EHCPs, advice for parents, staff support, intervention planning
Mrs Maryse Bruneau	SENCO Assistant	SEN Administration Listening Ear Family Worker/EWO support
Mrs M Bruneau and Mrs Jacqui Harney	ELKLAN trained TAs -SALT	1:1 provision for pupils with SALT targets,
Mrs Jane McGregor	Speech and Language Therapist	Speech and Language Therapy
Mrs Denise Jones	Counsellor	Counselling