



St Johns Church of England Primary School



Meeting the Needs of Pupils with Special Educational Needs and Disabilities

School SEND 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 (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. We make reasonable adjustments to our practices so as to comply with the Equality Act (2010).

St Johns Church of England Primary School is an inclusive school and may offer the following range of provision to support pupils with SEND. The support deployed will be tailored to individual need following a 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.

Information and Guidance:	
Who should I contact to discuss the concerns or needs of my child?	
Class teacher	Is responsible for: Adapting and refining the curriculum to respond to the 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 SEN Intervention Record (SIR) to prioritise and focus on the next steps required for your child to improve learning. Applying the school's SEND policy.
Executive Headteacher Mrs Doel	Is responsible for: The management and leadership of all aspects of the school, including the provision made for pupils with SEND.
SENCo – Miss Sarah Kilbey, Please contact through the class teacher, the school office or via admin@st-johns.bromley.sc.h.uk	Is responsible for: 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 who is responsible for: Co-ordinating provision for children with SEND and developing the school's SEND policy. Ensuring that parents are: <ul style="list-style-type: none">Involved in supporting their child's learning

	<ul style="list-style-type: none"> • 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 new class or school <p>Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome difficulties</p>
<p>Academy Council SEND Member</p>	<p>Is responsible for:</p> <p>Supporting school to evaluate and develop quality and impact of provision for pupils with SEND across the school</p>

How do we identify Special Educational Needs? How is progress monitored and supported?

Special Educational Needs are placed into four areas of classification:

- **Communication & Interaction** (Autistic Spectrum Condition ASC/Social Communications Difficulties SCD, Speech, Language and Communication Needs SLCN)
- **Cognition & Learning** (Specific Learning Difficulties SpLD, Mild Learning Difficulties MLD, Severe Learning Difficulties SLD, Profound and Multiple Learning Difficulties PMLD)
- **Social, Emotional & Mental Health SEMH** (Mental Wellbeing, ADHD and Behaviour)
- **Sensory & Physical Needs** (Visual Impairment, Hearing Impairment, Multi-sensory Impairment, Physical Disability)

Ongoing monitoring takes place by class teachers to identify pupils who are not making progress or who have difficulties which are affecting their ability to engage in learning activities. After discussions with key staff and parents/carers, additional support will be put in place to provide enhanced resources and targeted small group and/or individual support to help overcome any difficulties.

This additional support is documented in the pupil's SEN Provision Map, in consultation with the SENCo and parents/carers and 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 the support programmes. Actions agreed take into account each pupil's strength 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 adulthood.

Formal review meetings for pupils with a Statement or Education, Health and Care Plan (EHCP) are held at least yearly. Parents/carers, staff, relevant external agencies and when appropriate, pupils are invited to this review. The impact of support offered is considered along with the progress towards desired outcomes. 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 Pupil Resource Agreement (PRA) will be drawn up and implemented with the school's Educational Psychologist and other professionals where appropriate. If the PRA is deemed not sufficient an Education, Health and Care Plan (EHCP) will be co-produced with all relevant agencies. Further details about this process will be explained in the Local Authority's Local Offer. The EHCP is then shared between relevant professionals and is implemented using a Plan, Do, Review approach. The level of need and support is reviewed yearly and it is determined whether outcomes have been met or need to be revised dependent on the individual learner.

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 for these arrangements.

What is the expertise of staff and what training is provided for them?

An on-going 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.

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

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

- Accredited Training for Pupils with Autism
- Specialist dyslexic teaching
- Restorative Approaches
- Counselling
- Accredited training for pupils with speech, language and communication difficulties
- Mentoring

What is our approach to teaching pupils with SEND?

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

Grouping arrangements are organised flexibly to maximise learning opportunities for all.

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.

How do we promote student voice for young people with SEND?

At St Johns C of E Primary, we believe taking into account the views of young people with SEND is an essential part of providing successful support. We see it as a key part of developing levels of independence for life within school and beyond.

For our students with SEND these opportunities are with appropriate members of staff who understand their needs better. Appointments with the SENCo are available at all Parents' Evenings where necessary and by request at other times.

Pupils with Statements of SEND or Education Health & Care Plans play an integral part in their Annual Review meetings with students coming to the meeting where appropriate, in all cases unless parents request that they do not; in these cases their views are sought away from the meeting with a safe familiar adult.

