



Biggin Hill Primary School

SEN Information Report updated October 2016

The kinds of special educational needs for which provision is made at our school.

Our Hygiene room



At Biggin Hill Primary School we make provision for all children who qualify for mainstream education. Whatever the needs of a child we will be proactive in ensuring barriers are removed and the correct support and resources are put in place to provide a safe and nurturing environment, in which children can thrive socially, emotionally and academically. Parental support is vital to ensure that this can take place. We greatly value the input of parents in informing us about the needs or difficulties faced by their child as well as their strength and interests. Working in partnership ensures the best provision.

The school constantly endeavours to improve facilities for access and inclusion through the structure of its recently reviewed **Accessibility Plan**. For example access arrangements for children with physical impairment have been greatly improved by the recent completion of a fully equipped Hygiene Room in the KS1 school Building and a refurbished disabled toilet adapted for children in the KS2 building. All year groups have at least one classroom fitted with a soundfield system to support pupils with a hearing impairment.

The identification and assessment of pupils with SEND our school.

Many children may need additional support at some time in their time in school. Where this support needs to continue over a sustained period of time, for example when a child has a specific disability or difficulty, or a child's level of ability is significantly below age related expectations of attainment, then they may be identified as having a Special Educational Need or Disability (**SEND**).

Ongoing monitoring takes place by class teachers to identify pupils who may have additional needs either in a temporary way or having SEND. Teachers may request support from the SENCO/Inclusion manager at any time in developing strategies or interventions that will support pupils not reaching age related expectations.

Pupil Progress reviews are held half termly and concerns are raised at these meetings. These meetings are closely linked to the half termly assessments of attainment in order to identify children not making sufficient progress. At these meetings children who have been identified as particularly vulnerable, such as children who have attended a number of schools and are mid-term admissions, are also closely monitored for both progress and wellbeing. The school recognises that children learn best when their wellbeing needs are met and ensures pastoral support is made available

Teachers also discuss regularly with parents at consultation meetings the progress of their children and may also seek the guidance or support of the school's Special Educational Needs Coordinator (SENCO).

Parents are also welcome to make an appointment with the SENCO in order to raise concerns. The SENCO welcomes any discussions with parents and works from Monday to Wednesday: simply ring the office to make an appointment time.

<p>How our school evaluates the effectiveness of its provision for such pupils</p>	<p>Many interventions have entry and exit assessments that can clearly demonstrate the effectiveness and progress. Discussions with the teachers, LSAs and the SENCO are ongoing that include a child's engagement with their learning and enjoyment in the intervention. The school recognises how important it is to develop children's enjoyment and develop a sense of pride and celebration in their achievements. The school strive to engage children in interventions, for example having games based software spelling programs or appropriate age interest but lower reading age books. Indeed the school has found that the most effective interventions are the ones children have enjoyed. The school also recognises that the most effective interventions are those which are closely linked to class learning and teachers ensure that this occurs. Teachers are responsible for organising and tracking the majority of the current interventions. However, some specialist interventions are organised and tracked by the SENCO, such as language therapy and sensory circuits.</p> <p>A review of intervention effectiveness is undertaken termly and changes are made to suit the changing needs of children. In a similar way the school reviews effectiveness of provision in class against the progress of children and their engagement in learning; adapting provision or changing support or resources to match more closely to individual needs.</p>
<p>The school's arrangements for assessing and reviewing the progress of pupils with SEND</p>	<p>For children with significant SEND/additional needs review meetings are held at least termly. Parents' and children's views are central to our review process and parents are invited. We will also invite relevant external agencies if possible or integrate the agents' findings into the review and any appropriate changes in provision for your child.</p> <p>Support arrangements will be updated and revised according to the impact they have had. This might include referral to further external agencies. See SEND policy appendix 2 for the different SEND status codes, which indicate the level of additional needs for individual children. Your child may have her/his SEND status changed (increased or decreased) at these review meetings. Increase of SEND status may lead to increased support, or referral to external agents.</p> <p>Tests and Examinations: Access Arrangements</p> <p>For some pupils additional arrangements and adjustments can be made to enable them to fully access a range of tests. This might include <i>additional time, rest breaks, an adult reading the test paper</i> or the use of a <i>scribe</i>. The year 6 teachers make provision for children with SEND to the key stage two SATs and work with leadership in ensuring individual children have the correct access arrangements in place from early in the year.</p>
<p>The school's approach to teaching pupils with SEND</p>	<p>We provide very varied and flexible provision, but the most important provision is the access to learning in class (QFT). 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 and inclusion is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning.</p> <p>Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all. Children are always encouraged to work as independently as possible, as teachers adapt teaching in pace, style and content to match the learning needs of their pupils. Sometimes children may work in a 1-1 or small group with a learning support assistant or the teacher, but only to the level when they can work independently.</p> <p>This differentiation and inclusive approach is known as quality first teaching (QFT). Teachers reflect upon their practice using an <i>observational checklist for inclusive QFT</i> (see appendix one of SEND policy).</p>

