

Alongside school, who else supports parents?

<u>Organisation</u>	<u>Support given</u>	<u>How parents can access</u>
BPVS	Bromley Parent Voice is a forum that aims to be a voice to inform service providers of the needs of children and young people with a disability or additional need and their families.	Website: http://www.bromleyparentvoice.org.uk/ Email: info@bromleyparentvoice.org.uk
IASS	Free and impartial information, advice and support is available from IASS, Bromley who provide support on a wide range of SEND issues, including the statutory assessment process and annual review, to children, young people and par-	Website: https://www.bromley.gov.uk/info/8/special_educational_needs/64/information_advice_and_support_service_iass Email: iass@bromley.gov.uk
Bromley Local Offer	Our Local Offer pages provide information about local services, support and activities available to families, children and young people aged 0 - 25 years with special educational	https://www.bromley.gov.uk/info/10122/children_and_young_adults_with_disabilities_and_learning_needs
DFE Code of Practice	Guidance on the special educational needs and disability (SEND) system for children and young people aged 0 to 25, from 1 September 2014.	https://www.gov.uk/government/publications/send-code-of-practice-0-to-25



Warren Road Primary School SEN Information Report 2019-20

Compiled in collaboration with parents at SEND Parent Meeting on 10.10.19.

What are special educational needs and

Disabilities (SEND)?

Warren Road is an inclusive school and offers a range of provision to support children with;

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

In line with the Special Educational Needs and Disabilities (SEND) Code of Practice (2015).

As a mainstream school we regularly cater for:

- Specific Learning Difficulties (SpLD)
- Speech, Language and Communication Needs (SLCN)
- Autism Spectrum Disorders (ASD)
- Social, Emotional and Mental Health difficulties (SEMH)
- Vision Impairment (VI)
- Hearing Impairment (HI)
- Physical Disabilities (PD)

However, within these areas are a vast range of difficulties that are less easily defined and can present as barriers to learning and development. For example, any or a combination of the following areas may be affected:

- Behaviour or ability to socialise
- Ability to grasp concepts and retain information
- Ability to understand things
- Concentration levels
- Physical ability to perform tasks

Who do we work with at Warren Road?

Educational Psychology Service	Educational psychologists offer assessment, advice and support to parents and teachers where there is a concern about the development, learning or behaviour of children and young people.	School can refer to the Educational Psychology Service. School only have access to a very limited number of assessments per year and a waiting list is held and is prioritised by need.
Occupational therapy	This service offers child-focused assessment and practical advice and therapy to children and young people who experience difficulties with their daily occupations due to a physical and/or learning disability.	School can refer children to Bromley Occupational Therapists.
Physiotherapy	We offer assessment, advice and therapy for children and young people with physical difficulties or disabilities. This can include support, instructions and consultations for parents and carers and others that may be involved with you or your child (such as	School can refer children to Bromley Physiotherapy .
Sensory support service	The sensory support vision team provides specialist teaching and support for children and young people with a vision impairment from birth to 19 years. The sensory support service hearing impairment consists of three teams providing continuing support for children and young people with a diagnosed hearing loss (0-19 years). The National Sensory Impairment Partnership (NatSIP) eligibility framework is used to guide our level of involvement	School can refer children to these services. Both services do have pre-requisite criteria for the level of impairment of the children they support.
Bromley Children's Project	The project is a borough wide service that supports families living in Bromley to create a safe, secure and happy environment for all children, by reaching out to expectant parents, current parents and young people aged up to 18 years; particularly those who are struggling and are in need of additional help. BCP co-ordinate different parenting courses for different needs.	School can refer children to Bromley Children's Project.

Who do we work with at Warren Road?

Organisation	Support given	How we access
School nursing team	The school nursing team support schools with advice about medical needs and support in collating care plans.	School can access advice from school nursing team at any time.
Community paediatrician	We provide medical care for children with disabilities and special needs e.g. developmental difficulties, autism spectrum disorder, attention deficit hyperactivity disorder (ADHD) and genetic disorders. We provide support for the assessment of chil-	School may refer as required, with a body of evidence. GP service can refer to community paediatricians as can the Speech Therapy Service.
Bromley Wellbeing/CAMHS	Bromley Y hosts the Community Wellbeing Service which is a single point of access service for children and young people's emotional and mental wellbeing in the borough. Children and Young People are referred in, their difficulties are screened and it is then decided how best we can support the young person and their family. This could be through therapeutic support at Bromley Y Wellbeing or signposting to a	School can refer children to Bromley Wellbeing. Parents can self refer to Bromley Wellbeing.
Bromley Speech and Language Service Private Speech therapists	Speech and Language Therapy helps children with their understanding and talking. They work with children, families, carers and staff in pre-schools and schools, to help children's communication skills. They give practical advice and support through training for families, teachers and staff. They also provide support for children with	School can refer children to Bromley Speech and Language Service. After assessment, if there is a need, children will be seen by either a Bromley Speech therapist or a private speech therapist in school.
Inclusion support Advisory Service (ISAT)	ISAT are a team of special educational needs advisory teachers supporting mainstream schools to successfully include Bromley's children and young people with additional needs, to ensure that they make excellent progress	School can refer to ISAT .
Complex Needs Team	The complex needs team provide specialist teacher advice and support for children and young people (CYP) 4-25 years of age with an education, health and care plan (EHCP) in mainstream schools and the specialist sector. The service also offers intensive key working and act as key workers/lead professionals for some EHCP needs assessments fulfilling certain criteria, for example for a Bromley child placed in an out of borough school. The advisory team provide linkwork support and ongoing continued professional development (CPD) to education teams across	School can refer to the complex needs team .

