

MEETING THE NEEDS OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Hayes Primary School SEN Information Report

Updated December 2020, Review date December 2021

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 they are a valued member of the wider school community.

Hayes Primary School is an inclusive school and may offer the following range of provision to support children with SEND, including;

- **Communication and Interaction** (includes speech and language difficulties, delays and disorders, Autism Spectrum Disorder (ASD),
- **Cognition and Learning** (includes Specific Learning Difficulties; Dyslexia, Dyspraxia, and Dyscalculia, Moderate Learning difficulties)
- **Social, Emotional and Mental Health** (includes ADHD, anxiety, depression)
- **Sensory or Physical Needs** (includes Visual impairment, Hearing impairment, Physical disabilities such as cerebral palsy)

This information report has been co-produced with key stakeholders, including the Senior Leadership Team, the SENCo, all staff, parents of pupils both with and without SEND, pupils and individual school governors. This took place through working parties and webmail liaison.

The range of support deployed will be tailored to individual needs 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.

Admissions for pupils with SEN (without an Education, Health and Care Plan) are co-ordinated by the Local Authority. For pupils with Education, Health and Care Plans separate arrangements are made by the authority.

Information and Guidance

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

Class teacher

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.

He/she 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 the delivery of any additional support.
- 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 SEN policy.

HPS Special Educational Needs Coordinator (SENCO)

Mrs A Adams

Email: admin@hayes-pri.bromley.sch.uk

She is responsible for:

- Coordinating provision for children with SEN and developing the school's SEN policy.

- Ensuring that parents are:
 - Involved in supporting their child's learning and access to the curriculum
 - 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.
- Providing specialist advice and facilitating training to ensure that staff are skilled and confident about meeting a range of needs.
- 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.

Headteacher

Mr N Vitarana

Email: admin@hayes-pri.bromley.sch.uk

He is responsible for:

- The day to day management of all aspects of the school, including the provision made for pupils with SEN.

The School Governing Body

Email: governingbody@hayes-pri.bromley.sch.uk

They are responsible for:

- 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 the school to evaluate and develop quality and impact of provision for pupils with SEN across the school.

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, Sally White, when other avenues to resolve issues have been exhausted.

Assessment, Planning and Review

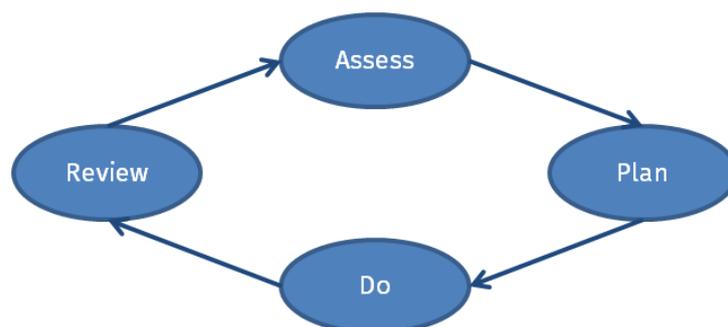
How will the school identify and monitor children with SEN?

When children have a Special Educational Need or Disability before they start our school, we work with the people who already know them and use the information already available to identify what their needs will be in our school setting.

If a teacher is concerned they will discuss the issues with you and implement ways of working together to support your child.

Difficulties with social and emotional well-being may also trigger a need for additional support.

Four types of action should be taken to ensure effective support. The following cycle will be used to provide your child with additional support:



What does this mean?

Assess

Ongoing monitoring by class teachers for all pupils helps to identify those children who are not making progress or who have needs which are affecting their ability to engage in learning activities.

Plan

After discussions with key staff and parents/carers, additional support will be put into place to provide enhanced resources and targeted small group and/or individual support to help overcome any difficulties. This will be discussed at Parents' Evenings and additional meetings as appropriate.

Any additional support is documented in one or more of the following ways: on the class provision map/an Additional Support Plan/a Pupil Resource Agreement/a Behaviour Support Plan.

In consultation with the SENCO and parents and children, 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 adulthood.

Do

Identified additional provision will be carried out until the next review.

Review

Formal review meetings are held at least termly. Parents, relevant external agencies and pupils are invited to this review. During these reviews we discuss:

- the impact of support offered
- the progress towards targets set
- any updates/revisions to support arrangements.

The outcomes of these meetings will be recorded.

