



Policy: Meeting the Needs of Pupils with Special Educational Needs and Disabilities – School SEND Information Report 2017 – 2018

St George's Primary School is a Church of England school that promotes the spiritual, moral, cultural and physical development of each child.

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Policy Title:	Meeting the Needs of Pupils with Special Educational Needs and Disabilities – School SEND Information Report
LT Responsibility:	Head of School
Review Body:	Executive Head Teacher
Date:	14 November 2017
Review:	14 November 2018

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/>

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



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wider school community. We make reasonable adjustments to our practices so as to comply with the Equality Act (2010).

St George's C of E 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	<p>Is responsible for:</p> <p>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.</p> <p>Applying the school's SEND policy.</p>
Inclusion Manager (SENCO)/Assistant Head Teacher	<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 Inclusion Leader.</p> <p>The Inclusion Leader is responsible for:</p> <p>Co-ordinating provision for children with SEND and developing the school's SEND policy</p> <p>Ensuring that parents are:</p> <ul style="list-style-type: none"> Involved in supporting their child's learning



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	<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 Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome difficulties
Head of school	<p>Is responsible for:</p> <p>The day to day management and leadership of all aspects of the school, including the provision made for pupils with SEND</p>
Aquinas Advisory Council	<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>
<p>How do we identify Special Educational Needs? How is progress monitored and supported?</p>	
<p>At St George's we cater for the needs of pupils requiring additional support due to: specific learning difficulties (SPLD), moderate learning difficulties (MLD), speech, language and communication needs (SLCN), Autism Spectrum Disorders (ASD); Social, emotional and mental health difficulties (SEMH); vision impairment (VI); hearing impairment (HI); and physical disabilities.</p> <p>Class teachers, support staff and/or parents/carers may be the first to notice a difficulty with a child's learning. A child might be identified as having learning difficulties because they have made very little progress or there are significant changes to the child's behaviour. The Inclusion Leader will support the identification of barriers to learning through tracking data during half term Pupil Progress Reviews or if concerns are raised by the class teacher. This can be in the form of:</p> <ul style="list-style-type: none"> School based assessments carried out by qualified staff Liason with external agencies Health diagnosis. <p>Teachers are responsible and accountable for the progress and development of all the pupils in their class and they will use on-going formative and summative assessments throughout the year to review the rates of progress children make.</p>	



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The Inclusion Leader attends Pupil Progress meetings which take place every half term. These meetings give the Inclusion leader an accurate picture of the rates of progress and levels of attainment being made by the children. When considering the rates of progress of SEND children, the Inclusion Leader will work with the class teacher to implement support for the children. Strategies used by the school to assess children include:

- Ongoing formative assessment to track the performance of pupils in class and on a daily basis in order to monitor any progress made towards SEND targets.
- Half term summative assessments to establish pupils level of attainment and rates of progress made by the child.
- Target Tracker monitoring profile.

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 meeting 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 professional 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 Inclusion Leader will inform you about eligibility for these arrangements.

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



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At St George's we have an Inclusion Leader who supports the class teachers and additional support staff in identifying children who may have a barrier to their learning. Working alongside the teachers we have full time Teaching Assistants in every class and an additional Teaching Assistant in each phase. This provides in class support in the mornings and allows interventions to continue in the afternoon for children who are not making satisfactory progress. In our EFYS classroom we have three full time Teaching Assistants.

We have specialist PE, Music, Spanish and Forest School teachers which enables the children to experience a broad and balanced curriculum, ensuring they develop a range of transferable skills to becoming lifelong learners.

The school provides training and support to enable all staff to improve the teaching and learning of all children, including those with SEND. This includes whole school training on SEND issues, such as Autistic Spectrum Disorders, ADHD, Emotion Coaching, Attachment training and other barriers to learning. Individual teachers and TAs will attend training run by outside agencies to support the individual needs of children in the class.

Our Inclusion Manager 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.

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

- Working with pupils with Autism
- Restorative Approaches
- Counselling
- Working with pupils with speech, language and communication difficulties
- Mentoring
- Accredited Coaching

What is our approach to teaching pupils with SEND?

We have a high expectations of all children and make sure we do our best to ensure a child with SEND



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gets the support required. We do all we can to meet the needs to specific individuals. Our approach to teaching children with SEND includes:

All children receive high quality first teaching

- Activities are differentiated within lessons to ensure all children are working on tasks set at an appropriately challenging level.
- Where appropriate, children have access to apparatus, models, visual representations and carefully scaffolded tasks within lessons.
- Children might receive peer support in order to meet their needs.
- Lessons incorporate visual and kinaesthetic learning styles.