Key questions about our school

What is the structure of our school day?

School starts with a soft start between 8.45-8.55.

Children have lessons, assembly and then a playtime midmorning.

There is then another lesson before lunch which is from 12-1.20 (KS1) or 12.10-1.20 (KS2).

Children then return to lessons for the afternoon with the day finishing at 3.30 (KS1) and 3.35 (KS2). Some classes do have an afternoon break (Year 4 and below only). Some classes do a daily mile mid-afternoon (Currently year 1 only).

Reception start at 9am and finish at 3.20pm.

What is the structure of our timetable?

Each year group timetable is slightly different but generally Early Morning Work is at 9am– 9.30am and following this a literacy and numeracy lesson is taught. Wider curriculum subjects are generally taught in the afternoons.

How many children are in each class?

There are generally 30 in each class.

How do we arrange groupings at our school?

As a school we do not set our children by ability. There may be occasions children are grouped within year groups by ability but we aim to keep these to a minimum.

Within classes there will be times when the children work in groups of similar ability but, wherever possible, we aim to balance that out with mixed ability grouping.

How is important information shared within our school?

SEND information is held centrally by Mrs. Read in a locked office. At the start of each year class teachers have access to this information.

Information gained throughout the year is communicated with class teachers via SIMS messaging, email and face to face meetings.

What does homework look like?

At Warren Road, homework is given at the start of a term. There are 8 tasks that are set and if children complete all 8 they will get a gold certificate. They have an end of term deadline to complete all tasks. A reward is given to pupils at the end of the year who have completed 3 gold certificates.

Homework tasks should be differentiated to ensure all pupils can

Are there break out/safe spaces in the school?

The school has a sensory room and a number of smaller rooms which are used for groups and interventions. These can be used by pupils if needed.

Do children have opportunities for time out during lesson times?

If pupils have a need for rest breaks this can be discussed with their parents and class teacher. We have a number of children who have agreed routes to enable them to take breaks where needed.

What support is there at play and lunchtimes for pupils who find these times difficult?

There is a Listening Ear available each day to support children who may need a helping hand. Breathe is available for children who may need additional support during lunchtimes. There are a wide range of clubs available to all during the lunchtime period.

How do we identify children with Special Educational Needs and Disabilities?

Children are identified as having special educational needs through a variety of ways including the following...

- Child is performing below age-expected levels.
- Concerns raised by parent.
- Concerns raised by teacher.
- Consultations between class teachers and the leadership team where progress data is discussed.
- Liaison with external agencies e.g. Speech and Language Therapy service.
- Health diagnosis through a paediatrician.
- Liaison with previous school or setting.

What should a parent do if they think their child has Special Educational Needs?

In the first instance, a parent should talk to their child's class teacher to discuss their child's needs. Class teachers can be contacted via a Dojo message or approached afterschool to request a meeting.

Alternatively, Mrs. Read, Inclusion Lead, can be contacted on send@warrenroad.bromley.sch.uk

We realise that as parents, you know your child best and we know the greatest outcomes for children result from working in partnership with parents.

Parents can also consult the Bromley Local Offer to find out what support is available in Bromley for children with SEND.

<https://www.bromley.gov.uk/LocalOffer>

How can parents have their voice heard?

- Yearly meeting in September
- Coffee mornings to commence from Autumn 2
- SIR planning meetings held in Spring and Summer term
- Parent teacher meetings
- Meetings with Inclusion Lead

How can pupils have their voice heard?

- Pupil surveys
- School council
- Informal chats with staff
- Planned SEMH/SEND pupil voice panel

How accessible is Warren Road?

Warren Road Primary School has an accessibility plan in place. Wherever we can we will make reasonable adjustments to improve the accessibility to the site, curriculum and information.

The school accessibility plan can be found in the SEND area of the school website.

How do we support children with Special Educational Needs and Disabilities?

In the first instance, children's needs are primarily met through quality first teaching. **All teachers are teachers of children with SEND.**

Teachers have the skills and expertise to adapt their teaching to meet the diverse range of needs in the class. Differentiation in class ensures all pupils can experience success and challenge in their learning. Work is differentiated to pupil's specific needs and sometimes learning tasks may be individually planned for a pupil. It is always our aim for pupils to learn alongside their peers.

Children may need additional resources to enable them to access the curriculum. They may need work presented in a different way or broken down into smaller parts. The environment may need to be adapted and extra time to process tasks may be needed.

Teaching assistant support may be used flexibly to help groups and individual pupils with a long term goal of developing independent learning skills.

Here are some quality first teaching strategies that may be used...

Cognition and learning

- Additional processing time
- Task manager
- Use of visual support
- Use of manipulative support
- Non-verbal signal for needing help
- Pre teaching/overlearning

Communication and interaction

- Visual timetables, now and next boards
- Use of Widgit/Makaton
- Voice meter
- Chunking information
- Prompts for good listening
- Social stories
- Simplifying language

Social, emotional and mental health

- Positive behaviour management strategies
- Giving roles and responsibilities
- Positive ethos in the classroom
- Specific praise for actions

Physical and sensory

- Rest breaks
- Sensory breaks
- Visits to sensory room
- Careful seat positioning

5 Opportunities for reflection

What specialist interventions might be available in each year group?

Reception

Talk boost, Funky Fingers, Sound field, Forest School, Small phonics groups,

Year 2

Talk boost, Sound field, Funky fingers, Speech and language support, Numeracy support groups, Literacy support groups, 1:1 reading support, art therapy, Forest School

Year 4

Sound field, Speech and language support, Numeracy support groups, Literacy support groups, Breathe, social skills groups, ELSA teacher sessions, 1:1 reading support, group/individual sessions with literacy specialist teacher, echo reading group, memory skills, phonic groups, art therapy, Forest School

Year 6

Sound field, Speech and language support, Numeracy support groups, Literacy support groups, Breathe, social skills groups, ELSA teacher sessions, 1:1 reading support, group/individual sessions with literacy specialist teacher, art therapy, Forest School

Year 1

Talk boost, Funky Fingers, Sound field, Forest School, Small phonics groups, Speech and language support

Year 3

Sound field, Speech and language support, Numeracy support groups, Literacy support groups, Breathe, social skills groups, ELSA teacher sessions, 1:1 reading support, group/individual sessions with literacy specialist teacher, art therapy, Forest School

Year 5

Sound field, Speech and language support, Numeracy support groups, Literacy support groups, Breathe, social skills groups, ELSA teacher sessions, 1:1 reading support, group/individual sessions with literacy specialist teacher, art therapy, Forest School

How are resources allocated?

We ensure that all children with SEND are provided for to the best of the school's ability with the funds available.

The budget is allocated on a needs basis. The children who have the most complex needs are given the most support.

Social and Emotional and Mental Health

At Warren Road we recognise the increasing demand upon children in the current age and the impact this can have on their mental health. We aim to support every aspect of a child's development and we know that all children will need some additional support from time to time from falling out with a best friend and needing some help to repair it, to suffering bereavements or experiencing the separation of their parents.

We have a pastoral team who meet on a termly basis to discuss the SEMH needs of all pupils across the school and ensure that they are given the support they need.

The pastoral team is;

Mrs. Gemma Read– Inclusion Lead

Miss. Jo Waterman– Deputy Head and PSHE lead

Mrs. Ellen McCracken– Deputy Safeguarding lead

The support that may be available to pupils is as follows...

ELSA

Relax

Social skills groups

Lunch time support– Breathe, Listening Ear

PSHE lessons

Assemblies

Special visitors

MHFA trained staff

If parents have **any** concerns about the social, emotional and mental health of their child, we would welcome them to approach any member of the team to ensure we can support their child as early as possible.

What should parents do if they are unhappy with the support received by their child?

It is important that you let us know as soon as possible if you are unhappy with any aspect of your child's support.

In the first instance, please approach the class teacher or Inclusion Lead for a meeting. If you feel after this that the matter is still unresolved, please consult the school's complaints procedure for next steps.

We would always look to resolve difficulties as soon as we can in collaboration with parents.

What training do staff receive to meet the needs of pupils with special educational needs and disabilities?

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 :

Dyslexic friendly classrooms

Understanding Autistic Spectrum disorders

Teaching visually impaired pupils

Teaching children with hearing impairment

Mental health first aid

Charlie Waller Memorial Trust Social, Emotional and Mental Health training

Our Inclusion Lead 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 advisers to evaluate and develop provision for pupils who have the most complex needs.

This year school are undertaking a termly focus on training and development. This will centre around;

- Term 1– Speech, language and communication need
- Term 2– ASD
- Term 3– Dyslexia

How do we assess children with Special Educational Needs and Disabilities?

Ongoing monitoring takes place by the class teacher, Inclusion Lead and senior leaders to track the progress of pupils with Special Educational Needs and Disabilities.

Additional support is recorded in a class provision map which outlines interventions and support given to pupils who have Special Educational Needs and Disabilities. This is evaluated at the end of every term and new support planned following the assess, plan, do, review cycle as outlined in the SEND Code of Practice.

Some pupils, who have a higher level of need, may have an Individual Provision Map. This includes pupils with PRA and EHCPs. These reflect the support and outcomes as outlined in the PRA or EHCP. These are drafted and shared with parents at the start of each term and reviewed at the end – ready to plan the next term’s support.

Regular meetings are held between class teachers, senior leaders and the Inclusion Lead to discuss the progress of pupils.

It may become appropriate to involve outside agencies for additional support – this will not be done without parental consent.

How will parents know how their pupil with Special Educational Needs and Disabilities is progressing?

Parents will have 3 opportunities to meet with their child’s class teacher throughout the year. In addition, further meetings can be called to meet with parents. At these, class teachers will inform parents of the support their children are getting and the impact it is having.

The Inclusion Lead is available to meet parents from Monday to Thursday and this can be arranged via the SEND email address.

Pupils with EHCPs and PRAs will have an annual review, where support and provision is evaluated. Parents of pupils with PRAs and EHCPs will typically have more meetings with the Inclusion Lead throughout the year.

Who is responsible for children with Special Educational Needs and Disabilities?

<u>Who?</u>	<u>How to contact?</u>	<u>Responsibilities</u>
Class teacher	Via dojo	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. 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 any aspect of your child’s development you should speak to your child’s class teacher first. You may then be directed to the SENCO.
Gemma Read Inclusion Lead, Designated Safeguarding Lead, Designated Teacher for Looked after children Supported in administration by Mrs. Ellen McCracken	send@warrenroad.bromley.sch.uk Email checked during the working day Mon – Thurs. Any urgent matters out these hours to be sent to the school office FAO Mrs. Read (or Mrs. McCracken on a Friday)	Is responsible for : Coordinating provision for children with SEND and developing the school’s SEND policy 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
Mr. Richard Edmonds Headteacher	Office@warrenroad.bromley.sch.uk	Is responsible for: The day to day management of all aspects of the school, including the provision made for pupils with SEND
Mr. Richard Hulme SEN governor	Office@warrenroad.bromley.sch.uk	Is responsible for: Supporting school to evaluate and develop quality and impact of provision for pupils with SEN across the school.

Between year groups;

- Pupils are prepared in advance by knowing who their new teacher is.
- Pupils have opportunities to meet their new teacher on more occasions if needed.
- Pupils can join lessons with their new teacher to experience their teaching style.
- Pupils have social stories to familiarise themselves of any changes over the summer break.

In year

- When pupils arrive, their names are given to the Inclusion Lead.
- Information is sought from the previous setting.
- After a period of settling, the new class teacher is approached to see if there are any concerns around any areas of development.

Will children with SEND be included in all aspects of school life?

At Warren Road Primary School the wider curriculum is especially important to us. We want to ensure that all pupils, regardless of their needs, can access all areas of the school curriculum.

In addition, there are a wide range of extracurricular activities, some run by school staff, some by external groups. All pupils, regardless of need, are encouraged to attend these groups. Where necessary, meetings with school, providers and parents may be arranged with the purpose of reducing barriers to inclusion.

Enrichment events and trips will be accessible to all. Risk assessments may be undertaken if needed and reasonable adjustments will be made to ensure all can attend.

How do we manage transition for children with Special Educational Needs and Disabilities?

Children undertake transition throughout their school life. We realise this causes anxiety, especially for children with SEND.

On entry to Reception

- We endeavour to visit as many pre-schools as we can to discuss all pupils needs.
- We evaluate information from preschools and call transition meetings for any pupils with more complex needs.
- Additional visits to the programme offered can be arranged for pupils who would benefit.
- Social stories are sent to the pupils home for them to share with their families.
- Inclusion Lead is present at the prospective parents open mornings, new parents meeting and on the pupil's first day and parents are invited to come and introduce themselves. Meetings can be requested via the SEND email address before a child's entry to school.

On exit

- As soon as secondary schools are released in early March, the Inclusion Lead begins liaising with secondary schools
- Additional visits are organised where needed
- Transition meetings are also requested where a pupil has complex needs
- Pupil information is transferred at the Secondary Transition day at the Warren In June via Pupil Information Forms
- Pupils attend the Transition Day in early July
- Information is handed over to schools when they come to visit the children at school
- Transition support groups can be set up where needed