In some cases it may be necessary to increase or change the nature and level of support to help your child to make progress. This may involve seeking help and advice from a range of specialist agencies such as the Educational Psychologist or Speech and Language Service. A referral for support for an outside agency will only be made with your consent.

If, despite increased support, it is evident that the severity and complexity of your child's needs require provision beyond that which can be offered by our resources, further external expertise may be requested. Additional funding may be available dependent on the provision required. Further details about this process will be explained by the SENCO and are detailed in the LA Local Offer (see link below).

Tests: 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.

A member of staff will talk to you if they feel that your child would benefit from these additional arrangements.

Curriculum and Teaching Methods (including groupings and interventions)

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

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.

Intervention – Provision is made at school for all children in all areas of need, Cognition and learning, Communication and Interaction, Physical and/or sensory and Social, Emotional and Mental Health. The details below could be in place for a child with any of the above categories of need.

Access to learning and the curriculum.

- Regular intervention programmes in class.
- Learning support groups/clubs.
- Intensive programmes for key skills.

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 support staff following speech therapist advice.
- Vocabulary books/cards/packs for pre-learning of concept and topic words.

Strategies to support/develop literacy including reading

- Focused reading programmes and clubs.
- Phonics catch-up programme and 'literacy box' intervention.
- Small group intervention programmes.
- Access to trained support for dyslexia and specific literacy difficulties/structured programme (such as IDL – Indirect dyslexia learning which is an online programme).

Strategies to support/develop numeracy

- Small group intervention programmes.
- 'Numeracy Box' support activities.
- Ability setting in some year groups.
- Use of Numicon in small groups where appropriate.

Strategies/support to develop independent learning

- Mentoring by peers, support staff or teaching staff.
- Homework club.
- Alternative recording methods, use of laptop where appropriate.
- Visual timetables for class and individuals.
- Steps to success used in every lesson.

Pastoral Support

Hayes Primary School understands the importance of the social, emotional and mental health wellbeing of each child within our care. We have created a Nurture provision (The Den) to help cater for these needs.

- The school's Family Liaison Lead, Mrs East, is available to meet with parents and children to discuss needs and offer initial pastoral support. Further referrals may be made to external agencies if appropriate.
- The school employ a counsellor to work with pupils as needed.

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

- Small group programmes including 'Lego therapy'
- Small group programmes e.g. social skills

- Lunch-time club
- 'Playground Pals' for younger children at lunch-time
- Mentoring
- Regular 'celebration of success' opportunities
- Venture group to broaden experience and develop confidence
- A trained ELSA (Emotional Literacy Support Assistant) who works as our learning mentor to offer 1:1 and small group support on areas such as self-esteem, emotional regulation, friendship and social skills development

Mentoring activities

- Playground Pals
- Buddy systems

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

- Transition support, visits and events
- Reduced or modified timetable
- Photo-stories, especially for transition
- Use of sensory equipment to help ease stress
- Support from our learning mentor
- Individual and group programmes

Strategies to support behaviour

- School sanctions and reward system as set out in School Behaviour policy
- Advice and support from SEMH outreach service
- Targeted strategies in class using plans such as the 'Consistent Management Plan' to outline
- Support from learning mentor
- Mentoring

Support/supervision at unstructured times of the day

- Lunch-club social group
- Trained staff supervising during break periods
- Use of the OPAL play opportunity (an initiative that develops our outdoor play offer and provides more opportunities for children to develop outdoor play and to sustainably improve the quality of play.)

Planning, assessment, evaluation and next steps

- Regular reviews with parents
- Regular review by the Inclusion team
- Pupil progress reviews termly
- Support plans for pupils as needed
- Lessons and homework differentiated to take account of individual needs
- Provision map for each class

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

What arrangements are made to enable my child to benefit and take advantage of the full school curriculum and extra curriculum activities?

The school's Equality Plan (see website) is in place to ensure that pupils with SEN and Disabilities can take part in all aspects of school life and that the school buildings and outdoor spaces are adapted. This is available on the school website.

Access arrangements currently include:

- Wheelchair access to all buildings
- Disabled toilet facilities

Depending on need, an individualised access and/or medical care plan will be drawn (see medical policy). Additional planning and risk assessments are undertaken to ensure that pupils with SEN can take part in the range of extra-curricular activities that the school offers including outings and residential trips. If risks are deemed as high parents may be asked to accompany and take responsibility for their child to ensure safety during a trip.

