

## Who is Who?

### Mrs Lawrence

Deputy Headteacher, SENCo,  
Designated Teacher for LAC and Deputy  
Safeguarding Lead

[k.lawrence@bigginhillps.com](mailto:k.lawrence@bigginhillps.com)



### Mrs Sargeant

Family Liaison,  
Mental Health Lead and Deputy  
Safeguarding Lead

[k.sargeant@bigginhillps.com](mailto:k.sargeant@bigginhillps.com)



### Miss Knott

SENCo Assistant

[r.knott@bigginhillps.com](mailto:r.knott@bigginhillps.com)



**We operate an open door policy and welcome parents and carers to meet with our Inclusion Team. Contact the school office to make an appointment or email**

[senco@bigginhillps.com](mailto:senco@bigginhillps.com)

## Our Learning Support Team

We pride ourselves on our committed and highly skilled team of Learning Support Assistants (LSAs). Our LSAs know the children well, understand their needs and are deployed throughout the school to provide support to children within the class setting, in small group interventions and, at times, one to one. Many of our LSA's have received specialist training and can offer specific support including sensory needs, speech and language or social communication difficulties. Our LSAs are required to participate in Continuous Personal Development as part of their role at school.

*"At the heart of our school are our highly experienced and truly committed team of LSAs; they are an outstanding team, with ever growing skills and knowledge."*

**Mrs Freeman, Headteacher and  
Designated Safeguarding Lead**

## How will we communicate with you?

Each half term we will send all parents and carers our Inclusion bulletin 'Same but Different'. This gives top tips on all matters relating to Inclusion, Wellbeing and Special Educational Needs (SEN).



Parents and carers will also receive a login for Edukey. Edukey is part of TES and is used by our school to track provision and interventions as well as hold important additional information to enable us to care for and support your child.



We also have a wealth of SEN, wellbeing and signposting information available on our Padlet, which can be found at:

<https://padlet.com/klawrence82/wmurbgg4yk14lf1a>

You can also find information on our Inclusion and Wellbeing section on our website:

<https://www.bigginhillprimary.com>

Finally, we are here for all our families and will work with you to ensure your child has the best possible educational journey at Biggin Hill Primary School.



**Inclusion and Wellbeing  
One Stop Guide**

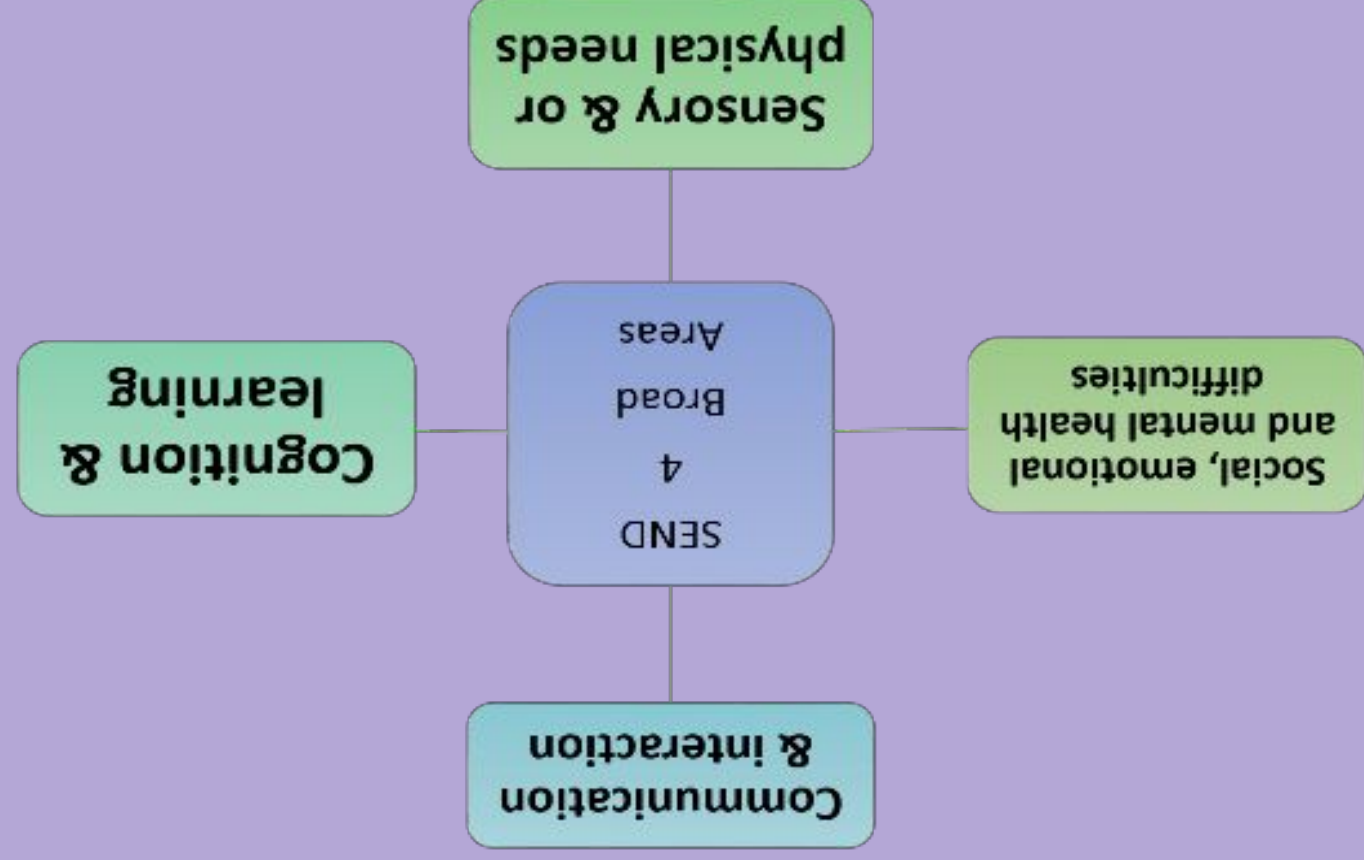
**Produced by the Inclusion Team at  
Biggin Hill Primary School**



