



DOWNE PRIMARY SCHOOL

Downe Primary School SEND Information Report

Downe Primary School is an inclusive, caring school where everyone is fully committed to ensuring that all pupils, regardless of their specific needs, make the best possible progress in school.

What are Special Educational Needs or Disabilities (SEND)?

There are four broad areas of SEND need:

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

Any additional support given to children with special education needs should be viewed as part of all children's entitlement to the highest quality school provision and not be seen in isolation or as something extra.

As a mainstream school, we regularly cater for children with the following needs:

- 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)
- Physical disabilities (PD)

The range of support deployed will be tailored to individual needs following thorough assessment by internal and/or external agencies. It is designed to promote pupils working towards becoming independent and resilient learners.

Information and guidance: Who should I contact to discuss the concerns and needs of my child?

Class teacher	<p>Your child's class teacher should always be your first point of contact if you want to discuss any issues regarding your child's learning as they are the member of staff who will know your child best.</p> <p>Your class teacher is responsible for:</p> <ul style="list-style-type: none">• Having achievable and high expectations for all pupils in their class.• Planning for, delivering and evaluating high-quality teaching which is adapted to respond to the strengths and needs of all pupils.• Putting in place different ways of teaching so that your child is fully involved in learning. This may involve providing different
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	<p>resources adapted to your child or specific strategies to enable your child to access all areas of school life.</p> <ul style="list-style-type: none"> • Checking on the progress of your child, and identifying and planning for any additional support using a class or individual provision map. • Working with the SENDCo to revise and adapt the support according to the identified needs.
<p>Special Educational Needs Co-ordinator: (SENDCo)</p> <p>Mrs Susie Howell</p> <p>showell25.305@lgflmail.org</p> <p>Contact details: 01689 853916</p> <p><i>(Working days Tuesday and Wednesday)</i></p> <p>admin@downe.bromley.sch.uk</p>	<p>Following consultation with your child's class teacher you may be directed to the SENDCo</p> <p>The SENDCo is responsible for:</p> <p>Coordinating provision for children with SEND and developing the school's SEND policy.</p> <p>Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting and supporting a range of needs.</p> <p>Ensuring that parents are:</p> <ul style="list-style-type: none"> • Involved in supporting their child's learning. • 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 school who can offer advice and support to help pupils overcome any difficulties. <p>The SENDCo is available to meet with parents at any point throughout the school year and there are also scheduled opportunities to meet her at the regular parents' evenings.</p>
<p>Head Teacher: Miss Rebecca Dolan</p>	<p>The Headteacher 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>SEND Governor: Mrs Kim Brown</p>	<p>The SEND Governor is responsible for:</p> <ul style="list-style-type: none"> • making sure the school has an up-to-date SEND policy. • Supporting the school to evaluate and develop the quality and impact of provision for pupils with SEND across the school.
<p>Parents/carers</p>	<p>Parents and Carers are responsible for:</p> <ul style="list-style-type: none"> • Keeping the class teacher informed of any development relating to the needs of their child. • Keeping open lines of communication regarding any worries or concerns.

How is my child supported at school?

Each term your class teacher writes a class provision map. The provision map outlines all the interventions supporting the children in a class. It details reasons for why the children have this intervention, sets achievable targets and records the outcome so that the effectiveness of the intervention can be measured. Your child's class teacher will discuss any additional provision and support in place for your child at the termly parents' evenings.

Children with Education Health Care Plans (EHCP) and sometimes other children need an individual provision map or behaviour support plan. In consultation with the SENDCO, parents and when possible child, short term targets are agreed which prioritise key areas of learning or behaviour to address and by which progress can be measured. Where 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.

If a referral to an outside agency is recommended, parents will always be asked for their permission for the referral to take place. The aim of involving an outside agency will be to help the school and parents understand any particular needs a pupil has and to be able to support them better in school. The specialist professional will work with a pupil to understand their needs and make recommendations to support them.