For pupils with physical, medical or sensory needs it is paramount that the practical assistance where provided is in agreement with the young person following the advice of any external experts and the family. The young person's views will always be considered before any decisions are made.

All pupils within the school are involved in electing class representatives to the Student Voice and the Student Council. These are groups within the school which have real influence, having informed whole school decisions on such things as changes to the School Uniform, the lunch

service and the facilities available in the outside spaces around the school.

What adaptations are made to the curriculum and learning environment for pupils with SEND?

Access to teaching assistants in all year groups
Regular intervention programmes in class such as extra reading, phonics and maths.
Intensive programmes for key skills such Funky Fingers, speech therapy, social skills and physiotherapy.

Strategies/Programmes to support Speech and Language:

Speech and Language Therapist advice disseminated to and followed by teaching staff.
Specific differentiation or modification of resources e.g. use of Widget.
Speech therapy individual or group work delivered by HLTA's following speech therapist advice.

Strategies to support/develop English including reading:

Focused reading programmes.
Phonics catch-up programme.
Year 2 personalised teaching sessions with English support teacher.
Small group English support.

Strategies to support/develop Maths:

Small group intervention programmes for basic skills.
Ability setting in some areas of the school.
Small group additional support with a teacher.
Use of Numicon and other maths resources in catch-up groups.
Small group Maths support.

Provision to facilitate/support access to the curriculum:

Nurture group provision following completion of Boxhall Profile.
Teaching Assistants to support children in class

Strategies/support to develop independent learning skills:

Mentoring by peers, support staff, counsellor as well as teaching staff. Alternative recording method such as mind mapping, posters, video, pictures, use of computer. Visual timetables for class and individuals.
Highly differentiated learning with achievable outcomes.

What support is provided for pupils' social and emotional development?

Strategies to support the development of pupils' social skills and enhance self-esteem:

Daily Do-Jo points with weekly rewards
Small group programmes.
Lunch time nurture group.
Lunch time activity groups to develop social skills.
Mentoring- specialist TA
Regular 'celebration of success' opportunities.
Jo Dower counselling service.

Mentoring Activities:

Nurture conversations by staff who specialise in the 'Listening Ear'.

TA Mentor for Emotional Literacy.

Counsellor twice weekly

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

Transition support, visits and events.

Reduced or modified time-table.

Regular contact and liaison with parent/carers.

Strategies to support/modify behaviour:

School sanctions and reward system as set out in the School Pupil Behaviour policy Behaviour plans.

Outreach service

Mentoring.

Regular contact with parents

Refer to BCP /Bromley Wellbeing for family support.

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

Break time SEND staff on duty.

Nurture Room lunch time haven.

Trained staff supervising during break periods.

Planning, assessment, evaluation and next steps:

Regular informal reviews with parents/carers.

Formal pupil progress reviews half termly for pupils with SEN Intervention Records.

Intervention tracing records for pupils who have needs but don't have specific targets from other agencies.

All teaching and homework differentiated to take account of individual needs.

Personal and Medical care:

Identified medical administrative staff available for pupils throughout the day.

Care plans for pupils with medical needs.

System for administration of medication.

Support staff to assist pupils with personal care as specified by clinical plans.

Modified toilet facilities for individual needs.

How do we enable pupils with SEND to engage in activities that are available to all students?

St Johns C of E Primary has a whole school approach to inclusion which supports all pupils engaging in activities together. Any barriers to engagement are reviewed with discussions on what can be done to overcome these. We make reasonable adjustments so that pupils can, where possible, join in with activities available to all.

To support pupils' inclusion on external trips if it is necessary, additional staff, with knowledge of the specific student's need, accompany the student. Where necessary, external advice will be sought to ensure an appropriate risk assessment has been carried out of the individual's needs at the venue/activity.

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

Advice of professionals disseminated and followed.

Use of any recommended equipment.

Access to modified equipment and ICT specialist equipment required on an individual basis to access the curriculum:

Hardware and software to support learning dependent on the need of the learner and activity.

How do we evaluate the effectiveness of our provisions for the pupils with SEND?

