



## **POLICY DOCUMENT**

### **SEN Information Report**

	<b>Name</b>	<b>Date</b>
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Updated	Julie Green	Sep 2019
Updated	Nicola Tunstall	Jan 2020



**SEND INFORMATION REPORT**

**Meeting the Needs of Pupils with Special Educational Needs and Disabilities**

All Bromley Schools are committed to meeting the needs of all pupils including those with 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.

St Mary Cray Primary Academy offers a range of provisions to support children with:

- Communication and Interaction difficulties,
- Cognition and Learning difficulties,
- Social, Emotional and Mental Health Needs,
- Sensory and/or Physical needs.

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 and should not be seen in isolation.

Our SEND Information Report has been co-produced with key stakeholders, including pupils, parents/carers, staff and governors via focus groups, workshops and surveys.

**Information and Guidance:**

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

**Class Teacher****He / she is 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 Individual Education Plans to prioritise and focus on the next steps required for your child to improve learning
- Applying the school's SEND 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 SENDCo

**Special Educational Needs Coordinator (SENDCo)**

**Ms Nicola Tunstall**

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

**She is responsible for:**

- Coordinating provision for children with SEND and developing the school's SEND policy
- Ensuring that parents are:
  - 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 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
  - Liaising with and advising Teachers and Professional Teaching Partners (PTPs)
  - Overseeing the records of all children with SEND

**Head of School –**

**Mrs Phillipa Bild**

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

**She is responsible for:**

- The day to day management of all aspects of the school, including the provision made for pupils with SEND

**SEND Governor -****He is responsible for:**

**Colm Lonergan**

- Supporting the school to evaluate and develop the quality and impact of provision for pupils with SEND across the school

## **Assessment, Planning and Review**

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

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

After discussions with key staff and parents, and if your child meets specified criteria 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 about their support will be given consideration at this stage.

Any additional support is documented on a Class Provision Map and/or an Individual Education Plan (IEP). In consultation with the SENDCo 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 PTP 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 school and adulthood.

Pupil Performance Review meetings are held termly. 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 after a period of intervention, 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 guidance in the Banded funding Criteria. Where this is agreed, a Pupil Resource Agreement will be drawn up and implemented with the school's Educational Psychologist and other professional where appropriated. Further details about this process will be explained in the LA Local Offer.

### **Tests and Examinations: Access Arrangements**

For some pupils additional arrangements and adjustments can be made to enable them to fully access a range of National Tests.

## Curriculum and Teaching Methods (including groupings and interventions)

How will teachers adapt the curriculum 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.

## Interventions

### Access to learning and the curriculum

Pupils may have access to learning support staff in:

- Core subjects
- Other curriculum areas
- Small groups in and out of class
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Strategies/programmes to support speech and language

- Weekly access to a specialist Speech and Language therapist
- Speech and Language therapist advice disseminated to and followed by Class Teachers, PTPs or Individual Support Assistants
- Specific differentiation or modification of resources e.g. symbols; practical hands on activities
- Speaking and Listening groups
- 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 – PTP led
- Opportunities to pre-learn or revise topic or concept words

Strategies to support/develop Literacy including reading

- Focused reading sessions with individuals, groups or paired reading
- Small group reading programmes
- Small groups to develop phonics, extend/enrichment writing; hand writing skills
- PiXL Reading

Strategies to support/develop Numeracy

- Small group intervention programmes – booster groups
- Access to structured programmes e.g. Mathletics
- PiXL Maths

Provision to facilitate/support access to the curriculum

- Additional support from a PTP or Individual Support Assistant
- Differentiation or modification of resources

- Variety of resources appropriate to the needs of the child e.g. pencil grips, alphasmarts, sloping boards, move'n'sit cushions
- 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

- Mentoring by peers, support staff or teaching staff
- Home-School diaries
- Alternative recording methods
- Visual supports e.g. task organisers, to do lists

#### **Pastoral Support**

St Mary Cray Primary Academy understands the importance of the social, emotional and mental-health wellbeing of each child within our care. We have created The DEN to help cater for these needs. Please speak to the SENDCo (Ms N Tunstall) for more information regarding this provision.

#### 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 DEN
- Regular "celebration of success" opportunities
- A Play Therapist employed by the school for one day per week
- A counsellor employed by the school one day per week
- A Neurolinguistic Programmer employed by the school one afternoon a week
- A Dyslexia specialist employed by the school one day per half term
- A Therapy dog in school one afternoon a week

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

- Small group programmes e.g. Loss and change
- Transition support, visits and events
- Reduced or modified time-table
- Regular contact and liaison with parents
- 1:1 Mentoring through the DEN
- Targeted group sessions in the DEN
- PSHE scheme of work
- Circle Time
- CAF(Common Assessment Framework) reports written when appropriate
- Regular meetings with parents

#### Strategies to support/modify behaviour

- School reward and sanctions as set out in the School Behaviour Policy
- Individual Education Plans
- Small group programmes e.g. Emotional Literacy
- 1:1 Mentoring through the DEN
- Regular meetings with parents

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

- Break time and Lunch time support
- Trained staff supervising during break times



