



## **POLICY DOCUMENT**

# **SEN Information Report**

<b>Written By</b>	<b>Name</b>	<b>Date</b>
Review v 1.0	Jo O'Leary	November 2017
Review v 1.1	Sam Burdett	July 2018
Review v 1.2	Sam Burdett	April 2019
Review v 1.3	Sam Burdett	September 2020
Review v 1.4	Sam Burdett	January 2021
Review v 1.5	Sam Burdett	March 2022
Review v 1.6	Sam Burdett	April 2023
Review v 1.7	Sam Burdett	March 2024
Review v 1.8	Rene Mears	April 2025
Review v 1.8	Rene Mears	April 2026

Leesons Primary School

## ***SEN Information Report***

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

Leesons Primary School is committed to provide a high quality education that is inclusive of all, including children with a special educational need.

This document shows the people responsible for supporting our children with special educational needs and the processes for supporting this work.

It is written in line with the requirements of:

- Children and Families Act 2014
- SEN Code of Practice 2015
- Special Educational Needs and Disability Regulations 2014 (Part 3 Duties on Schools)
- Special Educational Needs Co-ordinators (Schedule 1 regulation- Information to be included in the SEN information report and Schedule 2 regulation 53 – Information to be published by a local authority in its local offer)
- Equality Act 2010

This report should be read in conjunction with the following school policies:

- Behaviour Policy
- Equalities Policy
- Safeguarding Policy
- Complaints Policy

### **Definition of SEN**

A child or young person has SEN if they have a professional diagnosed learning difficulty or disability which calls for special educational provision to be made for them.

**A child of compulsory school age has a learning difficulty if they:**

- (a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. SEN Code of Practice (2015, p 15)

## Information and Guidance

### Class Teacher

The first point of contact is the Class Teacher if you wish to discuss any concerns or needs regarding your child.

#### **Responsible for:**

- Adapting and refining the curriculum to respond to strengths and needs of all pupils.
- Checking on the progress of your child by identifying, planning and assessing their needs in line with the curriculum and national expectations.
- Devising personalised learning plans to prioritise and focus on the next steps required for your child to improve learning.
- Keeping parents informed about support and progress offered to their child and ensuring
- 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 Inclusion lead/SENCo.

## **Inclusion lead/SENCo (Special Educational Needs Co-ordinator)**

### **Mrs Mears**

#### **Responsible for:**

- Identify, monitoring and supporting all pupils who need extra resources and/or teaching help as early as possible
- Coordinating provision for children with SEN and physical disabilities and developing the school's SEN and Accessibility policy
- Ensure that parents are informed about the range and level of support offered to their child and ensure they are included in the progress review process.
- Ensuring a good working relationships with parents and school to ensure parents are involved in supporting their child's learning and access to the curriculum
- Providing support and advice for all staff working with special educational needs pupils and to ensure all staff have a high level of expertise to meet pupil needs through targeted training.
- Ensuring successful transitions to a new class or school
- Working in cooperation with and having productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all learners

### **Assistant SENCo**

#### **Mrs Loxley**

- Supporting the responsibilities of the SENCo

### **Head Teacher**

#### **Mr Jamieson**

#### **Responsible for:**

- The day to day management of all aspects of the school, including the provision made for pupils with SEN and Disabilities.

### **SEN Trustee**

#### **Responsible for:**

- Supporting the school to evaluate and develop quality and impact of provision for pupils with SEN and disabilities.

## **Progress Identification, Assessment, Planning and Review**

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

Working together is a crucial element to ensure every child reaches their true potential.

Parents can -

- Attend Parents evening two times a year to talk with class teacher
- Meet Inclusion lead/SENDCo on request at parent evenings
- Book additional meetings with class teacher throughout the year
- Book additional meetings with Inclusion lead/SENDCo throughout the year
- Phone calls
- Dojo
- Be involved in the annual review of EHCPs

Progress is measured through the use of both formative and summative assessment three times a year for all children with or without SEN. This information is monitored, tracked and discussed regularly with the class teacher and SLT and individual progress is tracked in this process.

On entry, all reception and nursery children are screened for speech and language (biggest area of need nationally) to gain a baseline assessment of development.

Throughout the year on-going monitoring takes place by class teachers to identify pupils who are not making enough progress. Meetings with the Class Teacher, Inclusion lead and other professionals take place to ascertain what the cause may be.

