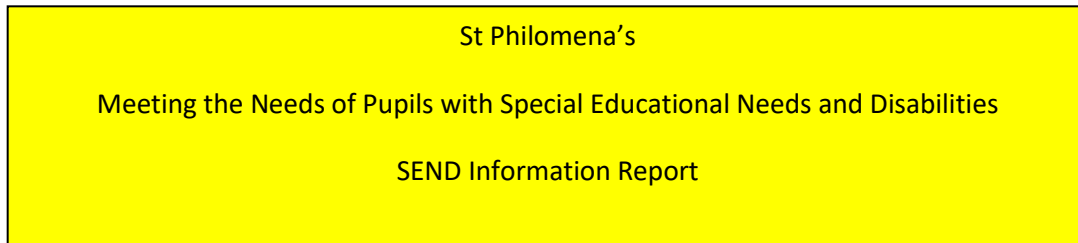


Special Educational Needs Information Report

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



St Philomena's CP School is an inclusive school and may offer the following range of provision to support children with 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.

Information and Guidance:

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

Class teacher

He / she is responsible for:

Ensuring that all children have access to good and outstanding teaching and adapting and refining the curriculum to respond to strengths and needs of all pupils (also known as differentiation).

Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could include targeted work, additional support, adapting resources etc) after discussion, if appropriate, with the SENCO.

Contributing to devising personalised learning plans (Pupil Support Agreements and Pupil Resource Agreements) to prioritise and focus on the next steps required for your child to improve learning and sharing and reviewing these with parents at least once a term .

Ensuring that all members of staff that work with your child are aware of your child's needs and any specific adjustments that need to be made, and that they are supported in delivering any planned work/programme for your child to ensure that they make the best possible progress, (this may involve the use of additional adults, outside specialist help and specially planned work and resources).

Ensuring that the school's SEND policy is followed in their classroom and for all pupils they teach with additional needs.

<p>Special Educational Needs Coordinator(SENCO)</p> <p>Mrs Catherine Badawi</p>	<p>The SENCO is responsible for ensuring that the school’s SEN policy is applied throughout the school.</p> <p>If you have concerns about your child you should speak to your child’s class teacher / form tutor first. You may then be directed to the SENCO.</p> <p>She is responsible for</p> <ul style="list-style-type: none"> ○ Coordinating provision for children with SEN and developing the school’s SEN policy to make sure all children get a consistent, high quality response to meeting their needs in school. ○ Ensuring that parents are: <ul style="list-style-type: none"> ● Involved in supporting their child’s learning. ● 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. ○ Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties e.g. Speech and Language Therapy, Educational Psychology etc. ○ Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs ○ Supporting the Class Teacher in the writing of Pupil Support /Resource Agreements that specify targets set for your child to achieve ○ Updating the school’s SEN Record of Need (a system for ensuring all the special educational, physical and sensory needs of pupils in the school are known and understood) and Provision Map and making sure that there are excellent records of your child’s progress and needs
<p>Head teacher</p> <p>Ms Maher</p>	<p>She is responsible for:</p> <ul style="list-style-type: none"> ○ The day to day management of all aspects of the school, including the provision made for pupils with SEN ○ Ensuring the Governing Body is kept up to date about any issues in the school relating to SEN.

SEND Governor:	<p>S/he is responsible for:</p> <ul style="list-style-type: none"> • Supporting the school to evaluate and develop the quality and impact of provision for pupils with SEN across the school. • Making sure the school has an up to date SEN policy. • Making visits to school to understand and monitor the support given to children with SEN, and being part of the process to ensure that children in school with SEN achieve their potential.
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Assessment, Planning and Review

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

Children in school will get support that is specific to their individual needs. This may be provided by the Class Teacher, or may involve other staff in school or staff from outside agencies such as Speech and Language Therapy or the Social Communication Difficulties Team

Ongoing monitoring takes place by class teachers to identify pupils who are not making progress or who have social/ emotional needs which are affecting their ability to engage in learning activities.

When a teacher or parent has raised concerns about a child and targeted teaching has not met the child's needs, the teacher will raise this with the SENCO. If the child is then identified as not making sufficient progress, the school will make a decision about whether to monitor this, providing enhanced resources etc, or involve the child in an intervention group and the parent will be informed. If the child still does not make expected progress, the school will discuss with the parent :

*any concerns they may have

*any other possible interventions or referrals to outside professionals to support their child's learning.

*how the school/ parents can work together to support the child at home/ school.

