

Keston Church of England Primary School

Meeting the Needs of Pupils with Special Educational Needs and Disabilities

School SEND Information Report

All Bromley Schools are committed to and adopt a similar approach to meeting the needs of all pupils including those with special educational needs (SEND). There is a shared expectation that all pupils, regardless of their specific needs, should be offered inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community. We make reasonable adjustments to our practices so as to comply with the Equality Act (2010).

Keston Church of England Primary School is an inclusive school which seeks to provide support and appropriate provision for children with SEND. This could be those who struggle with SEND 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 students working towards becoming independent and resilient learners and should not be seen in isolation.

The SEND information report has been co-produced with key stakeholders, including pupils, parents/carers, staff and governors through Parent forums, yearly focus groups, surveys and workshops.

Information and Guidance:

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

Class teacher

Is responsible for:

Adapting and refining the curriculum to respond to strengths and needs of all pupils.

Checking on the progress of your child; identifying, planning and delivering any additional support that may be required.

Contributing to devising personalised learning plans to prioritise and focus on the next steps required for your child to improve learning.

Applying the school's SEND policy

If you have concerns about your child you should speak to

<p>Special Educational Needs Coordinator (SENCO):</p> <p>Mrs Mohima McKillop</p> <p>Email: admin@keston.bromley.sch.uk</p> <p>For any complaints or concerns please email Mrs Mohima McKillop at admin@keston.bromley.sch.uk with attention for the SENCo. For any SEND related complaints please also contact Mrs McKillop.</p>	<p>your child's class teacher first. You may then be directed to the SENCO.</p> <p>Is responsible for:</p> <p>Coordinating provision for children with SEND and developing the school's SEND policy.</p> <p>Liaising with a range of agencies outside of school who can offer advice and support to help students overcome any difficulties.</p> <p>Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.</p> <p>Ensuring that parents are:</p> <ul style="list-style-type: none"> • Involved in supporting their child's learning and access. • Kept informed about the range and level of support offered to their child. • Included in reviewing the progress of their child. • Consulted about planning successful movement (transition) to a new class or school. <p>Is responsible for:</p> <p>The day to day management of all aspects of the school, including the provision made for students with SEND</p>
<p>Head Teacher</p> <p>Mrs Julia Evison</p>	<p>Is responsible for:</p> <p><u>Supporting the school to evaluate and develop quality and</u></p>
<p>Academy Council SEND Member</p> <p>Email: admin@keston.bromley.sch.uk</p>	<p>impact of provision for students with SEND across the school.</p>
<p>How do we identify Special Educational Needs? How is progress monitored and supported?</p>	
<p>The school will cater for the needs of pupils requiring additional support due to: specific learning</p>	

difficulties (SPLD), moderate learning difficulties (MLD), speech, language and communication needs (SLCN), Autism Spectrum Disorder (ASD); social, emotional and mental health difficulties (SEMH); vision impairment (VI); hearing impairment (HI); and physical disabilities (PD).

On-going monitoring takes place by class teachers to identify pupils who are not making progress or who have behaviour needs which are affecting their ability to engage in learning activities.

After discussion with key staff and parents, additional support may be put in place to provide enhanced resources and targeted small groups and/or individual support to help overcome any difficulties. The views of the pupil about their support will be given consideration at this stage.

This additional support is documented in provision maps. 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.

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

Formal review meetings for pupils with a statement or Education, Health and Care Plan (EHCP) are held at least yearly. Parent/carers, staff, 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 desired outcomes. Support arrangements will be updated and revised accordingly. This might include referral to external agencies if they are not already involved. The outcomes of these meetings will be formally recorded.

If your child is continuing to have significant difficulties, further external expertise may be requested. Additional funding is available for children who meet the criteria. This can be accessed using the Local Authority process and the guidance in the Banded Funding Criteria. Where this is agreed, a Pupil Resource Agreement (PRA) will be drawn up and implemented with the school's Educational Psychologist and other professionals where appropriate.

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 word processor. The SENCO will inform you about eligibility and applications for these arrangements.

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

An on-going programme of training is in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of children with SEND.

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

The school may seek advice and guidance from local special schools to review, evaluate and develop provision for pupils who have the most complex needs.

What is our approach to teaching students with SEND?

Teachers are 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.

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

At Keston CE Primary we believe taking into account the views of young people with SEND is an essential part of providing successful support. We see it as a key part of developing levels of independence for life within school and beyond. For our students with SEND these opportunities are with appropriate members of staff who understand their needs better. Separate appointments with the SENCO can be made available at Parents' Evenings, where necessary, upon request.

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

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

All pupils within the school are involved in electing class representatives to the School Council. School Council has a real influence within the school, having informed whole school decisions on such things as equipment and facilities available in the outside spaces around the school and feedback in assemblies with regards to any issues raised and decisions made.

The school also seeks 'pupil voice' of the pupils with SEND through pupil's direct and indirect involvement (where appropriate) in pupil progress meetings EHCP reviews and PRA reviews, meeting with class teachers and parent - SENCO meetings. More regularly, there is pupil feedback (linked with Assessment for Learning) as part of regular lessons and interventions.