Inclusive school practice allows everything that is going on for a child to be taken into account to ensure the appropriate support. Research has taught us that there are many reasons for a child to not make expected progress that are not necessarily a special educational need.

### **For those children identified as not making enough progress, even if a special educational need has not been identified, the following steps are put into place, where applicable:**

- Booster groups before/during or after school– measured through entry and exit data
- PiXL Interventions for English and Maths– measured through the tracking system
- Short term targeted group or individual work as identified on the class provision map – measured through entry and exit data
- Additional RWI support– measured through entry and exit data
- Social skills and self-esteem support via our Lighthouse/Pastoral Team – measured through entry and exit data
- Speech and Language groups - measured by entry and exit data
- Multi-linguistic support
- Referrals to supporting agencies for example Bromley Y, Living on, Bromley Children's Project.

A Learning Plan will track everything that is put in place for your child above and beyond the Universal offer. This is reviewed termly and you will receive a copy of this review. In September you will receive a copy of the Learning Plan and you and your child will add any thoughts for the year ahead.

## Identification of Need

Early identification of need or difficulty is essential to ensure that the correct support can be put in place for the pupil especially if progress continues to be slower than expected.

### **According to the SEN Code of Practice (2015, 6.17) inadequate progress is demonstrated when a pupil**

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between rate of progress
- Widens the attainment gap

Following discussions with key staff and parents and if your child continues to show inadequate progress or difficulties with their learning or social development, additional provision will be put into place. If the provision required is above and beyond the Universal offer with some additional targeted support, special educational support will be provided under one or more of the four areas of need identified in the SEND Code of Practice:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory/Physical

## **This may involve:**

- Support from our Pupil Support Lead
- One to one mentoring via Lighthouse/pastoral team
- Speech and language assessments and support sessions
- Dyslexia or underlying ability screening
- Targeted and time limited support sessions either 1:1 or small group sessions
- Social communication support
- Support from outside agencies
- Individual support
- Educational Psychologist Assessment
- Specialist borough team support (ISAT)
- CAMHS
- Bromley Y
- Signposting to other support organisations such as Mencap, Caspa and the services of Bromley via the Local offer

Any additional support is documented, tracked and monitored in a Learning Plan. 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.

1:1 support may be given at times, only at targeted times and monitored closely as research warns us that this use incorrectly hinders a child rather than supports them. Following the step in and step out approach. Ensuring children can develop and learn the skills for independent learning to support their learning but also their transitions through their academic life and into adulthood, crucial for all children.

Plans and support are monitored and developed regularly and if your child is continuing to have significant difficulties after a period of intervention and targeted support further external expertise referrals may be made to other professionals or agencies such as CAMHS, Occupational Therapists, ISAT, Paediatricians, Bromley Y. All of this work would be done in collaboration with the school and parents/guardians.

An EHC application may be needed if the level of support that is needed for a child is significantly above the offer within school. This is a legal process that is only undertaken when all the processes above have been explored and the evidence is clear through assessment, monitoring and meetings that there is a significant need that can not be met by the school. An extensive application is made to the local borough and a decision is made by them.

## Learning Plans

When a child requires support "above and beyond" our Universal Offer, we move into a cycle called Assess, Plan, Do, Review, the graduated approach.

The Learning Plan is like a roadmap to independence. A Learning Plan is a live document that tracks the targeted support provided to your child.

In September, you and your child will receive the plan to add your thoughts and aspirations for the year ahead. Plans are reviewed every term, and you will receive a copy of this review to see the progress made.

Our aim is never to keep a child on the SEN Register indefinitely. Targeted support is like "scaffolding." As your child learns to use new skills independently in the classroom alongside the Universal Offer, that scaffolding is gradually removed. When a child can successfully access learning and self-regulate using the tools available to everyone, they may be moved off the SEN Register. This is a celebration of their growing independence.

## The Universal offer

We pride ourselves on a Universal Offer that goes beyond standard expectations. At Leeson, we provide support as a standard classroom feature that would ordinarily be seen only in targeted approaches elsewhere. Here are some of the things that are part of our standard Universal offer to ensure everyone can access their learning in a way that prompts great learning for everyone.