The views of the pupil or young person about their support will be given consideration at this stage. Children are encouraged to contribute in review meetings about their progress and attainment. For children who have difficulty communicating, their views can be contributed through the interpretation of someone who knows them well.

Any additional support is documented in a Provision Map, Pupil Support or Resource Agreement or behaviour support plan. In consultation with the Class Teacher and /or SENCO, parents and pupil, 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.

In some cases teaching assistant support may be allocated. This support is deployed to ensure a child can engage in lessons and wider school activities and to facilitate independent learning to support transition to adulthood.

Formal review meetings are 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 a referral to external agencies, if further expertise is judged necessary. The outcomes of these meetings will be formally recorded.

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 will be drawn up and implemented with the school's Educational Psychologist and other professionals where appropriate. Further details about this process are explained in the LA Local Offer.

A range of other ways will be used to keep you informed, which may include:

- Talking to you before or after school
- Letters/certificates sent home
- Additional meetings as required
- Reports

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 / Head teacher / Relevant Outside Agency will inform you about eligibility and applications for these arrangements. Only tests and assessors authorised by the school and recognised by JCQ can be accepted for access arrangements for public examinations.

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 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 with opportunities for both ability and mixed setting to maximise learning opportunities for all. Groups may run in or outside the classroom, and be run by a teaching assistant who has had training to run the groups, or by an outside agency professional.

Additional adults are used flexibly to help both 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.

Intervention

Access to learning and the curriculum

Access to learning support staff

Your child's progress is carefully monitored. If it is decided that your child has a gap in their understanding or learning and needs extra support, sessions will be arranged to close the gap, either on 1:1 or in a small group, in discussion with the Class Teacher, Head Teacher and SENCO. This can take place in all Year groups. In most cases an ISA (Individual Support Assistant) will run these sessions, using teacher's plans or a recommended programme. This may take place either inside or outside the classroom. Parents will be informed of this additional support at the termly meeting with Class Teachers, or alternatively will be contacted directly by the Class Teacher/ SENCO. A child with significant SEND may have their own personalised timetable.

Strategies/programmes to support speech and language

The school is aware that communication skills are central to a child's development and learning and develops these skills by the use of talking partners, small or larger group teaching and discussion groups, as well as being a focus as part of whole class quality first teaching.

If a child is identified as needing specialist Speech and Language input, either by the Class Teacher, or because of a parent's own concerns, they will be referred to Speech and Language Therapy. Before a referral is made by the school, parents will be invited into school, to discuss concerns, talk through the referral process and give permission for the referral.

Parents will then attend an initial appointment in clinic and school will receive a copy of the report. (If the school has significant concerns it will endeavour to send a member of the school staff to attend subsequent appointments with the family in clinic) Once a report is received the recommendations are discussed with school staff and a decision is made about how best to support your child in school to achieve the targets set. This could include:

Making changes to the way your child is supported in class e.g. repeating instructions/ using more visual support , such as a visual timetable or Now/ Next Board.

Supporting your child either on 1:1 to achieve the targets set by the therapist, or by involvement in a small group, run by school staff, under the guidance of the SENCO and the outside professional involved or sometimes run by the outside agency professional. The groups running in school include both social skills and speech and language groups.

Vocabulary books for pre-learning of concept and topic words, games to support emotional literacy etc

Strategies to support/develop literacy inc. reading

In Reception and Key Stage 1 the Read Write Inc phonic reading and writing programme is used to support the teaching of reading and writing. An additional literacy programme, "The Five Minute Box" has also been bought in by the school, to be used mainly in Reception and Key Stage 1, working with children on a 1:1 to build up their early literacy skills. In Years 1 and 2 the children are streamed to ensure that all children are being taught at a level relevant to their own ability. Plus 1 Maths is used in Key Stage 1 to support the teaching of early maths. In Key Stage 2 IDL is used to support both English and Maths.

The teacher will have the highest possible expectations for all pupils in the class. If it is felt that a child is not making the progress required various additional strategies may be put in place

This may include:

Reading:

Streamed reading programme

Five minute box

Daily reading in class

Guided reading /shared reading /additional small group support to develop comprehension /

Use of coloured overlays.