How the school adapts the curriculum and learning environment for pupils with SEND



The Hangar

After discussions with key staff and parents, additional support may be put into place to provide enhanced resources and targeted small group in meeting children's needs. The SENCO will discuss individual children's needs with the teacher and learning support assistant, as well as observing in class or working with children and make recommendations for additional interventions that match your child's needs.

It may be that at some stage, through discussion with the teacher and parent, that the SENCO makes a referral to an external agent such as Occupational Therapy. 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. The SENCO will support teachers and Learning Support Assistants to integrate advice and guidance from external agents into teaching and interventions.

The learning environment can also be adapted for the needs of individual children, such as creating a workstation in class for a child who may need time to work with distraction. The school has recently opened The Hangar, which is a classroom adapted for children with additional needs in social communication. Children who are vulnerable emotionally are also able to access this room at lunchtime and playtimes.

The school has recently begun to use Pupil Support Agreements between parents and school in detailing support for children that have higher level of additional needs, who require more individualised support. Pupil Support Agreement costs are met within the school's notional (ring-fenced) SEN budget.

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 will be explained in the LA Local Offer.

A few children with highly complex needs, especially medical needs as well as learning needs may require an Education, Health and Care Plan (EHCP); details of the process and criteria for this are also on the LA's website.

In addition a Learning Support Assistant's (LSA) support may be allocated, either within a small group or, in some high need cases, one to one support, especially for any individually targeted interventions. This support is deployed to ensure your child can engage in lessons and wider school activities and to facilitate independent learning.

Additional support for learning that is available to pupils with SEND.

- Access to Learning Support Assistants (LSAs) who are allocated to year groups flexibly according to the needs in different classes.
- Quality First Teaching through differentiation in planning from learning targets and different resourcing for individual pupils.

The school also runs a number of interventions. These are short sessions that occur outside of the usual lessons in small



Pre Teaching intervention

groups and are targeted for the needs of these children. Teachers may also include further interventions that are specific to the learning needs of their class, for example a maths booster group for practising basic number skills.

Interventions that are currently available:

Area of need	Intervention
Phonics (in Early Years & KS1)	Highly differentiated groups, some of which are small groups (less than 6 children), reviewed half termly, for daily phonics lessons.
Reading (KS1 & 2)	Paired reading sessions with trained LSAs, using structured reading schemes (Year 2 through to Year 6) or supporting children for preparation in class guided reading.
Spelling	<p>Word Shark (a software games based spelling programme) KS2</p> <p>Precision spelling or High Frequency Words(daily practice of key words) KS1 & 2</p> <p>Phonics and Spelling Support (PASS) for pupils in KS2 who struggle in spelling and need to approach this learning in an individualised way. This is implemented by a higher level teaching assistant, with in-depth knowledge of dyslexia.</p> <p>Support for Dyslexia for pupils in KS2 with a diagnosis of dyslexia. This is implemented by a specialist teacher, Jenny Hemmings.</p>
Maths	Closing the Gap with Numicon (KS1 and Year 3) for developing conceptual understanding of number.

Activities that are available for pupils with SEND in addition to those available with the curriculum

The following activities and interventions are currently available:

Motor skills & Handwriting	<p>Reception Year: small groups for Dance Write (for both gross and fine motor skills)</p> <p>Year 1 & 2: Fabulous Fingers (for fine motor skills)</p> <p>Year 2 & 3: Take Ten or Early Handwriting (handwriting/ eye hand coordination & core strength)</p> <p>Year 4 & 5: Speed Up Handwriting intervention</p> <p>All year groups: Sensory Circuits for improving gross motor skills, as well as concentration and attention skills (for pupils with needs in ADHD).</p>
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Sensory Circuits



Social Skills and emotional regulation

Specific interventions run by Miss Rachel Knott, who has specialist knowledge of Autism. She groups both with individual children, creating action to support them in class and with groups.

Speech and Language needs, including English as an Additional Language (EAL)

Small groups for **pre teaching new vocabulary** to be learnt during the coming week for children who may have EAL or language needs. (years 1 to 6)

Reception Year: **Talking Partners**: a structured language programme for improving active listening and language.

