



# St Mary Cray Primary Academy

Meeting the Needs of Childs with  
Special Educational Needs and Disabilities

## The SEND Information Report

St Mary Cray Primary Academy is an inclusive school and may offer the following range of provision to support children with difficulties with;

- social communication
- social, emotional and mental health problems
- cognition and learning
- specific learning difficulties
- speech and language
- sensory/physical impairments

The range of support deployed will be tailored to individual need following thorough assessment by internal or external agencies. It is designed to promote children working towards becoming independent and resilient learners and should not be seen in isolation.

### Information and Guidance:

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

#### Class Teacher

Email:

[admin@st-marycray.bromley.sch.uk](mailto:admin@st-marycray.bromley.sch.uk)

#### The Class Teacher is responsible for :

Applying the school's SEN Policy.

Adapting and refining the curriculum to respond to strengths and needs of all children.

Checking on the progress of your child and identifying, planning and delivering any additional support.

Contributing to devising personalised learning support to prioritise and focus on the next steps required for your child to improve learning.

If you have concerns about your child you should speak to your child's Class Teacher. You may then be directed to the Special Educational Needs Co-ordinator (SENCo).



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## Meeting the Needs of Childs with Special Educational Needs and Disabilities

<p><b>Special Educational Needs Coordinator (SENCo)</b> Mrs J Grillo Email: <a href="mailto:admin@st-marycray.bromley.sch.uk">admin@st-marycray.bromley.sch.uk</a></p>	<p><b>The SENCo is responsible for :</b></p> <p>Coordinating provision for children with SEN and developing the school's SEN Policy.</p> <p>Applying the school's SEN Policy and supporting the Class Teacher to ensure the child's needs are identified at the earliest point and then making effective provision (monitored through an Additional Support Plan) to improve the long-term outcomes for the child.</p> <p>Ensuring that parents/carers are :</p> <ul style="list-style-type: none"> <li>• Involved in supporting their child's learning and access</li> <li>• Kept informed about the range and level of support offered to their child</li> <li>• Included in reviewing how their child is doing</li> <li>• Made aware of a range of agencies outside of school who can offer advice and support to help children overcome any difficulties</li> <li>• Involved in the process of any necessary referrals to outside agencies</li> <li>• Consulted about planning successful movement (transition) to a new class or school</li> </ul> <p>Ensuring that staff are : Provided with any specialist advice and have facilitated training to ensure that all staff are skilled and confident about meeting a range of special educational needs.</p>
<p><b>Head Teacher</b> Mr A Lowing <a href="mailto:admin@st-marycray.bromley.sch.uk">admin@st-marycray.bromley.sch.uk</a></p>	<p><b>The Head Teacher is responsible for :</b></p> <p>The day to day management of all aspects of the school, including the provision made for children with SEN.</p>
<p><b>SEN Governor</b> Mr C Lonergan Email: <a href="mailto:admin@st-marycray.bromley.sch.uk">admin@st-marycray.bromley.sch.uk</a></p>	<p><b>The SEN Governor is responsible for:</b></p> <p>Helping to ensure that pupils with SEN get the help they need to access the curriculum and participate fully in the life of the school.</p> <p>Supporting the school to evaluate and develop quality and impact of provision for children with SEN across the school.</p>



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## Meeting the Needs of Childs with Special Educational Needs and Disabilities

### 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 children who are not making progress or who have behaviour needs which are affecting their ability to engage in learning activities.

After discussions with key staff and parents, additional support will 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 child or young person about their support will be given consideration at this stage.

This additional support is documented in a Class Provision Map, individual Provision Maps, Additional Support Plan or Pastoral Support Plan. In consultation with the SENCo and parents/carers, 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 Additional Support Plans. Actions agreed take into account each child'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 to support transition to secondary education.

Formal review meetings are held at least termly. Parents, relevant external agencies and when appropriate, children 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. 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 Child Resource Agreement will be drawn up and implemented with the school's Educational Psychologist and other professionals where appropriate. Further details about this process will be explained in the LA Local Offer.



The following cycle will be used to provide your children with effective, additional support. The SENCo can give you more information about this cycle should you require it.

### Tests and Examinations: Access Arrangements

For some children 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.



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**Curriculum and Teaching Methods (including groupings and interventions)** How will teaching be adapted to meet the needs of my child?