Use of specific reading scheme books aimed at the more reluctant reader with phonic progression and high interest texts

Precision teaching -whole word reading programme

Writing:

Small group work with differing focuses e.g. phonics/ punctuation

Writing frames, mind maps, topic spelling books , high frequency spellings, table top spelling lists

pencil grips, handwriting programme for hand writing

Precision teaching – spelling programme

Five minute box

IDL

Strategies to support/develop numeracy

Structured use of resources including Numicon to underpin understanding

Collins Number Scheme Intervention programme for small groups

Maths Investigations

IDL

Plus 1 Maths

Additional adults providing 1:1 or small group work to help close the gap for children with identified gaps in their mathematical understanding or to work on a particular focus e.g. learning times tables

Provision to facilitate/support access to the curriculum

Use of additional adults to support attention/ concentration /understanding / communication/ specific learning targets

Specific 1:1 or small group work aimed at closing the gap.

1:1 support for children who have an funded Pupil Resource Agreement

Mental Health First Aider support

ELSA support

Speech / Language and Social Skills groups –A Speech and Language Service Level Agreement is in place, ensuring trained therapists work on a 1:1 or with groups of identified children in the school for at least two terms each school year.

Praise and Reward- team points and / or reward charts

Use of outside agency support and advice- Educational Psychology/Social Communication

Difficulties Team/ Speech and Language Therapy / Sensory Service /Occupational/ Physiotherapy Service

Targeted homework-sometimes agreed after meeting with the parent and /or Class Teacher / SENCo

Regular contact with parents to discuss how to support in school/ at home.

Strategies/support to develop independent learning

Differentiation of task
Writing frames , cloze procedure and other alternative recording methods
Task Cards
Laptops
Table top resources –spelling banks / phonic prompts
Spelling dictionaries /own spelling books
Homework
Visual Timetables/ Now Next board / Visual Symbols
Work stations and partitioning boards.
Move & Sit cushions
Success criteria used in every lesson
Regular contact with parents to discuss how to support independence at home.

Pastoral Support

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

Groups take place in school weekly to support social skills development and therefore raise self-esteem. A Speech and Language Service Level Agreement is in place annually, ensuring trained therapists can work on a 1:1 or with groups of identified children in the school for at least two terms each school year, focusing on social communication and interaction targets, if deemed a priority.

A family support worker works closely with families ensuring that any concerns about a child from parents/ school staff are acted upon and strategies put in place e.g. children have access to a trusted adult if they require support, especially at less structured times, or just to lend a “listening ear”

Weekly assembly celebrating achievements and success outside school.

Mental Health First Aiders

ELSA support

Mentoring activities

The Family Support Worker / Mental Health First Aiders and ELSA offer a mentoring Service for children should they require it. This could involve regular meetings, or a child being aware that there is an adult available if they require support

Social Skills groups- used flexibly and respond to need.

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

Family Support Worker

MHFA

ELSA

Time out/ release breaks in class.

Social Skills group to support self esteem.

Regular communication with parents

Advice/ strategies from Outside Agencies

Use of visual timetables/ Now Next board

Differentiation of learning environment.

Differentiation of task/ approach to learning / release breaks

Individualised arrangements for breaks/ lunchtimes and less structured times.

Pastoral/ mentoring support.

Social stories/

Access to small group teaching

Praise, reward, certificates, recognition in assemblies.

Use of CAF (Common Assessment Framework) and TACS (Team Around the Child) meetings
Transition supports – small group work/personal passports/ photo books /visits and events
Referral to Community Well Being Service and possibly CAMHS (Children and Adolescent Mental Health Services)

Strategies to support / modify behaviour

Praise, reward , certificates , recognition in assemblies
Counsellor sessions
Time out / release breaks
Reward Charts / regular contact with parents –contact book.
CAF (Common Assessment Framework) and TACs (Team Around the Child) meetings –provide a multi agency support network for families.
Referral to Community Well Being Service and possibly CAMHS
Family Support Worker involvement
PSAs and PRAs, prioritising behaviour with targets in place.
Educational Psychologist referral and assessment
Behaviour Support team
Core panel referrals
PSPs

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

Allotted adults as deemed necessary for personal care.
1:1 support if necessary in playground as part of additional support programme
Supervising adults made aware of priorities
Playtime games organised by staff/ prefects
Prefects and buddy system
All lunchtime staff have received training in supporting pupils with ASD and ADHD.

Planning, assessment, evaluation and next steps

Class Teachers plan lessons according to the specific needs of all children in their class and ensure that learning tasks are adapted in order to enable all children to access their learning as independently as possible. Planning and teaching will be reviewed and adapted on a regular basis, as necessary, to meet each individual child's learning needs, with specific resources and strategies used to support children, as appropriate.

