



Meeting the Needs of Pupils with Special Educational Needs and Disabilities (SEND)

All Bromley Schools are committed to and adopt a similar approach to meeting the needs of all pupils including those with special educational needs. 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.

Poverest Primary School is an inclusive school and may offer the following range of provision to support children with SEND including communication and interaction, cognition and learning difficulties, social, mental and emotional health problems or sensory 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.

This Information report has been written with the collaboration of all stakeholders associated with the successful implementation of SEN support here at Poverest. Governors are involved through meetings and presentations along with regular learning walks and SENCO/SEN governor liaisons. The views and hopes of the parents, staff and children are considered and addressed at all opportunities to ensure the successful support is given as expected and desired. Additionally we work closely as an academy trust (AFACT) where we meet regularly, supporting each other and have included an AFACT statement for SEND on our school websites.

Definition of SEN

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they 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.

Information and Guidance:

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

<p>Class teacher</p>	<p>He / she is responsible for:</p> <p>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.</p> <p>Contributing to devising personalised learning plans to prioritise and focus on the next steps required for your child to improve learning.</p>
<p>Special Educational Needs Coordinator (SENCO) - Mrs Geraldine Mills - (BEd Hons, PG Cert NASENCO) gills@poverest.co.uk</p>	<p>Applying the school's SEND policy.</p> <p>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.</p> <p>She is responsible for</p> <ul style="list-style-type: none"> o Coordinating provision for children with SEN and developing the school's SEND policy o Evaluating, along with other teaching and learning staff, the effectiveness of the school's provision for pupils with special educational needs. This takes place through regular monitoring including observations of interventions, tracking of pupil progress and written/verbal feedback from those involved. o Ensuring that parents are: <ul style="list-style-type: none"> • Involved in supporting their child's learning and access to the curriculum and environment

	<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 a new class or school where applicable • 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.
<p>Head teacher</p> <p>Mrs Sally Weeks</p>	<p>She is responsible for:</p> <ul style="list-style-type: none"> o The day to day management of all aspects of the school, including the provision made for pupils with SEND
<p>SEN Governors:</p> <p>Mrs A Willis and Mrs S Tysall</p>	<p>They are responsible for:</p> <ul style="list-style-type: none"> □ Doing their best to make sure pupils with SEN get the help they need to access the curriculum and participate fully in the life of the school. □ Supporting school to evaluate and develop quality and impact of provision for pupils with SEND across the school. <p>Where parents and carers are unhappy with the provision offered to their child, they are invited to use the school's complaints procedure, and contact the chair of governors when other avenues to resolve issues have been exhausted.</p>

Assessment, Planning and Review

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

At Poverest we will assess each child's current skills and levels of attainment and subsequent ongoing monitoring by class teachers helps to identify pupils 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, 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 pupil about their support will be given consideration at this stage, where appropriate. This will be discussed with parents/carers at Parents' Evenings and additional meetings as appropriate.

This additional support is documented in either a provision map, Personalised Programme (IEP), Pupil Support Plan or Behaviour Support Plan or similar. In consultation with the SENCO 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. We follow the cycle 'assess-plan-do-review' to clearly see where support might be needed for each child. Slow progress and/or low attainment will **not** automatically mean the child is recorded as having SEN.

In some cases teaching assistants (known to us as PTPs 'Professional Teaching Partners') 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.

In the case of those children with a Personalised Programme (IEP), Pupil Support Plan or Behaviour Support Plan a formal review meeting is held at least termly. Parents, relevant external agencies and when appropriate, pupils 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.

At Poverest we address and support the learning of children who have speech and language difficulties (SPLD) and have a therapist who works with the children and is supported by staff, children with Autism Spectrum Disorder (ASD) are supported by trained staff both in the mainstream and in the Specialist Provision. Those who present with signs of dyslexia

we screen ourselves and offer an intervention that is specific to the way the child presents. In some cases we access a specialist for a formal diagnosis and additional support/advice. Children with vision impairment (VI) are supported internally and with external specialists. Advice on how the environment can be improved is taken and implemented. Children with hearing impairment (HI) are supported with external agencies and a Sound-field system. For children with physical disabilities (PD) we have ramps and a lift for ease of movement around the school. A new external ramp/pathway has also been built to ensure access can be gained from the school car park, ensuring all areas are now accessible (refer to the school accessibility policy for more details). It is important to us at Poverest that no child is prevented from accessing their true potential due to their disability and therefore we strive to support and ensure all children reach their potential and none are treated less favourably than others.

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. 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 tests. This might include additional time, rest breaks or the use of a scribe or IT device. The SENCO will inform you about eligibility and applications for these arrangements. Only tests and assessors authorised by the school and recognised by Joint Council for Qualifications can be accepted for access arrangements for public examinations

Appendix 1: Life after lockdown.

