



Provision of SEND at Raglan Primary School

	Name	Date	Signature
Reviewed	Mrs Carol Burgess	August 2020	<i>C. Burgess</i>
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Raglan Primary School is an inclusive school and offers a range of provision to support children with different areas of SEND. The UK Government published a Special Educational Needs and Disabilities (SEND) Code of Practice (DfE: 2015) identifying four broad areas of need:

- Communication and Interaction
 - Speech, Language and Communication Needs (SLCN)
 - ASD (Autistic Spectrum Disorder)
 - SCD (Social Communication Difficulties)
 - Tourette's Syndrome

- Cognition and Learning Difficulties
 - SpLD (Specific Learning Difficulties)
 - MLD (Moderate Learning Difficulties)
 - Dyslexia
 - Dyscalculia

- Social, Emotional and Mental Health (SEMH)
 - Mental Wellbeing
 - Anxiety and Depression
 - Attachment Disorder
 - ADHD (Attention Deficit Hyperactivity Disorder)
 - FASD (Foetal Alcohol Spectrum Disorder)

- Sensory and/or Physical Needs
 - Visual Impairment (VI)
 - Hearing Impairment (HI)
 - Multi-Sensory Impairment
 - Physical Disability (PD)
 - Medical Needs

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

The range of support deployed at Raglan Primary School 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.

Contact Information

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

If you have concerns about your child, in the first instance, you should speak to your child's class teacher. 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 and identifying, planning and delivering 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 SEND policy.

You may then be directed to the school's Inclusion Manager/Special Educational Needs Co-ordinator(SENCO):

Mrs Carol Burgess Email: cburgess@raglan.bromley.sch.uk

She is responsible for:

- Line managing the SEND team of staff in school and developing the school's SEND policy.
- Coordinating day to day provision for children with SEND.
- 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 all staff are skilled and confident about meeting a range of needs.
- Liaising with parents where a child needs additional support during their time at the school.
- Reporting to governors.

The SEND Team in school consists of:

- Mrs Samantha Collins (Learning Mentor) – She works closely with the Inclusion Manager to support children and families at difficult times. She offers mentoring as appropriate for individual children.
- Mrs Nadine Titheridge (ASD Champion) – She works closely with the Inclusion Manager and Learning Mentor to support children with social and communication difficulties. She works with staff members and families to offer advice and support in meeting these children's needs.
- Mrs Vas Hardstone (Literacy and Maths Support Teacher) – She works closely with the SEND Team to support children experiencing difficulty with reading, writing and maths. She offers advice to staff and sets up appropriate programmes of study in school.

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Head Teacher: Ms Kath Margetts

She is responsible for the day-to-day management of all aspects of the school, including the provision made for pupils with SEND.

- Mrs Kirsty Allen (Dyslexia Champion) – She works closely with the Inclusion Manager to identify and support children who may be at risk of dyslexia. She introduces programmes and resources to support their literacy development in school.
- Mrs Victoria McDonnell (ELSA TA) – She works with the SEND Team to support individual children and small groups to develop their emotional literacy. She mentors children identified as needing short term support with their emotional well-being.

SEN Governor : Mr Giles Milton

He is responsible for supporting the school to evaluate and develop quality and impact of provision for pupils with SEND across the school.

Identification of Pupils with Special Educational Needs

How are pupils with Special Educational Needs identified? How are the needs of pupils with Special Educational Needs assessed? How will I know about the support and progress of my child? Will my child have the opportunity to share their views?

While we identify additional needs under 4 main areas using observation, assessment and/or diagnoses, it is important to understand that each child is individual and the way in which their needs present and impact on their development and self-esteem will be unique.

On-going monitoring takes place by class teachers to identify pupils who are not making expected progress or who have behavioural/emotional needs that are affecting their ability to engage in learning activities. Staff teams also meet with senior leaders on a termly basis to discuss the progress of each child. The class teacher will meet parents on a termly basis at Parent's Evenings to discuss children's individual needs, support and progress.

After discussions with key staff and parents, and if your child meets specified criteria, additional support will be put into place to provide enhanced resources and targeted small group and / or individual support to help overcome any difficulties. The views of the individual pupil or young person relating to their support will be given consideration at this stage.

