



WORSLEY BRIDGE

PRIMARY SCHOOL

Special Educational Needs and Disabilities (SEN&D) Offer

Worsley Bridge Primary School

September 2017

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Introduction

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.

At Worsley Bridge Primary School we want all our children to be given the very best opportunities to be happy and successful in their work and play, helping them to become confident members of society. Worsley Bridge 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.

At Worsley Bridge Primary School we will ensure the appropriate support for any pupil with SEN&D and in doing so we will fulfil the statutory duties and best practice guidelines set out in the Department for Education Draft Code of Practice for SEN.

The local Authority offer can provide further information at:
The London Borough of Bromley Local Offer
Bromley Parent Partnership
The DFE Code of Practice

Roles and Responsibilities

The class teacher is responsible for:

- Adapting and refining the curriculum to respond to strengths and needs of all pupils.
- Checking on the progress of your child and identifying, planning and delivery of any additional support required.
- Contributing to devising personalised learning plans/individual education plans to prioritise and focus on the next steps required for your child to improve learning.
- Applying the school's SEN&D policy.
- Working with parents

If you have concerns about your child you should speak to your child's class teacher first. Depending on the outcomes of these discussions you may have a follow up meeting with the Inclusion Manager.

The Inclusion Manager, Mrs Margaret Baggs, is responsible for:

- Line managing the SEN&D team of staff and developing the school's SEN policy
- Coordinating the day to day provision for children with SEN&D
- Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.
- Ensuring that parents are:
 - Involved in supporting their child's learning and access
 - Kept informed about the range and level of support offered to their child
 - Included in reviewing 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 all staff are skilled and confident about meeting a range of SEN.
- Reporting to Local Committee

The Headteacher, Mrs Rebecca Williams, is responsible for:

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

The SEN&D Local Committee member is responsible for:

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

Assessment, Planning and Review

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

On going monitoring takes place by class teachers and pupils who are not making progress or who have needs that are affecting their ability to engage in learning activities, are identified.

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 are 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

How skilled are the teachers at meeting the needs of my child?

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

- Understanding and supporting the dyslexic learner
- Understanding and supporting children with social and communication needs
- Training for intervention programmes including Reading Recovery, Elite and Wave 3 Maths and Springboard maths
- First Aid Training to meet medical needs including childhood diabetes
- Child Protection

Our SENCo actively engages with local opportunities to share best practice and to keep up to date with 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. In addition, we have staff with specialised expertise and qualifications in school in school including, specialist dyslexic support, specialist numeracy support and staff with accredited counselling qualifications.

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.

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

Access to learning support staff:

- In all year groups
- Regular intervention programmes across year groups
- Learning support clubs
- Intensive programmes for key skills

Strategies/programmes to support speech and language where recommended by clinical decision:

- Speech and Language Therapist advice disseminated to & 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 for pre-learning of concept and topic words
- A member of support staff to accompany child and parent to assessments where possible

Strategies to support/develop literacy including reading:

- Focused reading programmes and clubs
- Phonics catch-up programme
- Individual and small group intervention programmes
- Access to specialist dyslexia teacher for assessment/ advice/support/structured programme

Strategies to support/develop numeracy:

- Small group personalised learning programmes
- Maths club
- PiXL
- Ability setting where deemed appropriate across a year group
- Access to specialist numeracy assessment, advice and support

Strategies/support to develop independent learning”

- Mentoring by peers, support staff or teaching staff
- Homework club
- Contact book/planners for personal organisation
- Alternative recording methods
- Visual timetables for class and individuals
- Success criteria used in every lesson

Are there high expectations for pupils with SEND?

- We have high expectations for all children, including those with additional needs.
- Lessons are differentiated to ensure they are appropriate for the level your child is working at, but there is also an emphasis on challenge, to ensure everyone is reaching their full potential.

How can the school support my child with medical needs?