2020-2021 proved to be a challenging time for the country as we had to adjust plans and support almost instantly in line with government guidance and expectation. This we did to ensure learning for our children was not lost. Although life now progresses with some kind of normality we have many lessons that COVID-19 and lockdown taught us. Additional intervention and support has been made available for **all** children who are identified as requiring this.

Supporting Children's Mental health has been a primary focus for us here at Poverest. Many activities were covered during Mental Health awareness week, but acknowledging and supporting the children as they are having new and negative experiences and distressing life events we are aware how this impacts on the children and parents. The government released this statement on

28/08/2020:

'Pupils may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress or low mood. This may particularly be the case for vulnerable children, including those with a social worker and young carers. It is important to contextualise these feelings as normal responses to an abnormal situation. Some may need support to re-adjust to school; others may have enjoyed being at home and be reluctant to return; a few may be showing signs of more severe anxiety or depression. Others will not be experiencing any challenges and will be keen and ready to return to school.'

Staff have completed online training in relation to this and support has been provided to support all around this area of need.

Appendix 2: EHCP queries

EHCP (Education Health and Care Plan) - Please see Bromley information for guidance on this

https://www.bromley.gov.uk/info/8/special_educational_needs/1254/assessing_a_child_or_young_person_for_special_educational_needs_sen_or_disabilities/4

EHCP Assessments and reviews continue to be held throughout the year, with Case coordinators being invited to the transition reviews. Support is given to families who feel their child requires additional support and applications may be completed to obtain assistance through a PRA (Pupil Resource Agreement) or an EHCP.

For parents wishing to make their own needs assessment request for their child, the following information is also available on the Bromley website

<https://ehc-hub.bromley.gov.uk/about/>

Curriculum and Teaching Methods (including groupings and interventions)

How will teaching be adapted to meet the needs of my child?

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.

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 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.

Additional resources and aids, such as laptops, coloured overlays, visual timetables, larger font are available and assigned as necessary.

How will the day look for my child?

The children are welcomed into the school building from 8.45am, lessons commence at 8.55am. The school day ends at 3pm for EYFS and the Provision, 3.15pm for KS1 and 3.20pm for KS2.

COVID-19 changes: in order to allow for social distancing these hours are slightly varied to allow for the road to be closed for pedestrians to walk safely. Year groups have been allocated a staggered start and finish time. Some classes start to arrive from 8.30pm. The road outside the school is closed to traffic from 8.30am-9am and 2.40-3.10pm.

(This is still in place at the time of updating this report - March 2022)



Intervention

What types of interventions may my child be offered?

Access to learning and the curriculum

Access to learning support staff

- All year groups at Poverest have a team of support staff that support the children
- Regular interventions tailored to individual needs

Strategies/programmes to support speech and language

- Speech and Language interventions are offered by external professional therapists and strategies and programmes are followed by the staff in between sessions.
- Symbols 'widget', 'communication in print' are also used in the mainstream and in our ASD provision as a means of communication.
- Speech therapy for individuals/groups.
- Lego therapy to aid communication development.
- Makaton for the children requiring alternative methods of communication.



🚩 Strategies to support/develop literacy including reading

- Fischer Family Trust, Reading Recovery, Write Away together and other personalised programmes delivered by staff.
- Booster groups delivered by PTPs
- Volunteer readers are encouraged to support in school
- Nesy interventions including reading, spelling, touch typing and writing.



🚩 Strategies to support/develop numeracy

- Mathematics activities for home and school
- Range of resources to support individual learning.
- Small group PTP intervention groups.



🚩 Strategies/support to develop independent learning and facilitate/support access to the curriculum

- Visual timetables for individuals and classes. All provision classrooms have a visual timetable to all to follow
- Now and Next Boards
- Homework club
- Alternative methods of recording.
- Sensory circuits for children requiring engagement and organisational support.



Pastoral Support

Our Pastoral Lead is Kerry Boorman

kboorman@poverest.co.uk

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

- One Page Profiles are filled in and established with the children and shared with those concerned.
- School Council with representatives from each class; mainstream and provision
- Lunch time nurture clubs run by PTP/HLTA
- Small group programme/social groups.
- Tree of Success to share with the school

Mentoring activities

- Family worker
- Counsellor
- Play therapy
- Playground buddies
- Nurture groups

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

- Modified timetable with learning breaks
- Social Stories
- Regular contact with parents, particularly through the schools Dojo system
- Transition support

Strategies to support / modify behaviour

- Behaviour and Emotional Support plans created.
- Sensory circuits
- Sensory Room and Calming room opportunities
- Class dojo

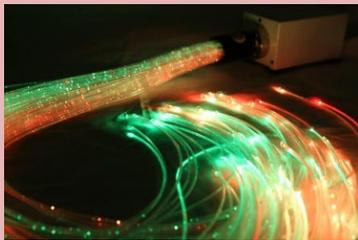
Support/supervision at unstructured times of the day including personal care

- Hygiene room and care plans in place for personal care needs.
- Disabled toilet access
- Lunchtime clubs
- Buddy Bench
- PTPs and Midday supervisors to support and assist on the playground.

