

Special Educational Needs 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. 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. The Special Educational Needs Information Report has been coproduced with a range of stakeholders including pupils, parents/carers, staff and governors. This co-production has been undertaken through focus groups, workshops and surveys.

St Paul's Cray CE Primary School

Meeting the Needs of Pupils with Special Educational Needs and Disabilities

Special Educational Needs Information Report Sept 2022

St Paul's Cray CE Primary School is an inclusive school and may offer the following range of provision to support children with a variety of special educational needs and disabilities. Pupils could require additional support due to:

- Specific learning difficulties (SPLD)
- Moderate learning difficulties (MLD),
- Speech, language and communication needs (SLCN),
- Autism Spectrum Disorder (ASD);
- Social, emotional and mental health difficulties (SEMH);
- Vision impairment (VI);
- Hearing impairment (HI);
- Physical disabilities (PD).

The range of support deployed will be tailored to individual need following thorough assessment by internal or external agencies. It is designed to promote pupils working towards becoming independent and resilient learners.

Information and Guidance:

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

Class teacher

They are responsible for:

Adapting and refining the curriculum to respond to 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 personalised learning plans to prioritise and focus on the next steps required for your child to improve learning.

Applying the school's SEN policy.

If you have concerns about your child, you should speak to your child's class teacher first. You may then be directed to the phase leader or SENCO.

<p>Special Educational Needs Coordinator (SENCO) Mrs F Morris Email: frances.morris@st-paulscray.bromley.sch.uk</p>	<p>She is responsible for</p> <ul style="list-style-type: none"> ○ Coordinating provision for children with SEN and developing the school's SEN policy ○ Ensuring that parents are: <ul style="list-style-type: none"> • Involved in supporting their child's learning and access • Kept informed about the range and level of support offered to their child • Included in reviewing how their child is doing • Consulted about planning successful movement (transition) to a new class or school • Liaising and advising teachers and Professional Teaching Partners. (PTPs) • Overseeing the records of all children with SEN. ○ Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties. ○ Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.
<p>Executive Lead: Mrs S Young NPQEL</p>	<p>She is responsible for:</p> <p>The day to day management of all aspects of the school, including the provision made for pupils with SEN</p>
<p>Principle of School: Mrs E Bennett liz.bennett@st-paulscray.bromley.sch.uk</p>	<p>She is responsible for:</p> <p>Supporting school to evaluate and develop quality and impact of provision for pupils with SEN across the school.</p>
<p>SEN Governor: Ms Gill Malthouse</p>	<p>She is responsible for:</p> <p>Supporting the school to evaluate and develop the quality and impact of provision for pupils with SEN across the school.</p>

Assessment, Planning and Review

How can I find out about how well my child is doing?

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

Pupil Progress Review (PPR) meetings are held termly. with the SENCo, Class Teacher and Senior Leadership Team (SLT). All aspects of learning are considered at these meetings to ensure support is effective.

After discussions with key staff and parents additional support may be put into place to provide enhanced resources and targeted small group and / or individual support to help overcome any difficulties. The views of the pupil or young person about their support will be given consideration at this stage.

This additional support is documented in an individual provision map / Behaviour Support Plan. In consultation with the SENCO and parents, 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 these support programmes. Actions agreed take into account each pupil's strengths 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.

Formal review meetings are held at least termly. Parents, relevant external agencies and when appropriate, pupils are invited to this review and their contribution is valued. The impact of support offered is considered along with the progress towards targets set. Support arrangements will be updated and revised accordingly. If not involved already, this might include referral to external agencies. The outcomes of these meetings will be formally recorded.

If your child is continuing to have significant difficulties, further external expertise may be requested. At this point a diagnosis of some form may be required or additional support above and beyond what is normally provided within the school setting would be put in place. Once outside professionals have been involved it may be felt that funding in the form of a Pupil Resource Agreement (PRA) may be applied for. An application for a statutory assessment, an Educational, Health and Care plan (EHC), may also be applied for once an outside agency has been involved. Further details about this process will be explained in the LA Local Offer.

<https://www.bromley.gov.uk/LocalOffer>

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 SENCO will inform you about eligibility and applications for these arrangements. Only tests and assessors authorised by the school and recognised by JCQ can be accepted for access arrangements for public examinations.

Curriculum and Teaching Methods (including groupings and interventions)

How will teaching be adapted to meet the needs of my child?

Our Class Teachers are all teachers of children who have additional needs. They have many different methods of supporting children to access the learning in class through Quality First Teaching.