Any additional support is documented in a Class Provision Map. An additional Individual Provision Map is compiled for any pupil who has a Pupil Resource Agreement (PRA) or Education Health and Care Plan (EHCP). In consultation with the SENCO and parents, short term targets are agreed which prioritise key areas to address and by which progress can be measured. Where external agencies are involved, their advice and recommendations are

included in any support programmes. Actions agreed take into account each pupil's strengths as a starting point to address their difficulties.

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

Pupil Progress meetings are held termly to measure outcomes and review provision. The impact of support offered is considered along with the progress towards agreed targets. Support arrangements will be updated and revised accordingly. The outcomes of these meetings will be formally recorded and discussed with parents and the child (where appropriate).

If a child is continuing to have significant difficulties after a period of intervention, further external expertise may be requested and the school may request access to additional funding for children who meet the Banded Funding criteria provided by the Local Authority. Where this is agreed, a Pupil Resource Agreement or Education Health Plan will be issued by the Local Authority based on information and views from parents, pupils, an Educational Psychologist and any other professionals working with the child.

We pride ourselves on building positive relationships with parents and families and welcome your support in building a team around your child.

Working in Partnership with Parents

How are parents consulted about a child's additional needs? How are families involved in sharing information?

We strive to work in partnership with families by developing open and honest relationships from the moment a child enters our school. We do this by:

- As part of a child's induction to Foundation Stage a meeting is organised for every child's parents to meet with the EYFS team prior to starting school. Where a child is known to have additional needs, the Inclusion Manager is available to attend this meeting in school.
- Where a child is known to have additional needs, the EYFS Lead and Inclusion Manager will visit the child in their pre-school setting to share information to ensure a smooth transition into school.
- Class teachers will talk to parents if they have any concerns about a child's progress.
- Parents are welcome to contact teachers or the Learning Mentor if they have any concerns about their child
- Termly parent consultation meetings with class teachers. The Inclusion Manager is available throughout these evenings and will try to attend any meeting where a teacher or parent makes a specific request.
- The Inclusion Manager has an open-door policy and is available to meet regularly with parents of children with special educational needs. She is also available via telephone or email consultation.

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- Parents attend annual reviews for children with Education Health Care Plans or Pupil Resource Agreements. At times of transition, the Inclusion Manager will meet with parents before the review to discuss the transition process and what parents can do to prepare for the meeting.
- Joint meetings with the Inclusion Manager and a member of the SEND Team to discuss specific concerns and agree short term actions.
- The ASD Champion/Learning Mentor meets with families to offer advice and support for the home and/or collect information to make an onward referral for support in school.

We always take into account the pupil's views and opinions and, in agreement with parents, we will invite a child to all or some of the above meetings if deemed appropriate and considered to be in the best interests of the child.

Approaches to teaching pupils with Special Educational Needs

How will teaching be adapted to meet the needs of my child? How will the curriculum be adapted to meet the needs of my child? How will the learning environment be adapted to meet the needs of my child? What additional support is available for my child?

Teachers are skilled at adapting teaching to meet the diverse range of needs in each class. There is an expectation that when planning, teachers will take 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. Teachers set different tasks for pupils of different abilities; give additional help and support to certain pupils in the class and set open ended tasks and allow pupil response at different levels. Teachers ensure that a variety of learning styles (visual, auditory, kinaesthetic) are catered for. Kinaesthetic resources are used such as Numicon, multilink, puppets, story sacks, iPads.

Grouping arrangements are organised flexibly with carefully planned opportunities for all children to work independently and receive adult support when they need it to move their learning forward. A split teaching method is used in Maths to ensure that all groups of children are challenged in their learning at appropriate points and make accelerated progress.

Support staff are used effectively to give individualised and whole group support. 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 adult support.

A range of resources and aids are accessible for all pupils to support them with their learning including now/next boards, use of headphones, private work stations, sand timers, fiddle toys, wobble cushions, writing slopes, pencil grips, individual visual timetables and a plethora of visual supports and scaffolds to assist independence.