Access to strategies/programmes to support occupational /physiotherapy needs

- Advice of professionals disseminated and followed
- Funky Fingers/Funky Feet; Motor Skills United
- Handwriting support groups

Access to modified equipment and IT

- Specialist equipment as required on an individual basis to access the curriculum
- Software to support learning
- Laptops and Ipads as appropriate to age and need of child

Working in Partnership

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 (but are not limited to):

Independent counsellor

Provide emotional support to children who are experiencing difficulties as a result of a significant life event.

Educational Psychology Service

Provide support to staff, parents and pupils concerning a range of needs and strategies to support within school. They may carry out formal assessments to help identify needs.

SEMH outreach team

Provide advice and support to school staff with permission of parents/ carers to help staff manage complex behaviour needs in mainstream settings.

ISAT – Inclusion Support Advisory Team

A Bromley service that provides advice as to SEND support currently in place and next steps.

Speech and Language Therapy

Provide therapeutic support and advice to help pupils develop their speech, language and communication skills. May be delivered as a series of clinic based sessions or in school.

Referral to Community Paediatrician, Occupational Therapy, School Nurse, Physiotherapy

Bromley Wellbeing

Via referral made by school or parents/carers to provide emotional support to young people of Bromley.

This could then be referred on to CAMHS (Child and Adolescent Mental Health Services). Further information can be found at: <http://www.bromleywellbeingcyp.org/>.

Information, Advice and Support Service (IASS, formerly known as Bromley Parent Partnership)

The IASS provides independent information and advice and guidance for parents/carers of children and young people with SEND.

Email: parentpartnership@bromley.gov.uk

Telephone: 01689 881024

Bromley Parent Voice is also able to offer support to parents and schools, they can be contacted on:

Email: www.bromleyparentvoice.org.uk.

The full range of local support which may be available to support your child both within and outside of school can be found in the Bromley Local Offer for Pupils with SEN.

<https://bromley.mylifeportal.co.uk/aboutthelocaloffer/>

What training have the staff supporting children with SEN had or are having?

At Hayes Primary School we are committed to develop the knowledge and understanding of all staff to support children with SEND.

Recent whole school training addresses needs for individual children or comes from the school development plan.

The SENCo has

- Completed the SENCo accreditation;
- Has been trained to use screening tests (British Picture Vocabulary Scales (BPVS), Phonological ability battery (PhAB), Lucid COPs and LASS diagnostic tests, plus diagnostic testing for reading and spelling),
- Attends the termly SENCo meetings - trust and borough wide, relevant conferences and training opportunities where information about most recent research and information about local services is disseminated.

All staff

- Disability awareness
- Applying the mainstream core standards (meeting the needs of all learners)
- Provision mapping
- Recent training, ASD and ADHD support strategies

SENCo and a number of TAs trained in use of PECs, social stories and comic strip conversations.

TAs have had training to deliver a range of specific programmes, including numicon, time to talk, Lego therapy, clever fingers,

Transition

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

Children and young people with SEN can become particularly anxious about 'moving on' so we try to ensure a smooth transition by:

Moving from pre-school/nursery to Hayes Primary School:

- Visits by Early Years staff, and the SENCo when appropriate, to pre-schools and nurseries prior to the children starting at Hayes Primary School.
- Home visits by Early Years staff whenever possible.
- Attendance by the SENCo and class teacher at the summer term review of any pre-schooler with a Pupil Resource Agreement or EHCP who is due to transfer to Hayes Primary School.

When moving classes in school:

- An information sharing meeting will take place between the present teacher and the new teacher.
- Opportunities to visit the new class.

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.

Transferring from Year 6 to secondary school:

- The SENCo ensures all SEN information is forwarded to receiving secondary schools in good time before transition takes place. Meetings with the SENCos of these secondary schools also take place whenever possible in order to discuss the needs of transferring pupils who have special educational needs.
- A transition to secondary school programme is put in place for pupils with SEN. (Some of the activities are organised by receiving secondary schools).

How can I help my child?

If you are concerned about your child's progress you should speak to their class teacher. If a referral to an external agency is made for a child, to attend the appointments. Where a child is on the SEN register, attend termly Additional Support Plan meetings and parents' evenings to support the staff in delivering targets.

How does the school involve children with Special Educational Needs in their own education?

