



SEND Information Report

Meeting the Needs of Pupils with Special Educational Needs and Disabilities

Pratts Bottom Primary 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, including those with an Education Health Care Plan (EHCP). We cater for the needs of pupils requiring additional support due to : specific learning 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).

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.

The range of support deployed at Pratts Bottom 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. Views of pupils, parents and staff are used to inform the report through pupil progress meetings, parent meetings, questionnaires and the School Council.

SEN/D Codes and Needs – Quick Reference for SENCOs in Mainstream Schools

Cognition and Learning	
SPLD	Specific Learning Difficulties Includes dyslexia, dyspraxia, dysgraphia, dyscalculia, working memory difficulties and processing difficulties. <i>This is typically identified by an educational psychologist or a specialist teacher-assessor of specific learning difficulties.</i>
MLD	Moderate Learning Difficulties Includes moderate learning difficulties and global learning delay. <i>This is typically identified by an educational psychologist.</i>
Communication and Interaction	
ASD	Autism Spectrum Disorder Includes Autism Spectrum Disorder and Pathological Demand Avoidance Syndrome. <i>This is typically diagnosed by a consultant-level/specialist medical doctor and/or highly specialist psychologist.</i>
SLCN	Speech, Language and Communication Needs Includes expressive language, receptive language and social communication difficulties, stammering, Developmental Verbal Dyspraxia, Auditory Processing Disorder and Selective Mutism. <i>This is diagnosed by a speech and language therapist.</i>
Social, Emotional and Mental Health	
SEMH	Social, Emotional and Mental Health Includes Attention Deficit (Hyperactivity) Disorder, anxiety, depression, Oppositional Defiance Disorder, Conduct Disorder, Attachment Disorder, Obsessive Compulsive Disorder, Tourette Syndrome, eating disorders, Post-Traumatic Stress Disorder, personality disorders and self-harm. <i>This is typically diagnosed by a consultant-level medical/specialist doctor, psychologist or psychotherapist.</i>
Sensory and Physical	
VI	Visual Impairment Includes visual impairments which require additional support beyond high quality, differentiated teaching. <i>This is typically diagnosed by a consultant-level/specialist medical doctor or other appropriately qualified clinician.</i>
HI	Hearing Impairment Includes hearing impairments which require additional support beyond high quality, differentiated teaching. <i>This is typically diagnosed by a consultant-level/specialist medical doctor or other appropriately qualified clinician.</i>
PD	Physical Disability Includes physical disabilities and sensory processing disorders which require additional support beyond high quality, differentiated teaching. <i>This is typically diagnosed by a consultant-level/specialist medical doctor, an occupational therapist or other appropriately qualified clinician.</i>

Information and Guidance:

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

Class teacher	<p>Is responsible for:</p> <ul style="list-style-type: none">• 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.• 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 your child's class teacher first. You may then be directed to the Inclusion manager.
<p>Special Educational Needs Coordinator (Inclusion Manager)</p> <p>Mrs K. Fogden</p> <p>Email: general.office@prattsbottom.bromley.sch.uk</p>	<p>Is responsible for :</p> <ul style="list-style-type: none">• Coordinating day to day provision for children with SEND and developing the school's SEND policy• Ensuring that parents are:<ol style="list-style-type: none">1) Involved in supporting their child's learning and access2) Kept informed about the range and level of support offered to their child3) Included in reviewing how their child is doing4) Consulted about planning successful movement (transition) to a new class or school• Reporting to Governors• Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.• Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties• Line Manager to the Teaching Assistants
<p>Head of School</p> <p>Mrs E Hodson</p> <p>Email: general.office@prattsbottom.bromley.sch.uk</p>	<p>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 SEND
<p>SEN Governor:</p> <p>Emel Ibrahim</p> <p>Email: general.office@prattsbottom.bromley.sch.uk</p>	<p>Are responsible for:</p> <ul style="list-style-type: none">• Supporting the school to develop quality provision for pupils with SEND across the school and to evaluate the impact of this provision
Co Production	Parents are consulted as part of the assess, plan, do, review process. Their views are valued and are taken into consideration at every step of their child's journey at Pratts Bottom Primary School. The school hosts parent meetings for children on the SEND register termly

Pupil and parent Voice	<p>and when required. Parents serve as Governors and make an important contribution to the school.</p> <p>Pupil voice is captured through PSHE and School Council. Where children access additional support their views are captured as part of the assess, plan, do, review process. Questionnaires also capture parent and pupil voice.</p>
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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.