While the needs of most pupils will be met from within the school's own resources, some children will have a higher level of need. An additional funding to support children can then be requested from the Bromley Borough High Needs Block and is called a Pupil Resource Agreement. To receive additional funding, the school needs to provide a costed provision map, demonstrating how advice and recommendations from external agencies have been implemented, the outcomes of support and indicating how additional funding will be used to support the pupil in achieving desired outcomes.

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 including phonics and both KS1 and KS2 SATs. This might include additional time, rest breaks or the use of a scribe or word processor. The SENDCo will inform you about eligibility for these arrangements.

Interventions: What types of interventions might be used to support my child?

Access to learning and the curriculum

- Access to learning support staff
- Regular intervention programmes in class.
- Intensive programmes for teaching key skills.

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

- Speech and Language Therapist advice disseminated to and followed by teaching staff.
- Speech therapy individual or group work delivered by support staff following speech therapist advice and training.
- Communication book, Clicker 7 and Communicate for Print

Strategies to support/develop literacy including reading:

- Focused 1:1 and small group reading and phonics programmes.
- Phonics programme – teacher and teaching assistant taught using programmes such as 'Read, Write Inc and 'Toe by Toe'.
- Small group and 1:1 writing intervention programmes such as 'Write Away Together'.
- Reciprocal Reading.
- Use of colour overlays.
- 'Nessy' computer programme.

Strategies to support/develop numeracy:

- Small group and when appropriate 1:1 intervention programmes.
- My Maths computer programme.
- 5 minute maths box
- Use of Numicon and other practical apparatus.

Pastoral Support

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

- Small group programme to develop social skills
- Lunch-time clubs
- Mentoring
- Regular 'celebration of success' opportunities
- Social stories

Mentoring activities:

- Playground pals "play-leaders"
- Buddy systems.

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

- Transition support, visits and events.
- Additional transition activities such as spending time in new classroom with a familiar adult.
- Reduced or modified time-table.
- Photo-stories, especially for transition.
- Regular contact and liaison with parents. As well as scheduled parent's evenings, parents can make an appointment to meet with their child's teacher or the SENDCO at a mutually convenient time, via the school office.
- Safe, quiet space for children to go to when/if needed.
- Additional support and activities at break times when/if needed.
- Whole school values and rules are continually reinforced through assemblies.
- Forest School
- Drawing and Talking sessions
- 1:1 or small group Emotional Literacy Support

Support/supervision at unstructured times of the day:

- Break-time staff with specialism in SEND on duty.
- Trained staff supervising during break time.

Planning, assessment, evaluation and next steps:

- Regular reviews with parents.
- Pupil progress reviews termly.
- Support plans for pupils who have additional needs but do not have specific targets from other agencies.
- All lessons and homework differentiated to take account of individual needs.
- Class provision map and, when needed, an individual provision map or behaviour support plan.

Personal and medical care:

- Identified medical administrative staff available for pupils throughout the day.
- Health, Care plans for pupils with medical needs.
- System for administration of medication.
- Support staff to assist pupils with personal care as specified by clinical plans.
- Modified toilet facilities for individual needs.

Getting about: How does the school increase accessibility for all children?

Access to strategies/programmes to support occupational /physiotherapy needs

- Advice of professionals disseminated and followed
- Use of any recommended equipment
- Specialist equipment as required on an individual basis to access the curriculum
- Software to support learning i.e. Widget and Clicker 7.
- Sound field system fitted in hall and classroom for hearing impaired children
- Handrails fitted as needed
- Soundfield amplification system
- Additional access to a laptop or tablet within the classroom to support children to record their ideas and writing (when and as needed).

Transition support: How are children supported when transitioning from one setting to another?

Children and young people can become particularly anxious about "moving on", so we actively seek to support them in having a successful transition.

