



# St George's CE Primary School

## **Policy:** Meeting the Needs of Pupils with Special Educational Needs and Disabilities

### EYFS SEND Information Report

<b>Policy Title:</b>	<b>Meeting the Needs of Pupils with Special Educational Needs and Disabilities – EYFS SEND Information Report</b>
<b>LT Responsibility:</b>	Head of School
<b>Review Body:</b>	Executive Head Teacher
<b>Date:</b>	14 November 2018
<b>Review:</b>	14 November 2019

*We recognise that our pupils bring with them a wide variety of behaviours influenced by life experiences outside school. We aim to respond to each case professionally, objectively and compassionately. We are sensitive when working with children and families with specific needs and experiences and we continuously seek ways to promote successful partnerships. The basis of differentiation will vary dependant on the needs of each case but we will take into account the views of parents and families, colleagues and external agencies together with any Statement of Special Educational Need or Education, Health and Care Plan. We will also ensure compliance with the trust's Equality Policy taking into account pupils with protected characteristics and making reasonable adjustments for pupils with a disability within the meaning of the Equality Act 2010. Both the school and trust respects the Public Sector Equality Duty (PSED) that requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities. By following the trust's Equality Policy, the school seeks to eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by such legislation.*

*This policy should be read in conjunction with the Trust's Equality Policy.*

<https://www.aquinastrust.org/>

St George's EYFS SEND Information Report	
Provider Name	St George's CE Bickley Primary School
EY Number	
Address	Tylney Road, Bromley, Kent
Email	admin@stgeorgesbickley.bromley.sch.uk
Telephone	020 84604266
Name of SENCo	Mrs Michelle Fahey
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 to comply with the Equality Act (2010).	



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St George's 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.

The EYFS leader and Assistant Head AEN have collaborated with parents of pupils in various settings within the school. Through consultation with parents in the Nursery and Early Years settings St George's has compiled this report. A coffee morning was held with parents from across the school to discuss whether or not it was a useful document, the language used and how we can improve the document.

This was to ensure that St George's Primary School can;

- Provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it, and
- "Make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEND and their parents, and disabled young people and those with SEND, and service providers in its development and review".

*(SEND Code of Practice, para 4.2)*

#### 1 How will the setting help my child to settle in?

The setting will do the following:

- Stay and play sessions before joining so children can become familiar with the environment
- Soft start to allow children to settle into a familiar routine.
- Adjustment of sessions and times depending on the individual child and how well they are settling in
- Daily conversations with parents/carers to discuss any concerns or worries.

#### 2 What is the setting's approach to supporting different children's needs and how will that help my child?

EYFS is a stimulating environment with visuals. It is differentiated according to the children's needs. Staff use observation to ensure a sound knowledge of the children's individual needs. Paperwork from the preschool and other agencies that have been involved with the child is registered at the school. All adults are made aware of the child's needs. Children with SEND are assessed regularly to ensure they are making progress. The Inclusion leader supports staff in planning for the children's additional needs. If necessary, children will be supported by outside agencies including speech and language therapists, Social Communication advisory teacher and educational psychologists. The EYFS has 3 highly trained Teaching Assistants who work alongside the class teachers in order to support the children's needs.

#### 3 Who can I contact for further information within the setting?

Initial point of contact:

Mrs Fahey  
Assistant Head Teacher  
St Georges CE Bickley Primary School,  
Tylney Road  
Bromley  
Kent



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BR1 2RL

Michelle.fahey@stgeorgesbickley.bromley.sch.uk

### 4 How accessible are the setting's indoor and outdoor environments?

All children who have SEND will be registered at the office and the Inclusion Leader will hold a meeting with the parents and pre-school staff to understand the child's individual needs. Soundfield systems are present in the classes for the children who require it. A new first aid room has recently been fitted to include a shower. If English is not spoken an interpreter is booked for any meetings.

The site is wheelchair accessible with a disabled toilet. There is also a lift for access to the second floor.

### 5 What specialist services and expertise are available at or accessed by the setting?

At school we work closely with all external agencies that we feel are relevant to individual children's needs within our school, including:

- General Practitioners
- School Nurse/ Family Worker
- Clinical Psychologists
- Paediatricians
- Speech & Language therapists
- Occupational Health
- Bromley Wellbeing/ CAMHs
- Social Services – including Social Workers
- Educational Psychologists.
- Sensory Support
- Advisory Social Communication Teacher (Social Eyes)
- Counsellor
- Bromley Children's Project
- Bromley Wellbeing

### 6 How does the setting know if children need extra help?

At St Geroges C.E. Primary School children are identified as having SEND through a variety of ways including the following:-

- Child performing below age expected levels
- Concerns raised by Parent
- Concerns raised by teacher for example if behaviour or self-esteem is affecting performance
- Liaison with external agencies i.e. other Early Years establishments or physical development agencies
- Health diagnosis through paediatrician
- Inclusion Leader and Class Teacher to investigate possible avenues of Need using Local Authority Indicators
- Pupil progress meetings
- The progress of a child with an EHC is formally reviewed in an annual meeting, where appropriate adults involved in the child's education. In exceptional circumstances a review can be called at other



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points in the academic year if the parents of a professional feel the child's needs have dramatically changed.