- ✚ Planning, assessment, evaluation and next steps
 - One Page Profiles
 - Pupil Progress reviews half termly after assessments
 - Differentiated lessons and homework
 - Provision Maps
 - Regular reviews with parents.

Increasing accessibility - Getting About

- ✚ Advice of professionals disseminated and followed
 - Please also refer to the school's accessibility policy
- ✚ Access to strategies/programmes to support occupational /physiotherapy needs
 - Sensory Circuits are set up for individuals to access.
 - Dough Disco/Funky Finger activities.
 - Sensory Room.
 - Referrals for additional specialist help as required.



- ✚ Access to modified equipment and ICT
 - Enlarged texts
 - Writing slopes
 - Specialist equipment as required by individuals
 - Additional laptops/chromebooks/IPads





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. School will make referrals to these agencies as appropriate and implement recommendations following specialist assessment These include:

- ✚ Access to Medical Interventions - First Aiders on staff, Epi-pen trained staff, Diabetic trained staff

- ✚ Liaison/Communication with Professionals/Parents, attendance at meetings and preparation of reports

- ✚ Inclusion Support Service:
 - *Educational Psychology Service*
 - *SEN Team*
 - *Sensory Support Service*
 - *Complex Needs Team*
 - *VI team at Griffins*

- ✚ Speech and Language Therapy

- ✚ Occupational therapy / Physiotherapy

- ✚ Paediatric Services

- ✚ CAMHS (Child and Adolescent Mental Health Service) referrals and those to Bromley Wellbeing for children

<p>IASS:</p>	<p>Further support for the parents/carers of pupils with special educational needs can be accessed by contacting the Information, Advice and Support Service (IASS).</p> <p>They offer impartial information, advice and support for parents of children with special educational needs (SEN) as well as providing information and advice for parents of all children (regardless of SEN) on their child's transition from primary school to secondary school.</p> <p>Tel: 02084617630 Website: Email: iass@bromley.gov.uk</p>
<p>Voluntary agencies</p>	<p>Voluntary agencies that parents of SEN children may wish to contact are:</p> <ul style="list-style-type: none"> • Bromley Parent Voice Tel: 0208 315 4749 (Mondays & Tuesdays) 02087763170 (Wednesday - Fridays) Website: www.bromleyparentvoice.org.uk Email: info@bromleyparentvoice.org.uk <p>Mencap Family Support Service Rutland House 44 Masons Hill Bromley BR2 9JG Tel: 0208 466 0790 Website: www.bromleymencap.org.uk Email: sarah-jefferies@bromleymencap.org</p>

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 SEN can become particularly anxious about

"moving on" so we seek to support successful transition by:

When moving to the school:

Visits by Early Years staff, and the SENCO when appropriate, to pre-schools and nurseries prior to the children starting at Poverest Primary School. Also, home visits by Early Years staff whenever possible.

Attendance by the SENCO and/or class teacher will, if notified, at the summer term review of any pre-schooler with a **Pupil Resource Agreement**, an Education Health Care Plan or a Statement of SEN who is due to transfer to us at Poverest.

When moving to another school:

If a pupil with special educational needs transfers schools to another primary school, the SENCO ensures that all SEN information is sent to the new school in good time once official notification of transfer has been received. Information about the support and any special arrangements that have been made to enable access to the curriculum and progress towards learning goals is forwarded to the new school's SENCO. On occasions the new school SENCO is invited to our school for more detailed discussions if these are deemed necessary.

When moving classes in school:

An information sharing meeting will take place with the new teacher. Opportunities to visit the new teacher and classroom. Use of resources such as social stories where appropriate and a transition book is prepared if deemed necessary.

Year 6-7 secondary school transition:

The SENCO and/or class teacher will discuss with your child's new Secondary School the specific needs of your child and the nature and level of support they have reached to date and 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.

A Transition to secondary school programme are put in place for pupils with SEN where appropriate. (Some of the activities are organised by receiving secondary schools).

Staffing Expertise

How skilled are staff in meeting the needs of my child?

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: ADHD and Autistic Spectrum Disorders

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

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, Reading Recovery and Number Counts

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

In the first instance, your concerns should be discussed with your child's class teacher. If you would like to arrange a meeting, please make an appointment with either your child's class teacher or via the school office.

If you feel your issue has not been resolved, then please make an appointment to speak to the school SENCO.

FURTHER INFORMATION about support and services for pupils and their families can be found on: Web link to: Bromley's Local Offer -

<http://www.bromley.gov.uk/localoffer>

The DfE Code of Practice - www.education.gov.uk

Last Updated March 2022