We have highly trained TAs who support individuals or groups of children within lessons and intervention groups.

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

Children with SEND are consulted and are involved at age/developmentally appropriate level in their education. Children are invited to attend termly/annual review meetings and have the opportunity to share and discuss their learning journey and aspirations for the future, taking into account:

- Their views and wishes
- Their involvement in setting targets.
- Their own judgements about their performance against targets set.

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.

All pupils within the school are involved in electing class representatives to the Student Council. This group within the school has a 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?



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We make adaptations to accommodate the needs of children with SEND. These include:

- Ensuring all classrooms have the same visual timetables and prompts.
- Ensuring working walls support children in their learning.
- Every class has a full time TA and class teachers are responsible for allocating them to work with groups/individual children.
- Class teachers and TAs plan interventions for their class and decide on targets and next steps. These are reviewed termly.
- Offering 1:1 intervention when required.
- Regular intervention programmes in class such as extra reading, phonics and maths.
- Intensive programmes for key skills such Funky Fingers, speech therapy and occupational therapy.

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

At St George's we are extremely lucky to have a highly trained counsellor who works across the school in supporting the children with their emotional and social development. We also offer:

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

Small group programmes.

Lunch time club

Kick London Mentoring

Regular 'celebration of success' opportunities.

Counselling service.

TA Mentor for Emotional Literacy

Listening Ear

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 and Discipline Policy.



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Behaviour plans.
Mentoring.

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

Lunch Club
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 tracking 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 George's is a friendly, welcoming school that celebrates individuality. We believe that children work best in a caring, understanding environment and this is the ethos we promote. All of our children are able to fully access all areas of the curriculum. We encourage all pupils to actively take part in many cross curricular clubs we have on offer. We also use the international Primary Curriculum which allows us to have a comprehensive, thematic approach to learning where every child can succeed.

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.



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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?

The Senior Leadership Team (SLT) monitor and evaluate the SEND provision rigorously, the monitoring progress includes:

- Measuring rates of progress and levels of attainment for SEND groups as part of our Pupil Progress Reviews.
- Measuring the impact of each intervention by reviewing the progress the children make on a half termly basis.
- The progress of a child with an EHC is formally reviewed in an annual meeting, with appropriate adults involved in the child's education. In exceptional circumstances a review can be called at other points in the academic year if the parents or a professional feel the children needs have dramatically changed.
- Through monitoring the formal assessment data at the end of KS1 and KS2. These are published nationally and the tests are a requirement of the government.

All additional support and provision is documented in the pupils' provision map usually recorded in consultation with the Inclusion Manager, 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 on the provision maps. These are also reviewed as to their effectiveness. Actions agreed take into account each pupil's strengths as well as their difficulties. If you have any concerns or complaints regarding our SEN/D provision please follow our complaints policy on the website.

What other bodies and agencies do we work with?

What support from outside does the school use to support my child?



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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
- Inclusion Manager available at Parents Evenings.
- Educational Psychologists
- Community Paediatrician
- Child and Mental Health Service (CAMHS)
- Speech and Language therapist
- Occupational Therapists
- Counselling Service

Access to Medical Interventions:

- Use of individualised Care Plans
- Referral to Community Paediatric Team
- Referrals to Children and Adolescent Mental Health Services (CAMHS)
- Referrals via pastoral team to Bromley Community Wellbeing and associated agencies as well as our in house counselling.
- 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 Georges CE Primary currently uses Bromley Educational Psychology Services).
- SEN Team
- Sensory Support Service



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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)
SocialEyes

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:

Any 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 Inclusion Manager 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.

Who can I contact further?

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



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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.

Current Personnel		
Name	Role	Support provided
Mrs M Fahey 02084604266 admin@st-georgesbickley.bromley.sch.uk	Assistant Head for Inclusion	Review statements/EHCPs, advice, staff meetings, planning



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Mrs S Kelbrick	SENCO Assistant	Administration and coordination
Miss C Georghiades	Family Worker	Listening ear, co-ordinates family support.

Coproduction of the SEND information Report

- Coproduction of the School SEND Information Report is an essential part of forming the School offer.
- All 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 your school's inclusive practices and SEN/D provision.
- This has been achieved through focus groups, parental read-throughs and letters home for hard to reach parents. This will be scrutinised using the Local Authority Toolkit at the time of review.

Provider Response to feedback:

- "I wasn't aware of this document before, I wished I had known about it when looking at schools for my child. It's very informative."
- "It was great to have the opportunity to come and discuss ways in which school support children, especially my child who has speech and language needs."
- "Through consulting on this with the school I have also been able to meet parents with children of similar needs. It has been good to share our experiences and help support the school."