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. Interventions are regularly implemented and evaluated to meet pupil needs.

Interventions

How will my child's access to learning be supported?

Access to learning and the curriculum

Access to learning support staff

- In all year groups
- Regular intervention programmes in class
- Intensive programmes for key English and Maths skills
- Appropriate training for staff to meet children's needs

Strategies/programmes to support speech and language

- Referral to Speech and Language therapy after consultation with parents
- Speech and language therapist advice disseminated to and followed by teaching staff
- Specific differentiation or modification of resources e.g. use of Widget, visual prompts
- Speech therapy individual or group work delivered by support staff following speech therapist advice
- Access to the Speech and language therapist in school to work with individuals and groups of children

Strategies to support and develop literacy including reading

- Additional reading/writing support where needed
- Access to a specialist dyslexia teacher offering advice both to staff and to parents
- Structured guided reading sessions in class.
- Toe by Toe
- Touch Typing
- Daily phonic sessions in KS1
- Daily reading with identified children/parent readers
- Differentiated activities and resources
- Adult support within class

<ul style="list-style-type: none"> • Use of ICT to support writing • Literacy booster group • Individual intervention programmes/5 Minute literacy box • Multi-sensory spelling support delivered by support staff
<p>Strategies to support and develop numeracy</p> <ul style="list-style-type: none"> • Additional support for pupils where needed • Individual intervention programmes/5 Minute Maths box • Small group intervention programmes • Differentiated activities • Maths Booster groups • Use of ICT to support learning i.e. My Maths
<p>Provision to support access to the curriculum</p> <ul style="list-style-type: none"> • Close monitoring through assessment to identify need • Differentiated curriculum • Differentiated activities and resources e.g. task organisers, wordbanks, visuals • Support from teaching and support staff within the lessons • Intervention groups where applicable • Social skills groups • Liaison with parents • Alternative recording method eg, touch typing sessions, use of IPads, scribes, talking tins • Variety of resources appropriate to the needs of the child e.g. pencil grips, sloping boards, move 'n' sit cushions • Access to Outside Learning Environment • Self-assessments and learning conversations
<p>Strategies/support to develop independent learning</p> <ul style="list-style-type: none"> • Differentiated activities and resources • Every class has a visual timetable to help with organisation. • Resources clearly labelled and accessible in all classes. • Targets where appropriate to the age and ability of the child. • Marking conversations are used and pupils can ask for clarification or further help when required. • Next step marking • Self and peer assessment • Alternative recording methods • Extension activities for literacy, numeracy and science
<p>Pastoral Support</p> <p>What support can be offered to help my child develop good learning behaviour and a good sense of well-being?</p>
<p>Strategies to support the development of pupils' social skills and enhance self-esteem</p> <ul style="list-style-type: none"> • Inclusion Manager runs LEGO therapy. • School Council • Opportunities to attend enrichment activities and after school clubs • Regular 'celebration of success' opportunities • Sensory circuits • Celebration of good work through the Head of School. Celebration assembly takes place every Friday to celebrate achievement and success in the school. This is not necessarily academic achievement. • Inclusion Manager liaises with outside professionals.
<p>Mentoring activities</p> <ul style="list-style-type: none"> • The school has no set mentoring programme but if a child needs mentoring, a member of staff will be asked to mentor depending on who the child is and the reasons why they are being mentored • Play Leaders • Social skills groups
<p>Strategies to reduce anxiety, promote emotional wellbeing (including communication with parents)</p>