Teachers are skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account individual children's needs and requirements.

Differentiation is approached in a range of ways to support access and ensure that all children can experience success and challenge in their learning. Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all.

Additional adults are used flexibly to help groups and individual child's with a long term goal of developing independent learning skills. Monitoring takes place to avoid children 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.
- Learning support clubs eg. Homework Club

##### Strategies/programmes to support speech and language where recommended by clinical decision

- Speech and Language Therapist comes in to work with children weekly
- Speech and Language Therapist advice disseminated to & followed by teaching staff
- Specific differentiation or modification of resources e.g. use of Widget
- Speech therapy individual or group work delivered by support staff following speech therapist advice
- Daily Talk Boost Programme with trained staff

##### Strategies to support/develop literacy including reading

- Reading Recovery Teacher
- Focused reading programmes
- Phonics catch-up programme
- Small group intervention programmes



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### Strategies to support/develop numeracy

- Small group intervention programmes
- Mathematics and Maths Club
- Ability grouping in class
- Use of Numicon in catch-up groups

### Strategies/support to develop independent learning

- Mentoring by peers, support staff or teaching staff
- Homework club
- Year 6 planners for personal organisation
- Visual timetables for class & individuals as necessary.
- Success criteria used in every lesson.

## Pastoral Support

### Strategies to support the development of childs' social skills and enhance self-esteem

- Small group programmes
- Vulnerable children lunch-time club
- Mentoring
- Weekly 'celebration of success'
- 'Drawing and talking' - Play therapy
- Social Skills Group
- Nurture Group

### Mentoring activities

- Playground pals
- Buddy systems
- Play Leaders



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### **Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)**

- Regular contact and liaison with parents for transition support, visits and events
- Photo-stories, especially for transition

### **Strategies to support modify behaviour**

- School sanctions and reward system as set out in School Behaviour Policy
- PSP report process
- Behaviour Support
- Mentoring
- Certificate awards half termly

### **Support / supervision at unstructured times of the day**

- SLT / SEN staff on duty
- Lunchtime 'safe-haven'
- Trained staff supervising during break periods.

### **Planning, assessment, evaluation and next steps**

- Regular reviews with parents/carers
- Child progress reviews termly
- Additional Support Plans for children who have needs but don't have specific targets from other agencies
- All lessons and homework differentiated to take account of individual needs
- Provision mapping

### **Personal and medical care**

- Identified medical administrative staff available for children through-out the day
- Individual Healthcare Plans for children with medical needs.
- System for administration of medication
- Support staff to assist children with personal care as specified by clinical plans



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### Increasing accessibility - getting about

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

- Advice of professionals disseminated and followed
- Use of recommended equipment
- Funky Fingers

#### Access to modified equipment and IT (including sound-field systems, enlarged text; magnifiers)

- Specialist equipment as required on an individual basis to access the curriculum
- Software to support learning

### Partnerships

#### Liaison/communication with professionals/parents/carers. Attendance at meetings and preparation of reports

- Regular meetings as required
- Referrals to outside agencies as required
- Speech and Language Therapist for specific individual children
- Occupational Therapy for specific individual children
- Sensory support; Educational Psychologist; School Nurse, Counsellors and Social Communication Team all attend school at regular intervals to see specific children

#### Access to Medical Interventions

- Use of Individual Healthcare Plans as necessary
- Referral to Community Paediatrician
- Referrals to Bromley Wellbeing
- Access to whole staff training if required via School Nurse

### Transition



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### How will the school help my child move to a new class / year group or to a different school?

Children and young people with SEN 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 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

#### **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?





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## Meeting the Needs of Childs with Special Educational Needs and Disabilities

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 :

- Inclusion at SMCPA
- Learning, Teaching and Assessment
- Maximising Input of Learning Support
- Teaching strategies for children with specific learning difficulties.
- Speech, language and communication difficulties and challenging behaviour with Melanie Cross

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

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

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

- A qualified Play Therapist
- A qualified Counsellor
- A qualified Speech and Language Therapist
- A trained LSA to support children with Speech and Language needs using Talk Boost
- Reading Recovery Teacher

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

If you have any concerns about your child's support or progress, always consult their Class Teacher and if necessary the SENCo.

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

**Web link to:**

The Local Authority Local Offer

Bromley Parent Partnership

The DfE Code of Practice