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

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

Strategies/programmes to support speech and language:

- Speech and Language Therapist advice disseminated to and followed by teaching staff
- Specific differentiation or modification of resources, e.g. use of Widget.
- Speech therapy individual or group work delivered by trained Teaching Assistants following speech therapist advice

Strategies to support/develop literacy including reading:

- Small group literacy intervention programmes.
- Touch typing - Read, Write, Spell and handwriting provision.

<ul style="list-style-type: none"> • Focused reading/writing support. • Handwriting support • Beanstalk readers • Phonics catch-up programmes
<p><u>Strategies to support/develop numeracy:</u></p> <ul style="list-style-type: none"> • Small group intervention programmes for basic skills • 1:1 TA and teacher support as appropriate • Ability setting in some areas of the school • Use of Numicon and other maths resources/manipulatives in small group interventions
<p><u>Provision to support access to the curriculum:</u></p> <ul style="list-style-type: none"> • Bespoke long and medium term plans for low/medium/high ability learners. • Teaching Assistants to support children with SEND in class
<p><u>Strategies/support to develop independent learning:</u></p> <ul style="list-style-type: none"> • Mentoring/coaching by peers, support staff or teaching staff • Alternative recording methods such as mind mapping, posters, videos, pictures • Visual timetables for class and individuals • Success criteria used in every lesson • Highly differentiated learning with achievable outcomes
<p>What support is provided for pupils' social and emotional development?</p>
<p><u>Strategies to support the development of students' social skills and enhance self-esteem:</u></p> <ul style="list-style-type: none"> • Playground buddies • Worry Box Y2-Y6 • Listening Ear • Small social skills group programmes. • Lunch time clubs as appropriate • Regular 'celebration of success' opportunities. • School Council views sought and responded to.
<p><u>Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents):</u></p> <ul style="list-style-type: none"> • Transition support, visits and events. • Family Worker • Access to Aquinas Summer Project (Y6 into 7 only). • Regular contact & liaison between teachers and parents/carers • Access to in-school counsellor.
<p><u>Strategies to support/modify behaviour:</u></p> <ul style="list-style-type: none"> • School sanctions and reward system as set out in our School Behaviour Policy. • Liaison with parents/carers • Assemblies and lessons designed to promote understanding, awareness and inclusion
<p><u>Support/supervision at unstructured times of the day including personal care:</u></p> <ul style="list-style-type: none"> • Staff supervising during all break periods • Trained staff to deal with personal care • Identified medical administrative staff available for pupils throughout the day • Care plans for pupils with medical needs • System for administration of medication
<p><u>Planning, assessment, evaluation and next steps:</u></p> <ul style="list-style-type: none"> • Regular reviews with parents • Pupil progress reviews within school • Lessons and homework differentiated to take account of individual needs • Provision maps

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?

Keston CE Primary has a whole school approach to inclusion which supports all pupils engaging in activities together. Every child regardless of their needs will be given the same opportunities as all children. Any barriers to engagement are reviewed with discussions on what can be done to overcome these. We make reasonable adjustments so that pupils can, where possible, join in with activities available to all. All specialist resources, equipment, aids and assistive technologies to support pupils with SEND will be sourced as required by the SENCO.

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

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

Advice of professionals disseminated and followed. Use of any recommended equipment.

Sensory circuits

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.

Touch typing

Dyslexia friendly software

Laptop

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

All additional support and provision is documented in the pupils' SEN Intervention Record in consultation with the SENCO, class teacher and parents/carers, and short term targets are agreed with prioritised 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 on-going or new/amended targets set. Where external agencies are involved, their advice and recommendations are included in the Individual Provision Maps. These are also reviewed as to their effectiveness and the SENCO feeds back to external agencies. Actions agreed take into account each pupil's strengths as well as their difficulties.

What other bodies and agencies do we work with? What support from outside does the school use to support my child?

The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:

Regular meetings by appointment

SENCO available at all Parents Evenings.

Referrals to outside agencies as required.

Speech and Language Therapist for specific pupils.

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

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 SENCO to Bromley Community Wellbeing and associated agencies as well as our in-house counsellor
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 (Keston CE Primary currently uses Bromley Educational Psychology Services).
SEND team

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

CAMHS
Educational Psychologist
Speech and Language Therapy
School Nurse
Occupational/ Physiotherapy
Paediatric Services
Child and Adolescent Mental Health Service (CAMHS)
Social Eyes – Social and Communication Support Service

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 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 / forms in school:

An information sharing meeting will take place with the new teacher
Opportunities to visit the new class / teacher

In year 6-7 transition

The SENCO will attend the primary/secondary transition day meeting to discuss specific need of your child and the nature and level of support 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.

Who can I contact further?

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

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

Current Personnel

Name	Role	Support Provided
Mrs Mohima McKillop	SENCO	Review statements/EHCPs, advice, staff meetings, planning
Mrs Ruth Carter	SENCO Assistant	Administration and coordination
Mrs Tracy Golding	Teaching Assistant	1:1 provision for pupils with SALT targets, support in class
Mrs Eileen Pizey	Teaching Assistant	1:1 provision for pupils with SALT targets, support in class
Mr Josh Hunnisett	TA – Occupational Therapy/physiotherapy	Individual programme of support as recommended by OT/PT, support in class