- Transition support, visits and events
- Social skills groups eg, Lego Therapy
- Reduced or modified timetable
- Photo/social stories are written where there is a need, especially for transition
- Regular contact and liaison with parents
- Visual support/aids in class
- Mental health Lead in school – Mrs Fogden (Inclusion manager)
- Mental Health First aiders in school
- CAF (Common Assessment Framework) reports written when appropriate
- Referral to Bromley Wellbeing after liaison with parents
- PSHE
- Parent Teacher Association

Strategies to support and modify behaviour

- School rewards and sanctions as set out in the School Behaviour policy
- School values
- Time out/use of a calming safe place
- Mentoring by senior member of staff
- Home/School contact books

Support/supervision at unstructured times of the day

- All lunchtime staff (TAs/MDS) are given a briefing on the more vulnerable pupils who need more support during unstructured times through our regular TA/MDS meetings
- Trained staff supervising during break periods
- Sports coaches on the field running activities
- Quiet Area
- Prefects and Play time leader system

Planning, assessment, evaluation and next steps

- Class teachers have regular review meetings with parents
- The Head of School and Inclusion Manager are available to meet parents
- Pupil progress reviews take place termly. Targets are discussed and interventions put in place where necessary
- Regular Parents Evenings (Parents can request a meeting, if they are concerned about their child, between these meetings)
- Individual Provision maps- reviewed regularly every half term with teaching staff and every term with parents and pupils. These meetings involve parents, class teacher, Inclusion Manager, TA and child where appropriate, to review the targets on the provision map and next steps. Specific targets from outside professionals are included on the provision map.
- Class provision maps are reviewed regularly to meet the needs of all the children
- The Inclusion Manager closely monitors the progress of the children with SEND and uses the data to inform future interventions and will also measure the impact of interventions by evaluating progress of the children taking part
- All lessons and homework differentiated to take account of individual needs

Personal and medical care

- Identified medical administrative staff available for pupils throughout the day
- Individualised care plans for pupils with medical needs
- System for administration of medication
- First aid trained staff
- Epipen and asthma training for all staff
- Referrals to Paediatrician
- Referrals to Bromley Well Being and CAMHS
- Referrals to ISAT team (Bromley SEN Support)
- Referrals to Bromley Outreach Team
- Referrals to Community Paediatricians, OT and Complex Communication Team

<ul style="list-style-type: none"> • Access to whole staff training
<p>Liaison/Communication with Professionals/Parents, attendance at meetings and preparation of reports</p> <ul style="list-style-type: none"> • Head of School and Inclusion Manager available for meetings and at Open Evenings • Parent workshops to support home learning in Literacy and Maths • Meetings with Educational Psychologist, Speech and Language therapists and Literacy Support teacher • Referrals to outside agencies as required, parents are informed at all times • Attendance at outside agencies feedback sessions by Inclusion Manager, advice then disseminated to teaching staff and parents
<p>Increasing Accessibility</p> <p>What support is there to help my child to get about and develop independence in school?</p>
<p>Access to strategies and programmes to support occupational and physiotherapy need</p> <ul style="list-style-type: none"> • Motor skills intervention programmes. Funky Fingers when appropriate • Use of any recommended equipment e.g. sloping boards, move 'n' sit cushions and pencil grips • Advice of Occupational Therapists is disseminated and followed • Sensory circuits, delivered by the Inclusion Manager • Write From the Start/Handwriting interventions • After school and lunch time clubs developing fine and gross motor skills e.g. Sports clubs, Dance and Drama, Martial Arts and Lego club
<p>Access to modified equipment and IT (including sound-field systems, enlarged text, magnifiers)</p> <ul style="list-style-type: none"> • Specialist equipment as required on an individual basis to access the curriculum • Software to support learning • Lap-tops and I pads as appropriate to age and need of the children • Microphone access in the hall
<p>Partnerships with External Agencies</p> <p>What support from outside does the school use to support my child?</p>
<p>The school works with a number of external agencies to seek advice and support to ensure that the needs of all the children are fully understood and met. These include:</p> <ul style="list-style-type: none"> • Educational Psychology Service – assessments, reports and advice • Speech and Language Therapist – assessments, reports and advice • Occupational Therapist - assessments, reports and advice • Sensory support service • ISAT Inclusion Support advice Team • Phoenix Children's Resource Centre • Complex Needs team • CAF team • Bromley Children's Project • Social Care • Local Authority nursing team