#### 7 How will I be involved in my child's learning and overall wellbeing?

- We are an inclusive school; we welcome and celebrate diversity. All staff believe that a child having high self-esteem is crucial to a child's well-being. We are a caring, understanding team.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact.
- If further support is required, the class teacher liaises with the assistant head for Inclusion, for further advice and support. This may involve working alongside outside agencies such as Health and Social Services
- Formal Pupil Progress meetings are held termly.
- Through monitoring of formal assessment data at the start and end of EYFS.
- All additional support is implemented and documented through a Plan Do Assess Review process

#### 8 What training and experience have staff had in supporting children with SEND?

- Inclusion Leader has attained the National Award for Special Educational Needs Coordination (NASENCO)
- Speech and Language therapist
- ASD training
- Social Skills and Inclusion Training
- Occupational Therapy/ Physiotherapy coordination
- Dyslexic Friendly Teaching
- Counselling
- ELSA training

#### 9 How will the setting support my child at times of change, for example moving rooms or age groups, to a new setting or onto school?

- All children partake in a 'transition day', where they move up to their new class, meet their new teacher and classmates. This helps them to prepare for moving on. The new reception children come in and spend some time at school.
- We encourage all new children to visit the school with their parents prior to starting, where they are shown around the school.
- For children with SEND, we would encourage further visits to assist with the acclimatisation of the new surroundings. During these additional visits, the child would meet their class teacher and any additional adults who will be providing support to the child. We would also visit them in their current school (if possible).
- Social stories and extra meetings/ visits to classes will be used for any children who may find transition particularly difficult.

#### Feedback from parents and carers:

- Information shared with Early Years Parents and written responses are returned.



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- Parent Forum allows for all parents across the school to review the Report and feedback.

### Provider Response to feedback:

"This report was easy to read and offered valuable information about how support is provided and assessed for my child"

"This document document should be handed out during the open mornings so parents could see the range of support the school offers"

Date published : November 2017

Date of next review: November 2018

**Bromley Local Offer:** a source of information and advice to help support children and young people with disabilities or learning needs and their families <https://bromley.mylifeportal.co.uk/localoffer/>

**Information, Advice and Support Service (IASS)** [iass@bromley.gov.uk](mailto:iass@bromley.gov.uk)

**Bromley Parent Partnership** Tel: 01689 881024/23

[http://www.bromley.gov.uk/info/200071/parentalsupport/64/information\\_advice\\_and\\_support\\_service\\_iass](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** Tel 0208 776 3170 [www.bromley.parentvoice.org.uk](http://www.bromley.parentvoice.org.uk)

**Bromley Mencap** Tel 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.

### Current Personnel

Name	Role	Support provided
Mrs M Fahey	Assistant Head for Inclusion	Review statements/EHCPs, advice, staff meetings, planning
Mrs S Kelbrick	SENCO Assistant	Administration and coordination
Ms Vicky Marsh	EYFS Leader (Initial contact)	Initial point of contact
Miss Catherine Frankel	Classroom Teacher	Classroom support
Miss B Freeman	TA - SALT	1:1/ small group provision for pupils with SALT targets, support in class
Mrs Alexis	TA	Classroom support
Mrs Kenny	TA	Classroom support
Mrs Sawyer	TA - ELSA	Emotional Literacy Support Assistant
Mrs C Georghiades	Family Worker	Supporting families.



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#### **DATA PROTECTION**

*St George's CE Primary School [The Academy] processes personal data, some of which will be sensitive personal data, in accordance with the data protection principles embodied in the General Data Protection Regulations (GDPR) and the Data Protection Act 2018. The Academy complies with the requirements of the data protection legislation as detailed in the Trust Data Protection Policy.*

*All staff are aware of the principles of data protection and will not process personal data unless necessary. The Academy safeguards the personal data it collects through the operation of the Trust's data protection policy and processes and the IT policy. In addition, the Academy has taken steps to ensure that all its contracts that process data have the GDPR compliant provisions.*