Access to learning and the curriculum (in addition to Quality First Teaching):

Pupils may have access to learning support staff in:

- Core subjects – Reading/ Writing/ Maths
- Other curriculum areas
- Small groups inside and outside of the classroom
- Specific Intervention programmes

Strategies/programmes to support Speech, Language and Communication:

- Speech and Language therapist advice disseminated to, and followed by, Class Teachers, Teaching Assistants or Individual Support Assistants
- Specific differentiation or modification of resources e.g. symbols; practical hands on activities, etc
- Speaking and Listening groups – Narrative, Memory, etc
- Social Skills Groups

Strategies to support/develop Literacy Skills:

- Focused reading sessions with groups or pairs of children
- Small group reading programmes
- Access to structures programmes - e.g. 5 Minute Literacy Box; IDL Literacy
- Small groups to develop phonics and spelling
- Handwriting programmes - e.g. Toe by Toe; Speed Up! Programme; Write from the Start

Strategies to support/develop Mathematics:

- Small group intervention programmes – booster groups
- Pre-Teaching groups
- Use of intervention programmes – e.g. Mathletics

Strategies to support/develop Social, Emotional and Mental Health Needs:

- Small group intervention programmes – e.g. Circle of Friends; Self-Esteem groups
- 1:1 Emotional Literacy Support from ASD Champion, Learning Mentor, ELSA TA
- Use of programmes and visuals – Zones of Regulation; Incredible 5-point Scale
- Use of Learning Breaks and Sensory Circuits
- Listening Ear programme

Provision to facilitate/support access to the curriculum:

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- Additional support from a Teaching Assistant or Individual Support Assistant
- Differentiation or modification of resources
- Adaptations to the learning environment – e.g. Workstations; Learning Breaks
- Use of TEACCH Approach
- Respite time in the school's Nurture Room

Tests and Examinations: Access Arrangements:

For some pupils additional arrangements and adjustments can be made to enable them to fully access a range of national tests e.g. Key Stage 2 SATS (movement breaks, 1:1 reader, extra time). The school makes applications for access arrangements in line with the timescales set by the QCA

The Speech and Language Provision:

Who can access the Language Classes? How are they managed in school? How are the children assessed? What links are there with the mainstream school?

The Speech and Language Provision at Raglan Primary School has 30 spaces for children from across Bromley who have an EHCP recognising a severe or complex Developmental Language Disorder (DLD). The waiting list for places at the provision is held by Bromley Local Authority and placement is recommended by a specialist Speech and Language Therapist in Bromley Healthcare.

The Language Provision consists of 2 classes, each with a qualified teacher and 2 teaching assistants. Staff use Makaton to support language inside the classroom and Communication in Print symbols are used to further assist understanding.

The Language Provision has a Speech and Language Therapist for 4.5 days and an in-house Speech and Language Therapy assistant to deliver an intensive level of therapy for each child as specified in their EHCP.

The Speech and Language Therapy team work closely with class teachers to ensure a communication supportive environment and adapt teaching methods to meet the children's communication needs.

Children in the Language Provision join their mainstream peers for lunch times, playtimes and assemblies. In addition, all children from Y1 to Y3 join a mainstream class for weekly PE lessons and children in Y4 to Y6 join a mainstream class for PE and Music every week. The children are invited to attend school visits and residential school journeys with mainstream classes and they attend any appropriate workshops in school.

Children in the Language Provision have equal access to extra-curricular activities, with some children attending both Breakfast Club and After School Club. They are welcome to attend extra-curricular activities run by school staff and outside providers.

The Speech and Language Therapist assesses the children formally and informally to monitor progress and offer advice to staff and parents on next steps for each child. The therapist attends Parents Evening appointments and Annual Reviews with teachers to jointly discuss progress and set new targets.

Teaching staff use the B Squared assessment tool to measure academic attainment and report small steps of progress to parents in written reports and formal meetings.

When assessment shows that a child has made significant progress with their language and is able to access a mainstream classroom with support, plans are made to work with the Local Authority to secure a mainstream placement and agree an appropriate level of additional support on transition to the receiving school. A careful transition programme is arranged with an increased level of inclusion within a mainstream class at Raglan, sharing of information with the receiving school and induction visits to allow the transition to be successful for the family.