- Use of Individualised Care Plans
- Liaison with school nurse and/or other medical professionals
- All school staff receive regular first aid training
- Where a child has specific medical needs the necessary training is given e.g. cystic fibrosis
- System for administration of medication

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:

- Weekly PSHE
- Regular 'celebration of success' opportunities
- School Council Representatives: children's views sought and responded to
- Lunch-time clubs
- Mentoring
- Small social skills group programmes
- Family Worker
- Counselling

Mentoring activities:

- Targeted Learning Mentor support (class/withdrawn/playtime)
- Nurture chats by 'Listening Ear' staff
- Playground pals
- Buddy systems
- Family worker

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

- Transition support, visits and events
- Photo-book stories, especially for transition and school trips
- Worry box in every class: contents regularly checked and addressed by the class teacher
- Personal thoughts book / Learning mentor oversight
- Regular contact & liaison with parents
- Reduced or modified time-table
- Counselling

Strategies to support modify behaviour:

- School sanctions and reward systems as set out in School Behaviour policy
- Additional class reward systems
- Assemblies and lessons designed to promote understanding, awareness and inclusion
- Liaison with parents / carers
- Pastoral Support Plans
- Mentoring
- Counselling
- Behaviour Support Service
- CAMHs

Support/supervision at unstructured times of the day:

- Staff supervision during all break periods
- Class Teaching Assistants are also Mid-day meals supervisors or Listening Ears
- Trained staff to deal with medical needs and personal care
- Lunch-clubs / safe-haven (Butterfly Room)
- System for administration of medication

Planning, assessment, evaluation and next steps:

- All lessons and homework differentiated to take account of individual needs
- Interventions recorded on Provision Map
- Pupil progress reviews within school termly
- Regular reviews with Parents
- Pastoral Support Plans for pupils with additional needs and without targets from other agencies

Personal and medical care:

- Identified medical administrative staff available for pupils through-out the day
- Care plans for pupils with medical need
- System 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 available to help my child develop independence in school?

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

- Advice of professionals disseminated and followed
- Use of any recommended equipment e.g. Sit N' Move cushion, Sloped board, pencil grip etc.
- Funky Fingers, Funky Feet, Write From The Start programme offered as appropriate
- Handwriting groups as appropriate

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
- Software to support learning
- Lap-tops and I-pads as appropriate to age and need of child

Working in partnership

What part will I play in my child's extra support?

We have an open door approach, so you can contact the school and make an appointment to see the SENCo and/or the class teacher at the earliest available opportunity. Parent involvement is positively welcomed and encouraged. We have a policy of sharing information so that parents can make informed decisions about how best to support their child. No specialist assessments and/or interventions will be carried out without the parent's knowledge and consent. We invite parents to our termly review meetings to monitor the impact of interventions and plan the next steps. If an outside agency has worked with your child you will be invited to a feedback meeting with that agency.

What part will my child play in their own support?

We encourage children to contribute their views and ideas about what they feel works best for them. Children will be involved in setting and reviewing their own targets with their class teacher.

What support from outside does the school use to help 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:

- LBB Inclusion Support Service
- Educational Psychology Service
- Social Communication Team
- SEN Team
- Sensory Support Service for pupils with hearing or visual needs
- Speech and Language Therapy Service, Beckenham Beacon
- Occupational Therapy Service
- Behaviour Support Service and CAMHs
- Specialist literacy and numeracy teachers
- School Nurse and Specialist Nurse for Care Plans

What support from outside does the school use to help my child (cont)?

Agency	Description of Support
<p>Educational Psychology Service Our attached Educational Psychologist is: Dr Anna Bracewell</p>	<p>Every school has the support of an Educational Psychologist - a specialist on how children and young people develop and learn. They provide assessment, advice and support to parents and teachers where there is a concern about the development, learning or behaviour of children and young people. Educational Psychologists only work with young children with a parent/carer's agreement.</p>
<p>Speech and Language Therapy Service Beckenham Beacon 379 Croydon Road Beckenham BR3 3QL Tel: 01689 866713</p>	<p>The school, with parental consent, will refer as necessary and implement therapy recommendations following specialist assessment.</p>
<p>The Social and Communication Difficulties Team. Our attached SCD Advisory Teacher is Mr Paul Cabb</p>	<p>This service offers advice to schools and families of children with social and communication difficulties (Autistic Spectrum Disorder) They offer advice and strategies that school staff and home can implement to enable pupils to access both the social and academic curriculum.</p>
<p>Sensory Support Service</p>	<p>For pupils with hearing and visual difficulties. The sensory support service enables pupils with sensory impairment to have the best possible access to the curriculum and to the life of the school, whilst meeting needs which are specific to their sensory impairment</p>
<p>School Nurse</p>	<p>E mail: schoolnurses@bromleyhealthcare-cic.nhs.uk</p>
<p>Occupational / physiotherapy</p>	<p>E mail: bro-pct.childrensotservice@nhs.net E mail: childrensphysiotherapyservice@bromleypct.nhs.uk</p>
<p>Paediatric Services</p>	<p>Phoenix Children's Resource Centre 40, Masons Hill, Bromley BR2 9HS 0208 4669988</p>
<p>CAMHS (Child and Adolescent Mental Health Service)</p>	<p>Children and Adolescent Mental Health Service Phoenix Children's Resource Centre 40, Masons Hill, Bromley BR2 9HS 0208 4669988</p>
<p>Bromley SEN Team Our case worker is Deborah Sallows</p>	<p>Children and Adolescent Mental Health Service Phoenix Children's Resource Centre 40, Masons Hill, Bromley BR2 9HS 0208 4669988</p>
<p>Educational Professional responsible for children who are 'looked after.' Helen Priest, Head Teacher, Bromley Virtual School Tel: 020 8461 7723 E-mail: helen.priest@bromley.gov.uk</p>	<p>Oversees and monitors provision for children who are in the care of the Local Authority</p>