Individual SALT: One to one work or small groups for implementing programmes with input from therapist from Bromley SALT who works in school weekly.

This intervention also identifies how teachers and LSAs can integrate targets from speech and language into curriculum teaching.

The school strive to be inclusive in all out of school activities and outings, carrying out risk assessments for any extracurricular activity, including if appropriate individual risk assessment. LSAs support children individually during these activities as necessary and parents are always welcome to accompany their children. Parents with concerns about any of the school visits are very welcome to contact any member of the senior leadership team to discuss improving access for their children.


Support that is available for improving the emotional and social development of pupils with SEND.



As a school we recognise that emotional well being is central to any child's experience in school and to the response to learning and progress that s/he is able to make. It is crucial that children are happy, feel secure and reach their potential in all areas of school life. When a child has a particular disability or need that may impact upon their well-being we provide support to meet their individual needs in some of the following ways:

- SEND Midday Supervisors (MDS) whose role it is to monitor the well-being of particular children: one for lower playground and one for upper playground). They meet regularly with the SENCO and are well informed about the children's needs. However, all staff, including all MDS, are informed about children with medical, communication or other additional needs.
- Lunchtime clubs to which vulnerable pupils are invited. These clubs have a social skills focus woven into the fun. For example the Lego club may focus upon cooperative skills in building a group model.
- Referral to a school based therapeutic support assistant , who works with children for time bound sessions (usually once a week for a term)
- Art or Play Therapy, run by a trained counsellor, with a group of children for time bound sessions (as above).
- The school has available an intervention called *Circle of Friends* for supporting children who feel isolated and offers this intervention after discussion with parents.

	<ul style="list-style-type: none"> ○ The school is developing systems for working within a context of <i>Restorative Justice</i> and endeavours to resolve minor conflicts that arise between children in the playground using this process. MDS will be trained in this approach during the Autumn Term 2016. ○ Mindfulness: Year 6 pupils have lessons on practising mindfulness, for supporting their emotional wellbeing and developing strategies for coping with stress. Mindfulness also has been found to improve cognition and memory. <p>When children have behavioural needs, staff are committed to focussing upon the positive and working closely with parents. Sometimes a protocol and/or risk assessments is drawn in order to support a child, which sets out very clear expectations, specific targets for changing behaviour and rewards and recognition of a child's success and will include a range of proactive de-escalating strategies. The school have recently begun to use Pastoral Support Programmes for a few pupils, who are at risk of exclusion.</p> <p>Parental support and home/school communication is paramount in ensuring that children get the same message and consistent support in overcoming any difficulties.</p> <p>Children talk to their teachers every term about what helps them learn and receive feedback on good behaviour for learning. Teachers are central to children's daily experiences and work hard to support them emotionally, sometimes tailoring lessons to raise issues that have concerned children in their classes. The school also has in place "<i>Pupil Voice</i>" which gives opportunities for selected pupils to talk about their experiences in school with a lead teacher; pupils' experiences are collated and feedback into school action both at teacher level and into the whole school development.</p> <p>In September the school introduced a vulnerability matrix for recording children who may be more vulnerable in their emotional wellbeing, for example mid-term admissions. Children with higher vulnerability ratings are more closely monitored for both their progress and wellbeing by the senior leadership team and teachers.</p>
Name and Contact details of the SEND co-ordinator.	Special Educational Needs Coordinator (SENCO) and Inclusion Manager: Ms Françoise Fokias Email: f.fokias@bigginhill.bromley.sch.uk
Information about the expertise and training of staff in relation to children with SEND and about how specialist expertise will be secured.	<p>Ms Fokias has an MA in primary education with a specialism in SEND, as well as a diploma in specific learning difficulties. She 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. She is a trained Mindfulness teacher and has worked extensively with play therapy. 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.</p> <p>The SENCO works with teachers in supporting their planning and assessment for individual children's additional needs and advices, including working alongside teachers in class and observing children.</p> <p>This term LSAs will be receiving training with the SENCO for reading difficulties , guided writing, supporting children with dyslexia, as part of an ongoing programme. Their continued professional development is tailored to the needs of the LSAs and the needs that arise from children in school.</p> <p>All LSAs receive induction when new to school.</p>