Outside Agencies and External Support

What support from outside agencies does the school use to support children and families?

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

- Inclusion Support Advisory Service (ISAT): This service is provided by the Local Authority to address concerns and offer advice and support about a child at SEND Support.
- Complex Needs Team: This service is provided by the Local Authority to address concerns and offer support about a child with an EHCP.
- Educational Psychology Service (EPS): The school's Educational Psychologist is Mr Eduardo De Freitas. His work may involve carrying out a cognitive assessment, observing children and meeting with staff and parents to offer advice on the EHCP process.
- Sensory Support Service: The Sensory Support Team (Visual and Hearing Impairment) visit regularly to observe children and advise staff on strategies and resources to support access and inclusion.
- Speech and Language Therapy:
 - The school makes referrals to Bromley Healthcare Speech and Language Therapy Service for initial screening of children's needs. Bromley Healthcare provide direct therapy to children with EHCPs in the mainstream school.
 - The school uses Words First to provide a Speech and Language Therapist to implement advice and work with children at SEND Support and in the Language Provision.
- The Bowley Centre: The Speech and Language Therapist may refer children in the Language Provision to this service for support with an Augmentative and Alternative (AAC) device to assist their communication.
- School Nurse: she offers medical advice and carries out checks at key points in a child's development.

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- Occupational Therapy/Physiotherapy: The school makes referrals to these services as needed. Advice on suitable resources and strategies are provided for home and school
- Paediatric Services: Referrals are made when appropriate after full discussion with the parents about a child's presenting needs in school.
- Bromley Wellbeing: Referrals are made when appropriate after full discussion with the parents about a child's emotional wellbeing. The service works with children and families to offer counselling and other types of family support.
- SEMH Outreach: Referrals are made via the Local Authority to support the school in meeting the needs of pupils with significant SEMH needs. The selection process is rigorous and requires a high level of support and advice to already be in place.
- Bromley Children's Project: This service offers impartial information, advice and support for parents of children with special educational needs as well as information and advice for all parents on their child's transition from primary to secondary school
- Information, Advice and Support Service (IASS): This service offers impartial, confidential information advice and support for parents/carers of children with special educational needs.
- Social Care: The school will refer to Social Care when there is a concern about a child's safety and wellbeing outside of school. This may be followed by a period of multi-agency working to ensure the best outcomes for the child.
- Support for Children Looked After (CLA): The Teacher in Charge of CLA, Mrs Carol Burgess, works with the allocated Social Worker and Virtual Headteacher to oversee and monitor provision for children who are in care of the Local Authority.

Support for Social, Emotional and Mental Health (SEMH)/ Pastoral Support

The social, emotional and mental health of the children at our school is of utmost importance.

The support given to children includes:

- Personal, Social and Health Education (PSHE) lessons are taught weekly covering a range of topics.
- Assemblies focusing on British Values such as democracy, respect, tolerance, hope and aspiration
- Visitors and organisations such as NSPCC are invited in to school to deliver workshops with the children
- Annual anti-bullying week
- Assemblies and activities to raise awareness e.g. Autism Awareness Week; Raising Awareness of Developmental Language Disorder Day; Diabetes Awareness Day; etc
- Active Listening Ear programme where children can request a meeting to talk about their concerns informally
- Group and Individual Support from trail blazer project

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

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- Small group programmes e.g. Social Skills; Lego Club; Circle of Friends; Secondary Transition Groups
- Lunch Time Club – board games and activities supported by a Teaching Assistant
- Mentoring
- Weekly Celebration assemblies
- Class and individual reward systems
- Use of Wow! Books

Enabling pupils with SEN to engage in activities available to those in the school who do not have SEND:

- All of our extra-curricular activities and school visits are available to all our pupils, including our breakfast and after-school clubs.
- All pupils are encouraged to go on the residential trips in Year 4 and in Year 6. Additional support is available as necessary for pupils with high level needs.
- All pupils are encouraged to take part in sports day/school plays/trips etc.
- Risk assessments consider the needs of all pupils and ensure any reasonable adjustments are made for pupils with SEND to allow for inclusion in all areas of school life.