At St Philomena's we are using a programme called Target Tracker to assess pupils' on going progress and attainment in every class. Children's progress is continually monitored by his/her class teacher using age related expectation summary reports to ensure children are meeting or exceeding the expectations in the new National Curriculum. We also use statements and key performance indicators to ensure coverage of the curriculum and gap analysis reports inform future planning. We set ambitious targets for each child to make 4 steps (points) progress each academic year.

SEND Record of Need and Provision Map is updated termly, progress is monitored and next steps agreed.

At the end of each key stage (the end of year 2 and year 6) all children are required to be formally assessed using standard Assessment Tests (SATs). Children who have a Pupil Support Agreement /Pupil Resource Agreement will have their targets reviewed termly and a plan made for the next term. Children with a Pupil Resource Agreement / Statement of SEN / EHC plan will also have their progress formally reviewed yearly at an Annual Review, with all adults involved in the child's education invited to attend and new targets set for the next academic year.

The SENCo will closely monitor the progress of children with SEN and use the data to inform future interventions/ individual support and will also measure the impact of any intervention group that is taking place by evaluating the progress of the children taking part.

Increasing accessibility - getting about

The ground floor is accessible to all with a physical disability, with a ramped entrance to the school, a disabled toilet, and a lift to access the main hall.

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

If a child is identified as having specialist occupational/ physiotherapy needs, either by the Class Teacher, Educational Psychologist, or because of a parent's own concerns, they will be referred to the Therapy Service. Before a referral is made by the school, parents will be invited into school, to discuss concerns, talk through the referral process and give permission for the referral.

Parents will then attend an initial appointment and school will receive a copy of the report. Once a report is received the recommendations are discussed with school staff and a decision is made about how best to support your child in school to achieve the targets set. This could include :

Making changes to the way your child is supported in class e.g. modified equipment / more time spent on certain activities e.g. handwriting

Supporting your child either on 1:1 to achieve the targets set by the Therapist, or your child's involvement in a small group, run by school staff, under the guidance of the SENCo and the outside professional involved e.g. a group focussing on hand strengthening activities

We endeavour to ensure that equipment used is accessible to all children, regardless of need.

Access to modified equipment and ICT

Specialist equipment is supplied as required on an individual basis to access the curriculum.

Software is available to support learning.

Access to lap tops and fizz books as appropriate to age and need of child.

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. These include:

Speech and Language therapy

Educational Psychology

Social Communication Difficulties Team

Sensory Service for children with visual or hearing needs

Occupational therapy

Physiotherapy

Counselling Service

School Nurse

Professional training for staff to deliver medical interventions

Referral to Community Well Being Service –may lead to a CAMHS referral

CAF Team

Behaviour Support Team

Access to Medical Interventions

All staff are epi- pen trained and first aid trained.

Key personnel have paediatric first aid training and when required further training has been and can be undertaken for particular needs e.g. epilepsy, diabetes

Use of individualised care plans

School will refer and liaise with Community Paediatrics

<p>Referral to CAMHS</p> <p>Regular contact with School Nurse.</p> <p>Possibility of requesting funding from HNCFS(Health Needs Child Specific Funding in Schools)</p>	
<p>Liaison/Communication with Professionals/Parents, attendance at meetings and preparation of reports</p> <p>School will refer and liaise with outside agencies as required and will write reports if requested to do so.</p> <p>School disseminates any outside agency reports to all school staff involved with the child, as appropriate.</p> <p>Parents and outside agency professionals are invited to all multi agency meetings for a child.</p> <p>Class Teachers/ SENCO/ Head Teacher can be contacted via the school office for an appointment</p>	
Agency	Description of Support
<p>Inclusion Support Service</p> <p>Educational Psychology Service</p>	<p>An Educational Psychologist specialises in how children and young people develop and learn. They offer assessment, advice and support to parents and teachers where there is a concern about the development, learning or behaviour of children and young people. Educational Psychologists only work with young children with a parent/carer's agreement.</p>
<p>Our attached Educational Psychologist is:</p>	<p>TBC by Bromley LA</p>
<p>Paul Cabb</p>	<p>Paul Cabb is an SCD advisor who works with mainstream schools and parents to support the inclusion of children and young people with social and communication difficulties. Paul is employed under a Service Level Agreement by the school and supports us for 2 days a term, sharing expertise, meeting with children and parents and supporting the school to provide a fully accessible social and learning environment</p>
<p>SEND Team</p>	<p>The SEN caseworkers, based at Bromley Civic Centre, provide a service within the framework of the SEN Code of Practice. They work closely with parents, schools and a wide range of other agencies. They are involved with 3 main areas of work:</p> <p>SEN Assessment Review and Placement.</p> <p>Transport</p> <p>Data and Finance</p>
<p>Sensory Support Service</p>	<p>This is a peripatetic service for pupils with hearing or vision impairment offering support, advice, and specialist resources.</p>
<p>Behaviour Support Team</p>	<p>This service supports schools to provide for children with significant behavioural concerns, offering advice and support.</p>
<p>Speech and Language Therapy(including a Service Level Agreement allowing for additional specialist support in school)</p>	<p>Speech and Language Therapy helps children with their understanding and talking. School may refer as required and implement recommendations following specialist assessment. They can give practical advice and support through training for families, teachers and staff.</p>