Agency	Description of support The school may refer as required and implement recommendations following specialist assessment.
<u>Educational Psychologist</u> Our attached Educational Psychologist is: Peter Maggs	An Educational Psychologist is allocated to schools for planning and assessment visits. She supports our school on a range of issues observing children, assessing them and meeting with parents providing parents and staff with advice.
<u>ISAT: Inclusion Support Advisory team</u>	The ISAT support and advise the parents and staff.
<u>Sensory Support Team</u>	We are able to access help and support when required
<u>Speech and Language Therapy:</u> <u>Jane Mc Gregor</u>	Linked with the Eldred Drive Clinic, Orpington Eldred Drive, Orpington, BR5 4PE Tel: 01689 837005 <ul style="list-style-type: none"> • Following assessments we receive advice/interventions to develop programmes and strategies to use within school • Visits from the speech and language therapist, working with specific children
<u>School Medical team, Bromley</u>	The school is given support by the Bromley Medical team for their children with medical needs.
<u>Dyslexia Support</u>	Visits from the Dyslexic Support teacher, working with specific

	children. Her advice is disseminated to the staff who work with the children.
<u>Occupational and physiotherapy</u>	Following assessments we receive advice/interventions to develop programmes and strategies to use within school
<u>Paediatric Services</u> Phoenix Children's Resource Centre, 40, Masons Hill, Bromley, BR2 9HS Tel: 0208 466 9988	The paediatrician assesses a child's development and reports their findings to the school. Parents can access the Paediatrician via their GP. The Educational Psychologist usually makes the recommendation to involve the paediatrician as necessary.
<u>Bromley Wellbeing</u>	Bromley Wellbeing is a self-referral service which is a single point of access for the emotional wellbeing of young people under the age of eighteen living in Bromley. These teams help us to support pupils overcome difficulties that they may be facing.
<u>CAMHS</u> (Child and Adolescent Mental Health Service) Phoenix Children's Resource Centre, 40, Masons Hill, Bromley, BR2 9HS Tel: 0208 466 9988	CAMHS see families and treat families as a unit where there are pupils presenting mental health concerns.
Information, Advice and Support Service http://www.bromley.gov.uk/info/8/specialeducationalneeds/64/informationadviceandsupportserviceiass 01689-881024/023 Choice Service choiceservice@bromley.gov.uk	IASS provides free, impartial information, advice and support offered in confidence for parents and carers of children with SEND Free advice for all parents and carers with the moves from pre-

	school to primary school and on to secondary school
<u>Educational Professional responsible for children who are looked after.</u> Helen Priest, Head teacher, Bromley Virtual School Tel: 0208 461 7723 E-mail: helen.priest@bromley.gov.uk	Oversees and monitors provision for children who are in the care of the Local Authority or previously in the care of the local authority (adopted children)
Voluntary agencies	
Bromley Parent Voice Tel: 0208 315 4749 Mon/Tues and 0208 776 3170 Wed-Fri info@bromleyparentvoice.org.uk Please contact Kay Moore if you would like support in engaging more with your children, young people and families. Contact k.moore@bromley.gov.uk . (Bromley Parent Participation)	
Burgess Autistic Trust Tel: 020 8464 2897 info@burgessautistictrust.org.uk http://www.bromleyautistictrust.co.uk/	
MENCAP Tel: 020 8466 0790 Email address: jasmine.berry@bromleymencap.org	

Assessment, Planning and Review

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

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

After discussions with key staff and parents, additional support/strategies can be put into place to provide enhanced resources, targeted small group and / or individual support to help overcome any difficulties. The views of the pupil about their support will be given consideration. The class teacher will follow the process of assess, plan, do, review.