Teachers are well skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account individual pupil's 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. There may also be a PTP working with your child either individually or as part of a group.

The Class Teacher will plan specific interventions to meet a child or small group's needs. Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all.

Class work is pitched at an appropriate level so that all children are able to access it. Children are also actively encouraged to review their own learning and to decide on a task which suitably challenges them.

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.

Intervention

Access to learning and the curriculum

Access to learning support staff

- In all year groups
- Regular intervention programmes in class and documented on provision maps

Strategies/programmes to support speech and language

- Speech and Language Therapist advice disseminated to & followed by teaching staff/TA
- Specific differentiation or modification of resources
- Speech therapy individual or group work delivered by support staff following speech therapist advice
- EYFS and Key Stage 1 Talk Boost Groups
- A Speech and Language Therapist employed by the school one day a week
- Pre-learning new concept and topic words for pupils with speech and language difficulties
- Opportunities to pre-learn or revise topic or concept word

Strategies to support/develop literacy inc. reading

- Phonics groups
- Small group intervention programmes
- Differentiated tasks with a variety of resources
- Access to dyslexia indicator screening tool.
- Focused reading sessions with individuals, groups or paired reading.
- Lunch time reading club (summer time)

Strategies to support/develop numeracy

- Small group intervention programmes
- Use of Numicon/differentiated resources/ WhiteRose Resources/ Pixl diagnostic resources.

Provision to facilitate/support access to the curriculum <ul style="list-style-type: none"> • Differentiated work • Variety of resources appropriate to the needs of the child e.g. pencil grips, sloping boards • Sensory support for visually /hearing impaired pupils Dyslexia-friendly resources e.g. coloured overlays and reading rulers, coloured page English and Maths books
Strategies/support to develop independent learning <ul style="list-style-type: none"> • Mentoring by peers, support staff or teaching staff • Home-school diaries • Alternative recording methods • Visual timetables for class & individuals • Visual prompts
Pastoral Support
Strategies to support the development of pupils' social skills and enhance self-esteem <ul style="list-style-type: none"> • Small group programmes • Lunch-time club • Mentoring • Prefects/school ambassadors • Regular 'celebration of success' opportunities • 'Drawing and talking' - Play therapy • Lego therapy
Mentoring activities <ul style="list-style-type: none"> • Referral to Inclusion team • Playground pals/school ambassador • Prefects / school ambassador
Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents) <ul style="list-style-type: none"> • Transition support, visits and events • Reduced or modified time-table • Photo-stories, especially for transition • Regular contact & liaison with parents • Mini motivators intervention • Strategies to support the development of pupils' social skills and enhance self-esteem • Small group programmes e.g. Social Skills • Lunch time club to support more vulnerable pupils • 1:1 Mentoring through the Rainbow room • Regular "celebration of success "opportunities • A Play Therapist employed by the school for one afternoon per week • Small group programmes e.g. Loss and change • PSHE scheme of work • Circle Time • Early intervention support (known previously as Common Assessment Framework CAF) when appropriate
Strategies to support / modify behaviour <ul style="list-style-type: none"> • School sanctions and reward system as set out in School Behaviour policy • Mentoring • Counselling • Core panel referral • Individual Education/behaviour support plans • Small group programmes e.g. Emotional Literacy

<p>Support/supervision at unstructured times of the day including personal care</p> <ul style="list-style-type: none"> • Break-time SEN staff on duty • Lunch-club safe-space • Trained staff supervising during break periods
<p>Planning, assessment, evaluation and next steps</p> <ul style="list-style-type: none"> • The Headteacher and SENCo are available to meet parents when required • Regular reviews with Parents • Termly Pupil Progress Reviews take place where targets are discussed and interventions put in place where necessary • Pupil progress reviews termly • Support plans for pupils who have needs but don't have specific targets from other agencies • All lessons differentiated to take account of individual needs • Class Provision map • Cpom - a pupil tracking system used by Class Teachers
<p>Increasing accessibility - getting about</p> <p>Access to strategies/programmes to support occupational /physiotherapy needs</p> <ul style="list-style-type: none"> • Support staff to assist pupils with personal care as specified by clinical plans • Specialist equipment as required on the advice of professionals disseminated and followed • Funky fingers • Access to strategies/programmes to support occupational /physiotherapy needs • Advice of Occupational Therapists is disseminated and followed • Use of any recommended equipment e.g. sloping boards, move'n'sit cushions and pencil grips • Support staff to assist pupils with personal care as specified by clinical plans • Some modified toilet facilities for individual needs • Access to modified equipment and ICT • Specialist equipment as required on an individual basis to access the curriculum • Software to support learning • Laptops/ipads/chrome books appropriate to the age and need of the child <p>Access to modified equipment and ICT</p> <ul style="list-style-type: none"> • Specialist equipment as required on an individual basis to access the curriculum • Sound-field systems in most Year groups • Software to support learning • The governing body is committed to modifying school premises if required, in order to be inclusive
<p>Partnerships with External Agencies</p> <p>What support from outside does the school use to support my child?</p> <p>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:</p> <ul style="list-style-type: none"> • Counsellor • Occupational therapist • Speech and Language Therapist • Sensory support service • Educational Psychologist • Social Communications Difficulties Team • Bromley Well-Being - Child and Adolescence Mental Health service (CAMHS) • Paediatric Services • ISAT – Inclusion Support Advisory Team • Bromley Mentoring Service • Specialist Support and Disability Services including Complex Needs team School Nurse • Educational Welfare Officer (EWO) • Counselling service

<p>Access to Medical Interventions</p> <ul style="list-style-type: none"> • Use of individualised Care Plans • Referral to Paediatrician • Access to whole staff training if required via School Nurse • Access to Medical Interventions • Referral to Paediatrician • Referral to Bromley Well-Being Service - CAMHS 	
<p>Liaison/Communication with Professionals/Parents, attendance at meetings and preparation of reports</p> <ul style="list-style-type: none"> • Regular meetings as required • SEN team available at all Parents Evenings • Referrals to outside agencies as required • Speech and Language Therapist for specific individual pupils • Sensory support; • Educational Psychologist; • School Nurse; • Social Communication Team all attend school at regular intervals to see specific pupils • Use of Individual Health Care plans • Referrals to Paediatricians as required • Referral to CAHMs/Wellbeing as required 	
Agency	Description of Support
<p>Inclusion Support Service</p> <ul style="list-style-type: none"> • Educational Psychology Service • SEN Team • Sensory Support Service • Inclusion Support Advisory Service (ISAT) 	<ul style="list-style-type: none"> • Observations, assessment and advice given to school about child's additional needs. Our attached Educational Psychologist is Ye Kuang. • Support school with training needs and advice on SEN development. • Supports school and families of children with sensory needs with advice, targets and assessments. They also provide training to staff and will work with children individually. • ISAT have a range of specialist leads in different areas of SEND. They support schools in their approach to provision and access to outside agencies.
<ul style="list-style-type: none"> • Speech and Language Therapy 	<ul style="list-style-type: none"> • School may refer as required and implement recommendations following specialist assessment. • Support with Child protection Children, manage the care plans of children with medical needs and administer flu vaccines. • School refer as required and implement recommendations following specialist assessment. • Referral made if necessary and implement recommendations • Referrals made to Wellbeing can be passed onto CAMHS
<ul style="list-style-type: none"> • School Nurse 	
<ul style="list-style-type: none"> • Occupational / physiotherapy 	
<ul style="list-style-type: none"> • Paediatric Services 	
<p>CAMHS (Child and Adolescent Mental Health Service)</p>	
<p>Information, Advice and Support Service</p>	<p>Information, Advice and Support Service (IASS)</p> <p>The Information, Advice and Support Service (IASS - formerly Parent Partnership) offers information, advice and support, for parents and carers of:</p>

<p>IAS Email: iass@bromley.gov.uk</p> <p>Tel: 01689 881024 Blenheim Children and Family Centre, Blenheim Road, Orpington, BR6 9BHS)</p>	<ul style="list-style-type: none"> • children with special educational needs (SEN) or disabilities from birth to 25. • young people with SEN or disabilities aged 16-25. • all children (regardless of SEN) on their child's transition from primary school to secondary school. <p>They provide information and advice on:</p> <ul style="list-style-type: none"> • your child's transition from pre-school to primary school and on to secondary school. • the secondary schools in your area. • how to get your child's special educational needs assessed. • statements of Special Educational Needs and Education, Health and Care plans. • the Special Educational Needs Code of Practice. • your rights, responsibilities, and who you can talk to. • how to achieve positive outcomes at meetings and reviews about your child. • what you can do if you are not happy with a decision about your child's education and the options available, including your right of appeal <p>Information leaflets produced by the Information, Advice and Support Service (IASS) for parents and carers of children with special educational needs. file:///H:/Downloads/IASS_Information_leaflet.pdf</p>
<p>Educational Professional responsible for children who are looked after web address.....</p>	<p>This oversees and monitors provision for children who are in the care of the Local Authority</p>
<p>Voluntary agencies</p> <ul style="list-style-type: none"> • Bromley Parent Voice <p>Tel: 07803 287838</p> <ul style="list-style-type: none"> • Bromley MENCAP <p>Tel : 020 8466 0790</p> <ul style="list-style-type: none"> • Bromley Children's Project <p>Tel: 020 8461 7259</p>	<p>_ https://www.bromleyparentvoice.org.uk/</p> <p>http://www.bromleymencap.org.uk/</p> <p>https://www.bromley.gov.uk/bromleychildrenproject</p>

<p>Transition</p> <p>How will the school help my child move to a new year group or to a different school?</p> <p>Children and young people with SEN can become particularly anxious about “moving on” so we seek to support successful transition by:</p> <p>When moving to another school:</p> <p>We will contact the School SENCO and share information about special arrangements and support that has been made to help your child achieve their learning goals.</p>
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We will ensure that all records are passed on as soon as possible and that a meeting occurs with key professionals.

Children with SEND are given opportunities to visit the new setting and additional opportunities to integrate successfully. If the children are anxious a well prepared transition is planned, liaising with parents and new setting. Sometimes a dual registration would be considered if this is in the child's best interest.

When moving class in school and moving between Key Stage 1 and Key Stage 2:

An information sharing meeting will take place with the new teacher

Opportunities to visit the new class/teacher

Children with SEND will be given social stories to support the move.

Opportunities for the parents to meet the new teacher before the new term begins

Use of resources from SENCo e-Portal (Bromley Fronter), including the Bromley Toolkit for Transition.

Opportunities to visit areas used by other Key Stages before the transition

Using children as buddies

In year 6-7 transition

The SENCO and/or class teacher will attend the primary/Secondary Transition day meeting to discuss specific need of your child and the nature and level of support which has had the most impact.

On some cases additional multi-agency meetings may be arranged to create a more detailed "transition" plan which may include more visits to the new school and/or additional visits from the new school.

Staffing Expertise

How skilled are staff in meeting the needs of my child?

Children are identified as having Special Educational Needs through a variety of ways including the following:

- Child performing below age-expected levels
- Concerns raised by parent
- Concerns raised by teacher
- Consultations between Class Teacher, Deputy Head and SENCo where progress data is discussed
- Liaison with external agencies e.g. Educational Psychology Service
- Health diagnosis by a paediatrician
- Liaison with previous school or setting

An ongoing 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 SEN.

Recent training has covered:

- Autism Awareness
- Positive Handling techniques
- Dyslexia Awareness
- Attachment in Schools

- Precision Teaching
- Prevent Duty
- Speech and Language Difficulties
- Emotional Literacy Training
- Bereavement Training
- Mental Health First Aid Training
- Nurture Groups
- Safer handling
- How to manage behaviour in school
- Zones of Regulation training

Our SENCO actively engages with local opportunities to share best practice and keep abreast of current local and national initiatives and policy to support pupils with SEN.

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:

Drawing and talking
Bereavement

Who do I talk to if I am unhappy with my child's support or progress?

Your child's Class teacher

Special Educational Needs Coordinator (SENCO) Mrs F Morris

Email: frances.morris@st-paulscray.bromley.sch.uk

Principle of School: Mrs E Bennett

liz.bennett@st-paulscray.bromley.sch.uk

The first person to speak to is probably your child's class teacher. You might want to do this at a parent's evening or to make a separate appointment to see them. You may like to ask your child's teacher directly for the meeting or telephone the school office.

After you have spoken to the Class Teacher or Phase Leader they may involve another teacher in the school known as the Special Educational Needs Coordinator (SENCO for short). The SENCO has responsibility for what happens on a day to day basis in the school for pupils with Special Educational Needs. The SENCO also provides professional advice to other teachers in the school to help all pupils to make progress. If the school has not involved the SENCO and you still have concerns after speaking to the class teacher you should ask the school for an appointment with the SENCO to discuss the issues that may be worrying you.

The Head Teacher and School Governors also have responsibilities in law in relation to children with Special Educational Needs. The pupil's school records should be updated regularly to record information about SEN and the action that is being taken.

If you have a complaint please go to the school's website, Policy Section, Complaints Procedures

FURTHER INFORMATION about support and services for pupils and their families can be found in:

Web link to: The Local Authority Local Offer

<http://www.bromley.gov.uk/localoffer>

http://www.bromley.gov.uk/info/8/special_educational_needs/64/parent_partnership

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

www.bromleyparentvoice.org.uk

www.education.gov.uk/childrenandyoungpeople/SEN