School Nurse	Available on request for vision/hearing tests and to discuss other medical concerns.
Occupational / physiotherapy	The Service offers assessment, advice, training and therapy to children and young people with physical difficulties. Therapy may include activity programmes, individual sessions or assessment for equipment
Paediatric Services	A child can be referred by the GP or the school, with parents' consent. Paediatric Services offer support for the assessment of children with SEN. They accept referrals for children with emotional/ behavioural difficulties to assess if there is an underlying neuro developmental problem; they offer support to vulnerable children at the risk of abuse/neglect and offer medical assessment and on-going support for children with disabilities and /or special needs e.g. ASD, ADHD etc. The Services work alongside other professionals to deliver holistic care.
CAMHS (Child and Adolescent Mental Health Service)	CAMHS stands for Child and Adolescent Mental Health Services. It is part of the National Health Service (NHS) and works with others in Bexley, Bromley and Greenwich to support and help young people and their families. CAMHS specialises in providing help and treatment for children and young people with emotional, behavioural and mental health difficulties. A referral is made through the GP or school, with parental permission to the Community Well Being Service, where a triage assessment will decide on the appropriate intervention, including CAMHS.
Voluntary agencies	
Bromley Parent Voice	A forum that aims to be the voice to inform service providers of the needs of children with a disability or special educational need.
<u>Email:</u> info@bromleyparentvoice.org.uk	
IASS(Information Advice and Support Service) <u>Email</u> iass@bromley.gov.uk	(Formally Parent Partnership)Offers free impartial, confidential information, advice and support, for parents and carers of children with SEN from birth to 25 and all children at transition to secondary school. Support is available to families and young people in the process of transferring from SEN Statements to a new EHC as well as those who are considering applying for an EHC plan. The Services IPS are also fully trained to carry out their role as Independent Supporters and are independent of Bromley Council. http://www.bromley.gov.uk/downloads/file/1570/ppcs_information_leaflet
Parent Partnership & Choice	Parent partnership & Choice. Impartial, free advice for all parents and carers of children with SEN and advice for all parents of children with the move from primary school to secondary school.

Email :
parentpartnership
@bromley.gov.uk

Transition

How will the school help my child move to a new class / year group or to a different school?

We recognise that “moving on” can be difficult for a child with SEN and take steps to ensure any transition is as smooth as possible. We seek to support successful transition by:

When moving to another school:

We will contact the School SENCO and share information about special arrangements and support that has already 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 / forms in school:

An information sharing meeting will take place in advance with the new teacher, and all targets will be shared with him/ her. A personal passport/ pupil profile will be passed on if appropriate.

Opportunities to visit the new class / teacher

Photo book to go home in holidays if necessary.

In year 6-7 transition

The SENCO and/or class teacher will attend the primary/Secondary Transition day meeting to discuss the specific need(s) of your child and the nature and level of support which has had the most impact.

On some cases additional multi-agency meetings with parents invited, can 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.

Your child may attend, if thought appropriate, a small transition group in Yr 6, to support their understanding of the changes ahead as they move to secondary school. This may include creating a personal passport with information about themselves to give to their new school.

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 :

ASC (Autistic Spectrum Condition) , Read Write Inc literacy training, Behaviour support at unstructured times: play/lunch times, ADHD , Dyslexia, Dyspraxia, How to perform a Diagnostic Reading Assessment and Mind mapping training.

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 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.

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

- If you have concerns about your child's progress you should speak to your child's class teacher initially.
- If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENCO or Head teacher
- If you are still not happy you can speak to the school SEN Governor.

FURTHER INFORMATION about support and services for pupils and their families can be found in:

The London Borough of Bromley Local Offer

The DfE Code of Practice

<https://www.gov/government/publications/send-code-of-practice-0-to-25>