This additional support is documented in an individual Pupil Provision Map. In consultation with the class teacher, Inclusion Manager and parents, short term targets are agreed which prioritise key areas of learning or behaviour, with the aim of reducing barriers to learning and ensuring that good progress is made.

When 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.

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 outside agencies.

Regular review meetings are held at the beginning of each term and parents, relevant external agencies and when appropriate, pupils are invited to this review to share their views on the progress being made.

Some reviews may be more formal where 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 referral to external agencies. 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 may be available dependent on the provision required. 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

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 Inclusion Manager will inform you about eligibility and applications for these arrangements. Only tests and assessors authorised by the school or local authority can be accepted for access arrangements for public examinations.

Identifying Special Educational Needs

Children are constantly assessed for learning and progress through a variety of methods. Where a child does not make expected progress from their starting point, additional support is put in place and this is monitored for impact. The interventions or support are then reviewed and changes made where necessary. This process is called Assess, Plan, DO, Review. Parents and pupils are kept informed and meetings arranged to discuss progress with the class teacher. Where concerns continue to exist the Inclusion manager meets with parents to discuss the appropriate support or further investigations into reasons underpinning any lack of progress.

Investigations and assessments may include referral to a specialist teacher, educational psychologist, community paediatrician, Occupational Therapist, Speech and Language or ISAT (Bromley SEN support). Where additional needs are identified and require support additional to that which can be funded by the school for an extended time, a Pupil Resource Agreement may be applied for, or an Education, Health and Care Plan. These may result in additional funding which can be used to provide interventions, resources or higher staffing levels for a class.

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 by:

When moving from Pre-School:

- There are open days to visit our school. The Inclusion manager is available during these sessions.
- We will contact the Pre-school to arrange a visit/meeting to discuss pupils’ needs. This may be followed with transfer of information forms, additional visits to the pre-school and to our school, further communications by email or phone. Where appropriate it may be necessary to have additional meetings with the parents.
- Social stories are written to help pupils who find transition difficult.
- Home visits are arranged for all pupils starting in reception.
- There will be an induction morning in the summer term for pupils starting in reception. This will enable them to meet their teacher, TA, their peers and visit their classroom. During this session parents will have a meeting with the Head of School outlining the routines and expectations of our school.
- Additional visits can be arranged for pupils where appropriate.
- If a parent/carer has a concern they can contact the Inclusion manager.

When moving to another school:

- We will contact the School Inclusion Manager 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 in school:

- An information sharing meeting will take place with the new teacher
- Opportunities to visit the new class
- Social stories are written to help pupils who find transition difficult

Year 6-7 transition:

- The Inclusion Manager and/or class Teacher will attend the Bromley and Kent 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. Transition paperwork is completed and shared.
- Each child’s records will be sent to the secondary school in line with GDPR
- Pupil Voice is represented in transition to Year 7 through a variety of means such as Pupil Passports.

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.

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 :

5 Minute Maths and Literacy boxes, supporting children with anxieties, Mental Health First Aid training,

All staff have access to training throughout the year via regular SEND staff meetings. Relevant staff have regular support and advice from our speech and language therapist and our dyslexia support teacher.

Our Inclusion Manager 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. She is also the Autism Champion and Mental Health Lead, attending the relevant forums.

The school also seeks advice and guidance from local advisors 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:

ASD training, CAF training, Safeguarding training, National award for SENCO

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

If you have concerns about your child you should speak to your child's class teacher first. You may then be directed to the Inclusion manager and/or the Head of School. We aim to answer all your questions as clearly as we can. If follow up meetings are required, this is also easily arranged. For more details refer to the Complaints Procedure policy on the web site or contacting the school office.

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

Bromley Local Offer : <https://www.bromley.gov.uk/LocalOffer>

The Local Authority SEN Information Report : <http://bromley.mylifeportal.co.uk/lbb-local-offer.aspx>

Our school admissions policy: https://docs.wixstatic.com/ugd/4ece40_00eb6a570dca43dda25de256b6d9cd74.pdf

The DfE Code of Practice:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf