

St Nicholas CE Primary School

Meeting the Needs of Pupils with Special Educational Needs and Disabilities

Special Educational Needs Information Report



Aquinas 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.

St Nicholas CE Primary School is an inclusive school and may offer the following range of provision to support children with communication and interaction needs, cognitive and learning difficulties, social and emotional difficulties, health and 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.

This report has been co-produced with key stake holders, including pupils, parents/ carers, staff and governors.

'You took on a full-time leader with expertise in special educational needs and disability and created posts that enabled a number of your teachers to develop subject expertise and leadership skills. As a result, you improved outcomes at the end of key stage 2 in 2017, particularly in writing.' OFSTED Report, Sep 2017.

Information and Guidance Who should I contact to discuss the concerns or needs of my child?	
Class teacher	He / she is responsible for: <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 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 SEN 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 SENCO.
Special Educational Needs Coordinator (SENCO) Ms M Somers	She is responsible for: <ul style="list-style-type: none">• Coordinating provision for children with SEND and developing the school's SEND policy.• Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.• Ensuring that parents of children with SEND are:

Educational Psychologist and other professionals, as appropriate. Further details about this process will be explained in the Local Authority's 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, a reader, a prompter, or the use of a scribe or word processor. The SENCO will inform you about eligibility and applications for these arrangements. Only tests and assessors authorised by the school and recognised by the JCQ (Joint Council for Qualifications) can be accepted for access arrangements for public examinations (eg Key Stage 2 SATs).

Curriculum and Teaching Methods (including groupings and interventions)

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

Teachers are skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account individual pupil's needs and requirements. Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning.

Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all.

Additional adults are used flexibly to help groups and individual pupils with a long term goal of developing independent learning skills. Monitoring takes place to avoid pupils becoming over reliant and dependent on this adult support.

'Pupil voice' is sought at the assessment and review stage. For example, this may include pupils' direct and indirect involvement (where appropriate) in pupil progress meetings, EHCP reviews, meetings with class teachers and parent-SENCO surgeries.

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 addition to, and outside core curriculum class time

- In class support for groups and individual pupils

Strategies/programmes to support speech and language where appropriate:

- Year R monitoring & assessment
- Speech & Language therapy sessions in school
- Speech and Language Therapist advice disseminated and followed by teaching and support staff
- Speech & Language therapy in school for pupils with high need and disordered speech and language
- Specific differentiation or modification of resources
- Intervention programmes for speech & language difficulties eg Time to Talk, Narrative Therapy

Strategies to support/develop literacy including reading

- Additional phonic catch-up groups
- Access to small group or individual intervention programmes run outside core curriculum time
- Literacy boost groups
- Guided reading texts provided in advance of group session
- Daily 1:1 reading– for targeted pupils
- Small supported groups within the literacy session

Strategies to support/develop numeracy

- KS2 – daily flexible additional support groups (outside the maths lesson) for targeted pupils to address misconceptions and consolidate concepts.
- Maths boost groups
- Small supported groups within the maths session

Provision to facilitate/support access to the curriculum

- Additional support from Teaching Assistants (TAs) or Individual Support Assistants (ISAs)
- ISA support to aid understanding and attention control for targeted pupils
- Differentiation or modification of resources

Strategies/support to develop independent learning

- Visual timetables – whole class and individual
- Alternative recording methods
- Individual, age-appropriate targets

Pastoral Support

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

- Social skills groups
- School counsellor
- Regular celebration of success opportunities, including weekly 'Golden Book' awards

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

- School counsellor
- Listening Ear
- School mentor
- Regular liaison with parents
- Use of home/school contact book, where appropriate
- Transition support
- Play buddies

Strategies to support / modify behaviour

- School sanctions and rewards as set out in the School Behaviour Policy
- ISA monitoring and support for targeted pupils during lessons and at break time
- Play leader programme at lunchtime – structuring and overseeing play
- Behaviour programmes/targets
- Social stories

Support/supervision at unstructured times of the day including personal care

- ISA monitoring for targeted pupils at break time
- Trained staff supervising at break time
- Play leader programme at lunchtime – structuring and overseeing play

Personal & medical care

- Identified staff trained in paediatric first aid available to pupils throughout the day
- Care plans for pupils with medical needs or disabilities
- Systems for the administration of medication
- Regular training for staff regarding the administration of medication

Planning, assessment, evaluation and next steps

- Regular reviews with parents
- Pupils progress reviews
- Provision map – termly analysis & review
- Tracking system – individual class & whole school analysis and review
- Data analysis – within school and by outside agencies eg Raise
- All lessons and homework is differentiated to take account of individual needs

Increasing accessibility - getting about

Access to strategies/programmes to support occupational /physiotherapy needs

- Advice from professionals disseminated and followed
- Use of recommended equipment and resources
- OT programmes provided by Bromley Healthcare OT Services are available and in use where appropriate

Access to modified equipment and IT

- Specialist equipment as required on an individual basis to access the curriculum
- Individual net books used in all KS2 and KS1 classes
- Software to support learning

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:

- Educational Psychology Service
- Sensory Support Service
- Social Communication Specialist advisory teacher
- Speech & Language Therapy Service
- Occupational Therapy Service
- LBB SEN Team
- Child & Adolescent Mental Health Service (CAMHS)
- Bromley Wellbeing
- School Nurse

- Community Paediatrician
- Liaison/Communication with Professionals/Parents, attendance at meetings and preparation of reports
- Regular meetings with SENCO, as required
 - Referrals made to other agencies, as required
 - Sensory Support team, Educational Psychologist, School Nurse, Social Communication Advisor, Counsellor, Speech Therapist all attend school regularly to see specific pupils.
 - Reports are prepared for Review Meetings, outside agencies, referrals etc, as required.

Agency	Description of Support
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School may refer as required and implement recommendations following specialist assessment

<ul style="list-style-type: none"> • Educational Psychology Service Our attached Educational Psychologist is: Juliet Cygielski 	Assesses cognitive abilities and provides advice to schools. Provides assessment for pupils with additional needs when transferring to secondary school.
<ul style="list-style-type: none"> • Social Communication Advice provided by Paul Cabb 	Observation and advice given regarding pupils with SCD. Support given for further referral to the Complex Communications Diagnostic Service.
<ul style="list-style-type: none"> • LEA SEN Team 	Advice and training for a wide variety of SEN issues including policies and implementation.
<ul style="list-style-type: none"> • Sensory Support Service 	Offers advice and strategies to support pupils with difficulties seeing and hearing.

Speech and Language Therapy	School may refer as required and implement recommendations following specialist assessment
School Nurse	
Occupational / physiotherapy	
Paediatric Services	
CAMHS (Child and Adolescent Mental Health Service)	

Educational Professional responsible for children who are looked after or have been adopted from care.	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 Email: Helen.priest@bromley.gov.uk
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Voluntary agencies <ul style="list-style-type: none"> • Bromley Parent Voice • Burgess Autistic Trust 	www.bromleyparentvoice.org.uk www.burgessautistictrust.org.uk
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Bromley Information Advice & Support Service (IASS)

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

Transition - How will the school help my child move to a new 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 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.

When moving classes in school - An information sharing meeting will take place with the new teacher and pupils visit the new teacher and classroom.

In year 6-7 transition - The SENCO and/or class teacher will attend the Primary/Secondary Transition day meeting to discuss specific need 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.

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:

Identifying and Supporting Dyslexic Pupils in the Classroom
Behaviour management

Our SENCO 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 qualifications and/or specialised expertise in school including:

Training for Pupils with Autism

Accredited course for teaching pupils with speech and language and communication difficulties
i-Can training – for speech & language

Speech & Language expertise gained by TAs participating in weekly intensive speech and language therapy sessions with Registered Therapist and carrying out daily practise of speech & language targets.

Accredited course for teaching pupils with SpLD

Registered Counsellor for children & young people

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

The London Borough of Bromley Local Offer

<http://bromley.mylifeportal.co.uk/lbb-local-offer.aspx>

Information Advice and Support Service (IASS)

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

The DfE Code of Practice

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

COMPLAINTS

All complaints regarding the Academy's SEND provision should be made in accordance with the Academy's complaints policy which is available on the Academy's website. All stage 1/ informal complaints of an SEND nature should be made to the SENCo.

The academy processes personal data in accordance with the data protection principles embodied in the General Data Protection Regulations (GDPR). The academy complies with the requirements of the GDPR as detailed in the Trust data protection Policy.

All staff are aware of the principles of data protection and will not process personal data unless necessary. The academy safeguards the personal data it collects through the operation of the Trust's data protection policy and processes and the IT policy. In addition, the academy has taken steps to ensure that all its contracts that process data have the GDPR compliant provisions.