When moving to another school: We will contact the SENDCo at the new school and share information about special arrangements and support that has been made to help your child achieve in their learning. If possible, we will help in arranging a taster session/day at the new school. 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 between the existing and new teacher. Opportunities to visit the new class, build a relationship with new staff, explore new areas of the school and framing with social stories will be used where necessary.

Transition from Year 6 to secondary school: The SENDCo will attend the Primary/Secondary Transition day meeting to discuss specific needs of children with additional needs and also the nature and level of support which has had the most impact.

Staffing Expertise: How skilled are staff in meeting the needs of my child?

How will staff meet the needs of my child?

- The class teachers are all teachers of children who have additional needs. They have all had training in SEND and know many different methods of supporting children to access the learning in class through their quality first teaching.
- The school has an ongoing programme of training for teaching and support staff including specialist advice from outside agencies to ensure they have the skills to support children with additional needs.
- The SENDCo regularly attends meetings with other SENDCos to share best practice as well as keeping up to date with new initiatives locally and nationally.
- All staff receive regular safeguarding and child protection training.
- If your child presents to us with a need that we have not encountered before, we will seek advice and training. But we also value your knowledge and experience as parents to help us support your child in having the most positive learning experience.

Communication and pupil voice: How do you ensure good communication with parents? How to you ensure that a pupil is being heard?

An effective partnership with the learner and their family is essential in building and maintaining a trusting relationship. We aim to communicate successfully with families in order to build positive relationships.

- Pupil voice is built into termly reviews of progress. A child might be asked what they find difficult, what they enjoy and how to best support them at school.
- Regular meetings with parents as required.
- Regular opportunities to feedback success, achievements and progress both formally and informally throughout the year.
- Parents always informed and asked for written permission for any referral to an outside agency or professional advice (i.e. Speech and Language or Educational Psychologist.)

Partnerships with External Agencies: Who might the school ask for additional help and advice?

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 as and when needed.

These may include:

- Educational Psychology Service.
Our school Educational Psychologist is Tom Richardson.
- School Nurse:
Our School Nurse Health Advisor is Heidi Nokes. (0756 404 5920)
- Speech and Language Therapy.
- Inclusion Support Advisory Team (ISAT).
- Sensory Support Service (Hearing Team) *Sharon King (07904 153724)*
- Social Communication Team
- Occupational / physiotherapy.
E-mail: bro-pct.childrensotservice@nhs.net
- Paediatric Services.
Phoenix Children's Resource Centre 40, Masons Hill, Bromley BR2 9HS Tel: 020 8466 9988
- Bromley CAF team
- CAMHS (Child and Adolescent Mental Health Service)
Children and Adolescent Mental Health Service Phoenix Children's Resource Centre 40 Masons Hill, Bromley BR2 9HS Tel: 020 8466 9988
- Bromley Y broccg.bromley@nhs.net. Tel: 020 3770 8848
- Bromley Social Care

Access to Medical Interventions

- Use of individualised Care Plans
- Referral to Paediatrician
- Referrals to CAMHS
- Referral via pastoral team to Bromley Y and associated agencies.
- Access to whole staff training if required via Educational Psychologist or School Nurse.

Where can I get additional advice and information for my child with special education needs and difficulties in Bromley Borough?

Information, Advice and Support Service (IASS):

Tel: 01689 881024

Email: iass@bromley.gov.uk

https://www.bromley.gov.uk/info/8/special_educational_needs/64/information_advice_and_support_serv

The Information, Advice and Support Service (IASS) offers free, impartial information, advice and support in confidence for:

- Children and young people with special educational needs and disabilities (SEND).
- Parents and carers of children with special educational needs (SEND).

Bromley Parent Voice who are a charity working in partnership with providers to give families a voice www.bromleyparentvoice.org.uk/ Tel: 07803 287838

Further information: Where can I find out about local and national support and services for my child and family?

