

The School SEN Report 2017-18

Bromley Schools are committed to 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.

Raglan Primary School is an inclusive school and will offer the following range of provision to support children with communication and interaction, cognition and learning difficulties, social and emotional, health or sensory difficulties 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?	
<p>Class teacher / form tutor / subject teacher</p>	<p>He / she is responsible for:</p> <ul style="list-style-type: none"> • <i>Adapting and refining the curriculum to respond to strengths and needs of all pupils. Checking on the progress of your child and identifying, planning and delivery of any additional support.</i> • <i>Contributing to devising personalised learning plans to prioritise and focus on the next steps required for your child to improve learning.</i> • <i>Applying the school's SEN policy.</i> <p>If you have concerns about your child you should first speak to your child's class teacher. You may then be directed to the Inclusion Officer or SENCO.</p>
<p>Special Educational Needs Coordinator (SENCO) Mrs Carol Burgess (Inclusion Manager)</p>	<p>The SENCO is responsible for</p> <ul style="list-style-type: none"> • <i>Line Managing the SEN "team" of staff and developing the school's SEN policy.</i> • <i>Reporting to Governors</i> • <i>Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.</i> • <i>Coordinating day to day provision for children with SEN</i> • <i>Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties.</i> • <i>Liaising with parents where a child needs additional support during their time at the school.</i>
<p>Learning Mentor Mrs Samantha Collins</p>	<p>She works closely with the Inclusion Manager to support children and families at difficult times. She offers mentoring as appropriate for individual children.</p>
<p>Head teacher Ms Kath Margetts</p>	<p>She is responsible for:</p> <ul style="list-style-type: none"> • <i>The day to day management of all aspects of the school, including the provision made for pupils with SEN</i>
<p>SEN Governor Mrs Jess Benning</p>	<p>She is responsible for:</p> <ul style="list-style-type: none"> • <i>Supporting school to evaluate and develop quality and impact of provision for pupils with SEN across the school.</i>

Assessment, Planning and Review

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

Class teachers identify pupils who are not making progress or who have needs which are affecting their ability to engage in learning activities.

After discussions with parents, additional support can be put into place to provide targeted support to help overcome any difficulties. The views of the pupil him/herself will be given consideration.

In consultation with the Inclusion Officer /SENCO and parents, actions can be agreed with the aim of reducing barriers to learning and ensuring that good progress is made. The intention is always to aim to reduce any attainment gap and ensure that each child is able to understand and apply good learning behaviour.

When external agencies are involved, their advice and recommendations are included in support programmes. Actions agreed take into account each pupil's strengths as well as their difficulties. 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.

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 referral to external agencies.

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 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.

Test Access Arrangements

For some pupils additional arrangements and adjustments can be made to enable them to fully access tests. This might include additional time, rest breaks or the use of a scribe or word processor. The SENCO can inform you about eligibility for these 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. This will also include extension activities for the more able children.

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. Some interventions may change as progress and needs are monitored.

Interventions	How will my child's access to learning be supported?
Access to learning and the curriculum	
Access to learning support staff	
<ul style="list-style-type: none"> • In all year groups • Regular intervention programmes in class • Learning support clubs • Intensive programmes for key skills 	
Strategies/programmes to support speech and language where recommended by clinical decision	
<ul style="list-style-type: none"> • 1:1/Small group Speech and Language Therapy sessions in school • 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 • Support staff to attend Speech and Language appointments when possible. 	
Strategies to support/develop literacy including reading	
<ul style="list-style-type: none"> • Guided reading programmes in class • Regular teaching of phonics in class • Parent readers • Focused reading programmes • Phonics catch-up programme • Small group intervention programmes 	
Strategies to support/develop numeracy	
<ul style="list-style-type: none"> • Small group intervention programmes • Use of ICT programmes in class to reinforce strategies • Split teaching • Use of manipulatives to support learning • Pre teaching sessions with Class Teacher/TA 	
Strategies/support to develop independent learning	
<ul style="list-style-type: none"> • Mentoring support staff, teaching staff, or external mentors (year 6) • Alternative recording methods • Visual timetables for class & individuals • Steps to success used in every lesson • Differentiated activities • Extension activities 	

Access to Medical Interventions	
How can the school support my child with medical needs?	
<ul style="list-style-type: none"> • Use of individualised Care Plans • Liaison with medical professionals • Additional funding for 1:1 support in exceptional cases 	

Pastoral Support

What support can be offered to help my child develop good learning behaviour and a sense of wellbeing?