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

- Class teachers have regular meetings with parents
- The Head teacher and SENDCo are available to meet parents when required
- Termly Pupil Progress Reviews take place where targets are discussed and interventions put in place where necessary
- Regular Parents Evenings. (Parents can also request a meeting, if they are concerned about their child, between these evenings)

- Class and provision maps
- Target Tracker- a pupil tracking system used by Class Teachers

### **Increasing accessibility - getting about**

We have an Accessibility Plan in place

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 appropriate to the age and need of the child

### **Partnerships with External Agencies**

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:

- Occupation therapist
- Speech and Language Therapist
- Sensory support service
- Educational Psychologist
- Clinical 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

Access to Medical Interventions

- Use of Individual Health Care Plans
- Referral to Paediatrician
- Referral to Bromley Well-Being Service - CAMHS
- School Nurse Team
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Liaison/Communication with Professionals/Parents, attendance at meetings and preparation of reports

- Regular meetings as required
- SENCO available at all Parents Evenings
- Referrals to outside agencies as required
- Speech and Language Therapist for specific individual pupils
- Sensory Support Team ; Educational Psychologist; Clinical 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
Inclusion Support Service <ul style="list-style-type: none"> <li>• Educational Psychology Service</li> <li>• Social Communication Team</li> <li>• SEND Team</li> <li>• Sensory Support Service</li> </ul>	Assessment of children's cognitive abilities and provide advice to the school. Observation and providing advice to the school and parents.
Speech and Language Therapy	School may refer as required and implement recommendations following specialist assessment.
Occupational / physiotherapy	After consulting with the class teacher and SENDCo, it may be necessary to refer to one of our outside agencies. We have built up strong relationships with these teams and they help us address any difficulties individual pupils may be facing.
Paediatric Services	School works closely with the Phoenix Centre and the Community Paediatricians.
Bromley Well-Being Service - CAMHS (Child and Adolescent Mental Health Service)	School may refer as required and implement recommendations following specialist assessment.  Bromley Wellbeing is a self-referral service which is a single point of access for the emotional wellbeing of young people under the age of eighteen living in Bromley. Referrals can be made by the young person, parent or professionals during office hours.  Tel: 020 3770 8848 Fax: 020 3121 3005 <a href="mailto:info@bromleyy.org">info@bromleyy.org</a>
Information, Advice and Support Service (IASS, formerly known as Parent Partnership)	The IASS provides independent information and advice and guidance for parents/carers of children and young people with SEND.  <a href="http://www.bromley.gov.uk/parentpartnership">http://www.bromley.gov.uk/parentpartnership</a> Email: <a href="mailto:iass@bromley.gov.uk">iass@bromley.gov.uk</a> Telephone: 0208 4617630
Helen Priest - Educational Professional responsible for children who are looked after. <a href="mailto:Helen.Priest@bromley.gov.uk">Helen.Priest@bromley.gov.uk</a>	Oversees and monitors provision for children who are in the care of the Local Authority.
Voluntary agencies <ul style="list-style-type: none"> <li>• Bromley Parent Voice</li> <li>• Burgess Autistic Trust/Bromley Mencap</li> </ul>	These organisations can advise parents who need support.
The full range of local support which may be available to support your child both within and outside of school can be found in the Bromley Local Offer for Pupils with SEND.  <a href="https://bromley.mylifeportal.co.uk/lbb-local-offer.aspx">https://bromley.mylifeportal.co.uk/lbb-local-offer.aspx</a>	

## **Transition**

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

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

### **When moving classes in school**

An information sharing meeting will take place with the new teacher. Your child will be given the opportunity to meet their new teacher and visit their new class. If necessary, we will create a 'Moving on' story with photos of your child's new class and teacher to help support their transition.

### **When moving to another school**

We will contact the School SENDCo and share information about special arrangements and support that have been made to help your child achieve their learning goals.

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

### **Secondary School Transition**

The school's Year 6 team and DEN staff will run a dedicated transition programme with the Year 6 pupils to help prepare them for Secondary school. Children and staff also work closely with local Secondary schools that often run their own transition programme to support the move from Primary to Secondary education.

The SENDCo 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 have had the greatest impact.

In 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 SENDCo 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 SEND. 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
- Mindfulness
- Nurture Groups
- Anti-Bullying training

Our SENDCo actively engages with local opportunities, for example Bromley SENCo Forum, to share best practice and keep abreast of current local and national initiatives and policy to support pupils 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.

### **Who should I talk to if I think my child may have Special Educational Needs or if I am unhappy with my child's support or progress?**

Your child's Class teacher

SENDCo – Ms N Tunstall [nicola.tunstall@st-marycray.bromley.sch.uk](mailto:nicola.tunstall@st-marycray.bromley.sch.uk)

Head of School – Mrs P Bild [admin@st-marycray.bromley.sch.uk](mailto:admin@st-marycray.bromley.sch.uk)

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:

The Local Authority Local Offer - <http://bromley.mylifeportal.co.uk/lbb-local-offer.aspx>

Bromley Parent Voice - [www.bromleyparentvoice.org.uk](http://www.bromleyparentvoice.org.uk).

The DfE Code of Practice - <http://www.education.gov.uk/childrenandyoungpeople/send>