- Pupil voice is gathered through children involved in their own reviews of Additional Support Plans with parents and class teachers involved.
- Annual reviews are led as pupil centred reviews, where children present their strengths and areas of next steps to the review group.
- Assertive mentoring.
- Target setting with children.
- Daily Assessment for Learning and feedback opportunities

How are the school's resources allocated and matched to child/young person's special educational needs?

At Hayes Primary School the allocation of resources is done on needs as identified by the process previously described. Children can require different levels of support over their academic career; therefore the amount can vary from year to year. Each child's personal provision map and in some cases, termly provision plans, will track the amount of resources that is being provided. The SENCo, Headteacher and the school bursar work closely together at the beginning of each financial year to ensure there is sufficient funding to buy in outside services and provide enough Teaching Assistant cover from the schools allocated budget.

The allocation of the schools SEN budget is monitored by the school's governing body; an annual report is submitted to the Governors by the SENCo and Bursar.

What happens if the funding is not adequate to meet my child's needs?

If a child's needs require resources and support that are in excess of the money delegated to Hayes Primary School for SEN, then the SENCo, with the support of the parents, will make an application to the Local Authority for Pupil Resource Agreement which can allow access to further funding (see online banded funded Guide for Bromley) and an EHCP, if the criteria are met. While waiting for this process to be completed, the school would not deny a child any support that had been identified as essential for their inclusion and sustained progress. Applications for Pupil Resource Agreement have to be evidence based, plus the school must demonstrate with clearly priced individual provision maps that funding for a child has and will continue to exceed the amount delegated to the budget.

How can we be sure that decisions are made based on need, not on available resources?

As previously stated the provision of support for SEN is done on identified needs not on resources. Like all schools we have to take into account the requirements of all children and in some situations it is possible for children to share resources and adult support. Like all services there are waiting times and times when children with severe needs have to be fast tracked through the process. However, by having transparent conversations with you we would hope that you would understand any decision would have the best outcome for your child at its heart.

How is the decision made about what type and how much support my child will receive? How will I be involved?

The decision about the type and amount of support your child will receive would be a joint decision. If your child's needs are highlighted at a termly tracking meeting then an action plan of support will be proposed and then discussed with you. The discussion would outline the reasons for that decision and the planned outcome of any different or additional support. If your child has more significant needs then outside professionals such as an Educational Psychologist would be consulted and involved in the planning process. Significant needs would include children who did not make sustained progress from their starting points despite interventions, a lack of progress compared to their peers, changes in behaviour or emotional needs or a specific area of difficulty.

The whole cycle of assessing, planning, doing and reviewing progress and development ensures that we continually review the type and amount of support we provide to children. Any interventions will be reviewed termly; the impact of the intervention is measured. Interventions and support follows professional advice or has a strong national or local recommendation. The class teacher will discuss with you the purpose of the intervention and hoped for outcomes. These will be recorded on provision maps and Additional Support Plans, which are shared and reviewed with the parent and child three times a year.

How will I be involved in discussions about and planning for my child's education?

Parent's first point of contact in the school is the class teacher. If the class teacher has a concern about your child you will be invited in for a discussion about this. This meeting will be recorded on a consultation form. If the support that the teacher has identified for your child is additional to or different from the general differentiation in the class then your child will be clearly identified on a class provision map or individual provision plan with clear targets and success criteria. The provision map or plan will set out specific targets for your child with a clear description of the success criteria and how that criteria is to be met. Many of these targets and actions will involve you in your child's learning, whether it is to follow a spelling strategy or reinforce a behaviour programme. The children will know the expectations for their next steps in learning or development. If the speech therapist is working with your child she will also set targets and activities that are sent home.

An Educational Psychologist (EP) will want to meet with you before seeing your child to gather your information and knowledge of your child's progress. The EP report when written is shared with you and you also have a copy of the report. You will have an opportunity to ask questions and respond to the report.

If English is not your first language we can provide interpreters at important meetings. Among the staff we have a range of spoken languages that may be able to help plus you are welcome to invite a friend or relative to help you at any of the meetings.

Who can I contact for further information?

Approach the class teacher in the first instance, for further information on any SEND query contact Amy Adams, the SENCo.

Complaints:

If you have a complaint please see the complaints policy.

An appointment can be made with the SENCo, Assistant Headteacher, Deputy Headteacher or Headteacher, who will be able to advise on formal procedures for complaints.