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

- Small group programmes including social skills group
- Lunch-time club
- Mentoring
- Regular 'celebration of success' opportunities

Mentoring activities

- Nurture chats by Listening Ear staff
- Playground pals
- Learning Mentor
- Play leaders

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

- Transition support, visits and events
- Reduced or modified time-table
- Photo-stories, especially for transition
- Regular contact & liaison with parents
- Social skills groups
- Social stories
- Learning Mentor
- Access to work stations in class

Strategies to support or modify behaviour

- School sanctions and reward system as set out in School Behaviour policy
- Assemblies
- IPC personal goals
- Mentoring
- Contact books/Wow! books

Support/supervision at unstructured times of the day

- Break-time SEN staff on duty
- Lunch-clubs
- Trained staff supervising during break periods
- Listening Ear

Planning, assessment, evaluation and next steps

- Regular reviews with parents
- Pupil progress reviews each half term
- Support plans for pupils who have needs but don't have specific targets from other agencies
- Lessons and home learning differentiated to take account of individual needs
- Class and individual Provision Maps
- Inclusion Manager & Learning Mentor available to meet with parents

Personal and medical care

- Identified medical administrative staff available for pupils through-out the day
- Care plans for pupils with medical needs
- Systems for administration of medication
- Support staff to assist pupils with personal care as specified by clinical plans
- Modified toilet facilities for individual needs

Increasing accessibility

What support is there to help my child to get about and develop independence in school?

Access to strategies/programmes to support occupational /physiotherapy needs

- Advice of professionals disseminated and followed
- Use of any recommended equipment
- Funky fingers, offered as appropriate
- Exam arrangements e.g. modified print, extra time

Access to modified equipment and IT (including sound-field systems, enlarged text; magnifiers)

- Specialist equipment as required on an individual basis to access the curriculum
- Soundfield system – every year group
- Software to support learning
- Laptop and tablets as appropriate to age and need
- Referral to outside agencies for specialist advice where appropriate

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:

- Inclusion Support Advisory Team
- Educational Psychology Service (Our attached Educational Psychologist is: Brechtje Philipsen)
- SEN Team
- Sensory Support Service
- Complex Needs Team
- Paediatricians
- CAMHS
- Occupational Therapy/Physiotherapy
- Bromley Wellbeing

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

Children and young people with SEN 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

We will try to set up taster sessions at your child’s new school where 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

A social story prior to transition

In year 6-7 transition

The inclusion Manager, Learning Mentor or Class Teacher will attend the Primary/Secondary Transition day meeting to discuss specific needs 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 which may include more visits to the new school and/or additional visits from the new school.

Agency	Description of Support
School may refer as required and implement recommendations following specialist assessment	
Speech and Language Therapy Service	Phoenix Children’s resource Centre 40 Masons Hill, Bromley BR2 9JG Tel: 020 8315 4706
Occupational Therapy / Physiotherapy	Phoenix Children’s resource Centre 40 Masons Hill, Bromley BR2 9JG Tel: 020 8315 4697/ 4720
Paediatric Services	Phoenix Children’s Resource Centre 40, Masons Hill, Bromley BR2 9HS 0208 4669988
CAMHS (Child and Adolescent Mental Health Service)	Children and Adolescent Mental Health Service Phoenix Children’s Resource Centre 40, Masons Hill, Bromley BR2 9HS 0208 4669988
Educational Professional responsible for children who are looked after	Oversees and monitors provision for children who are in the care of the Local Authority Helen Priest, Head Teacher, Bromley Virtual School Tel: 020 8461 7723 E-mail: helen.priest@bromley.gov.uk
Bromley Community Wellbeing Service	A single point of access for the emotional wellbeing of young people under the age of 18 in Bromley www.bromleywellbeingcyp.org/
Voluntary agencies • Bromley Parent Voice	http://www.bromleyparentvoice.org.uk/
Bromley Parent Partnership & Choice Service Local Offer We offer impartial, confidential information advice and support for parents/carers of children with SEN. We offer independent, impartial, confidential advice for all parents/carers with the move from pre-school to primary school and from primary to secondary school. http://www.bromley.gov.uk/downloads/file/1570/ppcs_information_leaflet	

Staffing Expertise

How skilled are the 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 :

Sensory Issues & Social Skills

Epilepsy

ADHD

ASD

Various Interventions

Our Inclusion Manager/ Learning Mentor actively engages with local opportunities to share best practice and keep abreast of current local and national initiatives and policy to support pupils with SEN.

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.

We also have staff with specialised expertise and qualifications in school including Accredited Training for Pupils with Speech and Language Difficulties

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

The London Borough Bromley Local Offer

bromley.mylifeportal.co.uk/lbb-local-offer.aspx

Bromley Parent Partnership

The DFE Code of Practice