# Inclusion and Wellbeing One Stop Guide



## What if I have concerns about my child?



Every additional or special educational need falls under one of the above categories. It is important for you as parents and carers to know what happens should you or a member of staff feel that your child may need alternative or additional support at school.

- ★ **Speak to your child's class teacher.** Your child's class teacher will be the person who knows your child best at school. It is important to keep the lines of communication open and honest.
- ★ **Discuss strategies** with your child's class teacher. This may include varying high quality teaching strategies or starting/changing an intervention.
- ★ **Meet with the Inclusion Team** to discuss next steps including a review, possible placement on the SEN register, a support plan and possible referrals to outside agencies.

Taking the first step to speak to a member of staff about difficulties you feel your child may be experiencing can be extremely daunting. You may want to meet with our Family Liaison or SENCo Assistant for an informal conversation before meeting with the SENCo.

## Inclusion and Wellbeing at Biggin Hill Primary School

At Biggin Hill Primary School we value each child for who they are and firmly believe in our mantra that all children are the 'same but different'. Individuality and diversity are celebrated and encouraged through our commitment to promoting our children's strengths by providing opportunities for all children to succeed. Through early identification of need, we aim to support children by removing barriers to learning, providing equal opportunities for all. We understand the importance of wellbeing and mental health awareness and encourage all children and families to speak out if they feel they are in need of support. We recognise that good wellbeing is key to a child's development; emotionally, physically and educationally.

### What does this mean for my child?

This means that your child will feel valued, supported, successful and accepted by the adults and children around them.

### How do we promote positive wellbeing?

- **Classroom** - positive teaching and support staff plus a welcoming learning environment
- **Haven** - a beautiful sensory garden
- **Bubble Room** - a sensory heightened space which is loved by children
- **Hub** - an intervention room and additional learning space
- **Hangar** - our dedicated provision for children that require a low sensory space and calming environment to learn
- **Aspire** - a KS2 provision for children working below key stage expectations in either reading, writing or maths
- **Launchpad** - an EYFS and KS1 provision for children with complex needs

Please see our website for the full range of provisions and interventions available to support our children.

## Where does it begin?

**Wave 1 - High Quality Teaching (HQT)**  
 HQT is driven by the class teacher through careful planning and adaptation of the curriculum. HQT includes small group teaching, access and challenge for all children including the use of resources and adapting the content which is being taught as well as how it is being taught to match the learning style of the child.

### Wave 2 - Provision and Intervention

Sometimes, High Quality Teaching may not be enough for your child to access the curriculum successfully. It is then that further support is provided through provisions and interventions. At this point, we will monitor your child and the outcomes of the additional support provided. Our provisions and interventions are reviewed ½ termly by the SENCo and Class Teacher. We will always write to parents and carers if your child is placed on an intervention and provision at school.

It is our aim to see an impact from an intervention between 6 and 12 weeks. If, after this period of time we feel there is more that is needed to support your child, you will be invited to meet with a member of the Inclusion Team.

### Wave 3 - Possible move to SEN Register

At this point, we will discuss with parents and carers and make a combined decision to place your child on the SEN Register as well as discussing a plan to support your child moving forward. This may involve external agency involvement such as speech and language, community paediatrics or an educational psychologist.