All additional support and provision is documented in the pupils' SEN Intervention Record in consultation with the SENCo, class teacher and parents/carers, and short term targets are agreed with prioritise areas of learning or behaviour to address and by which progress can be measured.

A rigorous program of Plan, Do, Assess, Review is implemented each half term and all short term targets are reviewed as to their effectiveness. Targets can remain ongoing or new/amended targets set.

Where external agencies are involved, their advice and recommendations are included in the Provision Map These are also reviewed as to their effectiveness and the SEN team feedback to external agencies. Actions agreed take into account each pupil's strengths as well as their difficulties.

What other bodies and agencies do we work with?

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:

Regular meetings by appointment

SENCo and speech and language specialist HLTA available at all Parents Evenings.

Referrals to outside agencies as required.

Limited Speech and Language Therapist for specific groups of pupils.

Educational Psychologist; School Nurse; Social Communication Difficulties Team all attend school at regular intervals to see specific pupils.

Specialist advice from Bromley Inclusion Support Advisory team.

Access to Medical Interventions:

Use of individualised Care Plans

Referral to Community Paediatric Team

Referrals via pastoral team to Bromley Community Wellbeing and associated agencies as well as our in-house counselling provision Jo Dower.

Access to whole staff training if required by Bromley Healthcare.

Liaison/communication with professionals/parents, attendance at meetings and preparations on reports:

Use of individualised Care Plans.

Referral to Bromley Community Wellbeing.

Access to whole staff training if required via School Nurse.

School may refer to these services if it is deemed appropriate for individual pupils. Action will take place as a result of any advice received:

Inclusion Support Advisory Team.

Educational Psychology Service (St Johns C of E Primary currently uses Bromley Educational Psychology Services).

SEN Team

Sensory Support Service

School may refer as required and implement recommendations following specialist assessment from:

Speech and Language Therapy

School Nurse

Occupational/ Physiotherapy

Paediatric Services

Child and Adolescent Mental Health Service (CAMHS)

Social Eyes Paul Cabb

What do we do to support transition to next phases of education and preparation for adulthood?

Children and young people with SEND 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 Inclusion Manager/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 will be given

Transition booklet given to all pupils with SEND containing information on new teacher/classroom/facilities

In year 6-7 transition:

The SENCO and/or class teacher will attend the Primary and Secondary Transition day meeting to discuss specific need 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 that may include more visits to the new school and /or additional visits from the new school.

Co-production of the SEND Information Report

- Co-production of the School SEND Information Report is an essential part of forming the School offer.
- Stakeholders, including parents/carers, Aquinas Trust SEND lead, Head of School and Trust representatives have worked to produce this document.
- The SEND Information Report should provide practical, straightforward information to parents/carers and other stakeholders about the school's inclusive practices and SEND provision.

This has been achieved through focus group/consultation meeting, parental read-throughs and individual discussions with parents.

Stakeholder responses to questionnaire and consultation about SEND Information Report.

- **"It is really detailed and covers a wide range of SEN."**
- **"I had no idea that there was such a wide range of support available within St. John's."**
- **"I understood what to do when my child had difficulties."**
- **"It covers everything and will benefit them a lot."**
- **"It is easy to read; it's broken down into simple sections."**

Complaints concerning SEND provision in the school.

Should you have a complaint about the provision of support for pupils with SEND, please contact, in the first instance, the SENCo. Please also see the school complaints procedure at <https://www.stjohnsbromley.co.uk/images/Finalpolicies/Complaints-Policy.pdf>

Who can I contact further?

Further information about support and services available for pupils and their families can be found below:

The Local Authority (LA) Local Offer	Parental support forms - London Borough of Bromley https://bromley.mylifeportal.co.uk
Information, Advice and Support Service (IASS)	iass@bromley.gov.uk
Bromley Parent Partnership	01689 881024/23 http://www.bromley.gov.uk/info/200071/parentalsupport/64/information_advice_and_support_service_iass https://orpington.cylex-uk.co.uk/.../bromley-parent-partnership-service-17917848.html
Bromley Parent Voice	0208 776 3170 www.bromley.parentvoice.org.uk
Bromley Mencap	0208 466 0790 http://www.bromleymencap.org.uk
Bromley Virtual School	Educational professionals responsible for the children who are Looked After (CLA). This oversees and monitors provision for children who are in the care of the Local Authority.