- **Self-Regulation for All:** Every classroom is an environment designed for regulation. This includes dedicated book areas with sensory items and Zones of Regulation visual prompts. We don't wait for a child to struggle; we teach every child how to name their emotions and use these spaces independently.
- **Creative Autonomy (The Toilet Pass):** Our "toilet passes" are a universal tool used to support many things beyond physical needs. They allow any child to exercise autonomy and self-regulation discreetly, ensuring they can manage their own needs without barriers.
- **Predictability and Structure:** A visual timetable of the day is seen in every classroom. This supports transitions and reduces cognitive load for every student.
- **The Lunchtime Classroom:** Unlike traditional "nurture groups," our lunchtime classroom is a choice-based space available to everyone. It allows children to self-select a quiet environment for co-regulation and social support away from the main playground.
- **Universal Transition:** We believe transition is a vulnerable time for *all* children. Therefore, transition packs, photos of new staff, and orientation maps are shared with every family, not just those with identified SEN.

## Curriculum and Teaching

Teachers are skilled at adapting high quality teaching to meeting the diverse range of needs in each class. Daily planning takes account of individual needs and requirements. Differentiation is approached in a range of ways to support access and ensure all pupils can experience success and challenge in their learning. Teachers set different tasks for pupils of different abilities; and additional help and support is assigned according to need.

A graduated approach to teaching is taken for any pupils not making expected progress and high quality teaching and differentiation for individual pupils is the first step in responding to all pupils, including those with SEN. At Leasons we regularly review the quality of teaching for all pupils including those at risk of underachievement following an inclusive practice for all.

Groupings arrangements are organised flexibly with opportunities for both ability and mixed settings to maximise learning opportunities for all. Children are 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 adult support.

To ensure staff knowledge is up to date staff receive in-house training, training from outside professionals such as speech and language specialists and educational psychologists, and other courses on a range of topics from safeguarding through to SEN needs.

## Increasing accessibility

**In order to facilitate, plan and access strategies/programmes to support occupational physiotherapy needs we seek advice from Health professionals such as:**

- Occupational health
- Borough speech and language
- School nurses
- Care plan providers
- Sensory support service (hearing team)
- Bromley Y
- Paediatric services
- ISAT– Inclusion Support Advisory Team

In line with the Equality Act of 2010 we endeavour to make reasonable adjustments and provide auxiliary aids where possible such as specialist equipment, resources and ICT support.

## **Transition**

At Leasons we work closely with educational settings to ensure there is a smooth transition to secondary education. In Year 6, the Pastoral Inclusion Team run a dedicated transition programme with the Year 6 pupils to help prepare them for secondary school. The Inclusion Lead/SENCo will attend the Primary/Secondary Transition day meeting to discuss the specific needs of your child and the nature and level of support which has had the most 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. Transition day meetings are also attended for those pupils leaving nursery to join reception.

For “n year transfers”, we seek information from the previous settings to ensure a seamless transition both to and from Leasons. When moving in between classes information will be shared with the new teacher. Your child will be given the opportunity to meet their new teacher and visit their new class. Social stories are used to support transition.

## **Complaints procedure**

Parents are encouraged to follow our complaints policy and discuss their concerns initially with the class teacher and the Inclusion Lead/SENCo to resolve the issue before contacting the Head Teacher. If the complaint is not resolved, a formal complaint should be made to the complaints officer and follow the school’s complaints policy. If a complaint is not satisfactorily resolved after a stage three involvement with Trustees, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children with SEN who have an EHC, where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

## **Further Advice and support**

More support and services for pupils and their families can be found at

Bromley Parent Voice (forum and support for parents) - <http://www.bromleyparentvoice.org.uk> The

DfE code of Practice (Statutory practice)

— <http://www.education.gov.uk/childrenandyoungpeople/send> Bromley Children's project

(supporting families) — [Bromley Children Project – London Borough of Bromley](#) Bromley Wellbeing-

(supporting families and children) [Bromley Y Home Page \(bromley-y.org\)](#)

Bromley IASS advice: (support with SEN) [Bromley IASS — Bromley Information, Advice and Support Service \(IASS\)](#)

Food bank information via our Pupil Support/Safeguard Lead Ms Amy Nabdo 01689 602786

Autism support- [Main Home - CASPA BROMLEY](#)

ADHD support- [ADHD and mental health - Mind](#)

Speech and language support- [Signs and symptoms \(speechandlanguage.org.uk\)](#)

Dyslexia and Dyscalculia Support- [Dyscalculia - British Dyslexia Association \(bdadyslexia.org.uk\)](#)

Dyspraxia support: [Home \(dyspraxiafoundation.org.uk\)](#)

**More information on Bromley's local offer can be found on the following link:**

<https://www.bromley.gov.uk/special-educational-needs-disability-send-local-offer>