Bromley Children's Project offer parenting courses and one-to-one support for a range of issues that may have had an adverse effect on a family with children aged between 0 and 11 years old.

Email: bcpadmin@bromley.gov.uk

Telephone: 020 8461 7259

http://www.bromley.gov.uk/info/200071/parental_support/769/bromley_children_project

Bromley Y is a long established local charity offering free therapeutic support to young people between the ages of 0 – 18 years.

Bromley Y aims to provide a safe, friendly environment for children, young people and their families to explore the difficulties that they may be experiencing, helping them to identify new ways forward.

<https://bromley-y.org/>

YoungMinds: 'YoungMinds is the UK's leading charity committed to improving the emotional wellbeing and mental health of children and young people.

<https://youngminds.org.uk/find-help/for-parents/>

The Candle Project: St Christopher's Hospice has been providing bereavement counselling to patients' families for over 40 years. The Candle Project extends this support to children, young people and families in the South East London area. <http://www.stchristophers.org.uk/candle>

Child Bereavement UK: 'Child Bereavement UK believes that all families should have access to the support and information that they need when a child grieves or when a child dies. Through understanding their grieving process and receiving help in dealing with bereavement from appropriately trained professionals, families can learn to live with their grief and begin rebuilding their lives.'

<http://www.childbereavementuk.org/>

The Dyslexia Association for Bromley, Bexley, Greenwich and Lewisham: The Dyslexia Association of Bexley Bromley Greenwich and Lewisham gives information and help for parents, teachers, adults and interested professionals.

<http://dyslexiawise.co.uk/>

The British Dyslexia Association: <http://www.bdadyslexia.org.uk/>

Bromley Borough have a Specific Learning Difficulties padlet which has lots of useful resources for supporting both schools and parents with children who have dyslexia or dyspraxia.

<https://isat.padlet.org/hannahlittle5/p7w5r614o7y06s42>

The National Autistic Society: 'We provide information, support and pioneering services, and campaign for a better world for people with autism.' <http://www.autism.org.uk/>

Bromley Autism Champions have a padlet which has lots of useful information and resources to support families and schools with children who are on the Autistic Spectrum.

<https://isat.padlet.org/amyraiah/ptyntkrug9nprh>

Community Paediatricians (Complex Communication Diagnosis). This service is for any child suspected with having Autistic Spectrum Disorder (ASD) who is living in the borough of Bromley. Families can not directly contact this service but would need a referral from their family doctor (GP), health visitor or school (SENDCo)

www.bromleyhealthcare.org.uk/explore-our-services/complex-communication-diagnostic-service

Bromley Mencap: The service provides a programme of information workshops and leisure activities to enable disabled children and their siblings to enjoy an ordinary life by reducing isolation and improving independence.

<https://www.bromleymencap.org.uk/support-and-services/children-family-services/>

CASPA is a rapidly growing charity that was set up in 2002, working with children, young people and families affected by autism.

<https://www.caspabromley.org.uk>

The National Deaf Children's Society: Provides information and support to the families of deaf children. <http://www.ndcs.org.uk>

What is the Local Authority (LA) Local Offer?

Bromley's local offer provides information about local services, support and activities available to families, children and young people aged 0 - 25 years with special educational needs or disabilities.

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

What is the SEND Code of Practice?

The SEND Code of Practice gives guidance on the special educational needs and disability (SEND) system for children and young people.

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

Data protection: How is my child's information shared?

All information that is shared with external agencies regarding children will have been shared with Parents and Carers prior to being sent.

What is the complaint procedure concerning Special Education Needs (SEND) provision in school?

The first point of contact would be your child's class teacher. From there, the SENDCo may be notified and included in discussions. If you have spoken to your child's class teacher and the SENDCo and you still feel unhappy, you can contact the Head teacher (Miss Dolan) or the school chair of Governors (Kim Brown). If you have a complaint, please follow the Complaints Procedure which is found on the school website.

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