



POLICY DOCUMENT

SEN Information Report

Written By	Name	Date
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SEN Information Report

Meeting the Needs of Pupils with Special Educational Needs and Disabilities

Bromley Schools are committed to and adopt a similar approach to meeting the needs of all pupils including those with special educational needs. This information report is co-produced, where applicable with governors, staff, pupils and parents and this is done through periodic surveys and staff working groups. From this collaboration a shared expectation was met that all pupils, regardless of their specific needs, should be offered inclusive teaching enabling them to make the best possible progress in school and be a valued member of the wider school community.

This report 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) and the Equality Act 2010, This report should be read in conjunction with the following school policies; Behaviour Policy, Equalities Policy, Safeguarding Policy, Complaints Policy.

Leesons Primary School is an inclusive school and aims to offer provision for those pupils requiring additional support due to Specific Learning Difficulties (SPLD), Moderate Learning Difficulties (MLD), Cognition and Learning Difficulties (CL), Speech and Language Needs (SLCN), Social Emotional and Mental Health Difficulties (SEMH), Autism Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD), Attention Deficit Disorder (ADD), Vision Impairment, (VI), Hearing Impairment (HI) and Physical Difficulties (PH).

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.

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 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.
- 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 SENCO.



SENCO (Special Educational Needs Co-ordinator) Mrs S Burdett

She is 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
- Keeping parents informed about the range and level of support offered to their child and ensuring 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 need through targeted training.
- Ensuring Parents are consulted about planning successful movement (transition) 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 vulnerable learners

Definition of SEN

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

A child of compulsory school age or a young person has a learning difficulty if he or she:

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Has a disability which prevents or hinders him or her 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)

Head of School – Mr P Collins

He is responsible for:

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

SEN Governor

He/she is 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?

Parent meetings are held three times a year to discuss your child's progress and open channels of communication are available via telephone or school Dojo should you have any specific questions relating to your child's academic or emotional development. Progress is measured through the use of both formative and summative assessment three times a year for children with or without SEN. Arbor is used to help monitor and track individual progress. Those with an EHCP will have an additional yearly review in addition to the above-mentioned meetings. On entry all reception and nursery children are screened for speech and language 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 due to a possible learning need, behaviour need, poor attendance, or English as an additional language.

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
- Pixel 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
- EAL Speech and Language groups - measured by entry and exit data
- Referrals to supporting agencies such as Bromley Y, Living on, Bromley Children's Project.

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 'additional to and different from' that provided within the differentiated curriculum, 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 family worker
- One to one mentoring via Lighthouse/pastoral team
- Speech and language assessments and support sessions.
- Play therapy
- Dyslexia screening, assessment and support sessions
- Social communication observations and support via Social Eyes
- Individual provision map/Behaviour plan/Pastoral plan
- Support from outside agencies such as Bromley Y, Bromley Children's Project, Kick
- Specific small group work, including the lunchtime Haven club
- Individual support
- Educational Psychologist Assessment
- ISAT support
- CAMHS
- Bromley Wellbeing
- Social eyes
- Signposting to other support organisations such as Mencap, Caspa and the services of Bromley via the Local offer

Depending on the age of the pupil they will be consulted with regards to the type of support needed.



Any additional support is documented on a Class Provision Map or an Individual Provision Map a Behaviour Plan, or a Pastoral Support Plan. In consultation with the SENCO and parents, short term targets are agreed which prioritise and address key areas of learning, emotional wellbeing or behaviour whereby 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, additional teaching assistant time 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.

These plans are reviewed termly by the class teacher and the SEN team. The impact of the support and progress towards the targets is monitored and support arrangements are updated and revised accordingly. If your child is continuing to have significant difficulties after a period of intervention, further external expertise may be requested from Educational Psychologists and referrals may be made to other professionals or agencies such as CAMHS, Occupational Therapists, ISAT, Paediatricians, Bromley Wellbeing.

Following the advice received and the monitoring data available it may be at this stage, with the agreement of the parents that a Funded Inclusion Plan (FIP) or an EHCP (whichever is more appropriate) will be applied for.

Additional funding may be available for children who meet the criteria according to the Local Authority Process and Banded Funding Criteria. Further details about this process will be explained in the LA Local Offer.

Following identification of a need pupils may be entitled to additional adjustments and/or arrangements to allow full access to National Tests.

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 pupils with special educational needs and high quality teaching and differentiation for individual pupils is the first step in responding to pupils who may or may not have a SEN. At **Leesons** we regularly review the quality of teaching for all pupils including those at risk of underachievement.

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 individuals pupils with a long term goal of developing independent learning skills. Monitoring takes place to avoid pupils becoming over reliant and dependent on the 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 along with Educare courses on a range of topics from safeguarding through to SEN needs.

Increasing accessibility - getting about

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 Wellbeing
- Pediatric 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 Leesons we work closely with the educational setting to ensure there is smooth transition to secondary education. In year 6 the Pastoral Inclusion Team (Lighthouse) run a dedicated transition programme with the Year 6 pupils to help prepare them for secondary school. The 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 in year transfers we seek information from the previous settings to ensure a seamless transition both to and from Leesons. 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. Where necessary transition books or social stories will be used to support transition.

Complaints procedure

Parents are encouraged to follow our complaints policy and discuss their concerns initially with the class teacher and SENCO to resolve the issue before contacting the Head teacher. If the complaint is not resolved, a formal complaint should be made to the Head teacher who will forward this on to the governing trust body. Should the complaint not be resolved after it has been considered by the governing body, 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: [About the Bromley Local Offer](#)