Strategies to reduce anxiety/promote emotional wellbeing:

- Transition support, visits and events
- Reduced or modified time-table
- 1:1 support from Learning Mentor/ASD Champion
- Intervention programmes e.g. The Incredible 5 Point Scale; Zones of Regulation
- Listening Ear programme

Measures to prevent bullying:

We will not tolerate bullying of any type and if you feel your child is being bullied please refer to the school policy on bullying which can be found on the school website. Senior Leaders will work with families to eradicate incidents of bullying and support pupils to develop strategies to develop resilience in school.

Concerns or complaints regarding SEND Provision:

SEND provision and interventions put in place do not suit everyone and sometimes we need to try a few different approaches before we find the one that works best for your child. If you are unhappy with your child's support or progress you have the right to make a complaint to the school.

Please discuss any concerns initially with the class teacher/Inclusion Manager. This may be followed up with a discussion with the Head Teacher to solve any concerns promptly and effectively.

Any formal complaints from parents and carers will be dealt with through the procedures outlined in the school's **Complaints Policy** (available on the school's website).

Effectiveness of the Provision

How will you assess the impact and effectiveness of the provision being provided for my child? Will my child be able to engage in activities available to those in the school who do not have SEND?

We will continually assess the impact that the provision is having on your child in order to ensure your child is making progress in their learning:

- Learning walks – class, group interventions and 1:1 support
- Observation evidence – class and intervention group and 1:1 support
- Book looks – evidence in books showing progress
- Pupil Progress Meetings – every term in school
- Class Provision Maps – These detail the interventions taking place, set achievable targets and record the outcome so that the effectiveness of the intervention can be measured.
- PRA and EHCP Annual Reviews

Planning, assessment, evaluation and next steps:

- Collation of Class Provision Maps –termly analysis and review
- Individual Provision Maps –termly/annual analysis and review
- Data Collection– whole school pupil tracking system in mainstream school and use of B Squared in Language Provision classes. Updated every half term.
- Intervention programmes – analysis of progress towards targets

Supporting Pupils with 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 SEND can become particularly anxious about “moving on” so we seek to support successful transition.

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.

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- We will ensure that all records are passed on securely and promptly.
- If appropriate, we will arrange informal visits to the new school for the child to enable them to become familiar with their new surroundings.

When moving classes in school:

- An information sharing meeting will take place with the new teacher
- A transition booklet is made and shared with the child, parents and new staff
- Formal and informal opportunities are organised to visit the new class / teacher
- Resources move with the child e.g. now/next board, sloped writing boards etc.

Secondary Transition:

- The SENCO will attend the Primary/Secondary Transition day meeting to discuss specific needs of your child and the nature and level of support that has had the most impact.
- Many secondary school SENCOs visit Raglan to meet groups of students and class teachers share information as appropriate at this time.
- In some cases, additional multi-agency meetings may be arranged to create a more detailed “transition” plan that may include more visits to the new school and/or additional visits from the new school.
- If appropriate, we will arrange informal visits to the new school for the child to enable them to become familiar with their new surroundings. A familiar member of staff will accompany the child in order to ease transition (if appropriate).
- All school records are passed on securely to the receiving school.

The Local Offer

What is the Local Authority (LA) Local Offer?

Local Authorities and schools are required to publish and keep under review information about services that are available for children and young people with Special Educational Needs (SEN) and Disabilities aged 0-25. This is called the ‘Local Offer’. The intention of the Local Offer is to be a valuable resource in sharing the local services and provision available to families.

For further information on how we support pupils with disabilities please refer to our Accessibility Plan and our Special Educational Needs (SEND) and Inclusion Policy on our school website.

You can access the Bromley Local Offer at the following web address:

https://www.bromley.gov.uk/info/10122/children_and_young_people_with_disabilities

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Other services available to support families with children with additional needs:

Information, Advice and Support Service (IASS)

www.bromley.gov.uk/info/8/special_educational_needs/64/information_advice_and_support_service_iass

Bromley Parent Voice

www.bromley_parent_voice.org.uk