<p>Voluntary and other agencies Bromley Parent Voice Tel: 0208315 4749 (Mon/Tues) Tel: 02087763170 (Weds – Fri) http://www.bromleyparentvoice.org.uk/</p>	<p>Working to improve services for children and young people with additional needs or disabilities and their parents, by working in partnership with other agencies, contributing towards the development of policies and practice. They aim to give parents a voice, offer mutual support, raise awareness of unmet needs and the difficulties faced by children and young people with additional needs or disabilities and their parents.</p>
<p>Burgess Autistic Trust Tel: 0208464 2897 http://www.burgessautistictrust.org.uk/</p>	<p>Specialists in Autistic Spectrum Condition. They provide practical and emotional support to people with an ASD diagnosis and their parents and carers.</p>
<p>Bromley Mencap Tel: 0208466 0790 Email: enquiries@bromleymencap.org</p>	<p>Offers a range of services to support people with learning and physical disabilities</p>
<p>Carers Bromley/Bromley Young Carers Tel: 01689898289 Freephone: 0800 015 7700 Email: help@carersbromley.org.uk</p>	<p>A support and advice organisation for carers whose lives are in some way restricted because of the need to take responsibility for the care of someone in their family with a long-term illness, disability or mental health issue.</p>
<p>Bromley Children’s Project Address: Central Library, High Street, Bromley, BR1 1EX Telephone: 020 8461 7259 Fax: 020 8466 0587 Email: bcpadmin@bromley.gov.uk</p>	<p>The project is a borough wide service that aims to protect and develop children by offering support for them and their families; particularly those who are struggling and are in need of additional help but don't qualify for the support provided by children's social care</p>
<p>Bromley Parent Partnership & Choice Service Local Offer Tel: 01689 881024 http://www.bromley.gov.uk/downloads/file/1570/ppcs_information_leaflet</p>	<p>Offer impartial, confidential information advice and support for parents/carers of children with SEN. Offer independent, impartial, confidential advice for all parents/carers with the move from pre-school to primary school and from primary to secondary school.</p>

Transition

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

At Worsley Bridge Primary School we will support vulnerable children and children with SEN&D at all stages of transition:

Between classes and phases within school:

- Use of 'Transition Books' with photographs of new staff, room, facilities etc.
- Visits to the new room and extra meetings with the new teacher, teaching assistant and mid-day supervisor
- Transition meetings -opportunities to meet and talk with new staff and SENCo
- The Inclusion Manager will provide the receiving teacher with relevant information and access to reports, plans etc.

Moving to secondary school:

- The Inclusion Manager and the Family Worker will liaise with feeder secondary schools and share information as appropriate.
- The Inclusion Manager will attend the Bromley 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.
- Where appropriate the Learning Mentor and/or teaching assistant will undertake additional transition work with small groups during the second part of the Summer Term
- All Year 6 children will attend a transition day at their new school
- Records will be passed on as soon as possible.
- Secondary school staff will introduce themselves to prospective pupils during meetings at Worsley Bridge.
- Participation in specialist holiday workshops to prepare for secondary transition.

Transferring to a different 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
- Timely handover of pupil file to new school.