	<p>They also work closely with Bromley SALT, attending individual speech and language assessments at Phoenix House and some LSAs attend sessions at school taken by Bromley SALT, so that they can implement the programme independently.</p> <p>The school also seeks advice and guidance from Bromley LA: the Inclusion Support Advisory Team (ISAT) to review, evaluate and develop provision for pupils who have significant SEND and who may need further LA funding in order to address their needs.</p>
<p>Information about how equipment and facilities to support children with SEND will be secured, including the accessibility of the school environment.</p> 	<p>All schools receive a dedicated SEND budget and Biggin Hill School use this budget in varied ways, including the deployment of LSAs; developing SEND resources; buying in external agents' support such Speech and Language Therapy.</p> <p>The school may wish to discuss with you whether making a Pupil Support Agreement between the school and yourselves may be appropriate, in ring fencing an amount from the budget in order to make a higher level of provision for your child. However, if after a period of time your child continues to have significant difficulties with the provision the school are unable to put into place through the school's notional budget, then the school may discuss with you a possible application for additional funding from Bromley LA. However, if you reside in another local authority, for example Croydon, then the school may only apply for an Education, Health and Care Plan (EHCP) if your child has very high SEND.</p> <p>The criteria for Bromley LA funding 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 will be explained in the LA Local Offer.</p> <p>As a school we have developed our accessibility plan in order to improve access our environment during improving curriculum access, communication and physical access. Biggin Hill Primary School lends itself to physical accessibility, as it is completely on one level, with ramps, as well as steps, to both playgrounds.</p> <p>There is a permanent disabled ramp in one of the KS2 classroom and a transportable wheelchair, a movable ramp that are available for entry into all classrooms, including the lower school.</p>
<p>The arrangements for consulting parents of children with SEND about, and involving such parents in, the education of their child.</p>	<p>As a school we are committed to continually keeping you informed about your child's education. The following are ways that we keep you up to date with your child's progress and well being:</p> <ul style="list-style-type: none"> ○ Parents' consultations termly, ○ Half termly targets in reading, writing and maths, ○ Year Group Newsletters with topic overviews, ○ Invitation to termly reviews for children with individual provision maps, where parents have an opportunity to share honestly their views with us and half termly Progress Reports on attainment, attendance and engagement with learning. The school uses a new assessment system of Learning Ladders that are aligned to the new National Curriculum and teachers are able to record with accuracy and detail each child's progress in an ongoing manner. Teachers share this progress with all parents during review days. ○ Additional meetings with parents in response to any concerns parents or the school may have, so that we can work together in adapting and changing provision so it is right for your child.

	<ul style="list-style-type: none"> ○ Teachers may also meet parents fortnightly, by arrangement with parents and teachers, in order to inform them of any changes in routines and next steps in learning for their child. ○ Parents of children in early years are soon to have access to <i>Tapestry</i>, an on-line record that teachers create of observations and attainment for their child. ○ Parents of children in Year 1 to 6 will also have access to <i>Arbour</i>, an on-line package, that will show the progress and attainment of their children. 												
<p>The arrangements for consulting children with SEND about, and involving them in, their education.</p>	<p>Pupils’ own viewpoints are expressed and valued through pupil voice, from which leadership review and develop action. All staff working with children with SEND value children’s own understanding and viewpoint of themselves. We recognise that self esteem plays a vital role in achievement and children’s own expectations and hopes for themselves must be listened to and addressed as part of their provision.</p> <p>During pupil conferences teachers will listen careful to pupils’ own thoughts on their ability and achievements. Learning Support Assistants are able to work with individual children in reviewing successes of the week. The Inclusion Manager will, if appropriate (to their age) discuss with individual children with SEND what they think may help their progress, as part of the review process. The Deputy Headteacher or the Headteacher may be part of this process.</p>												
<p>Any arrangements made by the IAB relating to the treatment of complaints from parents of children with SEND concerning the provision made at the school.</p>	<p>The procedure for complaint about SEND provision is as follows:</p> <table border="1" data-bbox="638 778 2018 1026"> <thead> <tr> <th data-bbox="638 778 1012 815">Steps</th> <th data-bbox="1012 778 1391 815">Contact</th> <th data-bbox="1391 778 2018 815">Response time</th> </tr> </thead> <tbody> <tr> <td data-bbox="638 815 1012 887">Step One</td> <td data-bbox="1012 815 1391 887">Initial contact: SENCo</td> <td data-bbox="1391 815 2018 887">Response within 15 working days</td> </tr> <tr> <td data-bbox="638 887 1012 959">Step Two</td> <td data-bbox="1012 887 1391 959">Headteacher</td> <td data-bbox="1391 887 2018 959">Written response within 15 working days</td> </tr> <tr> <td data-bbox="638 959 1012 1026">Step Three</td> <td data-bbox="1012 959 1391 1026">Chair of IAB</td> <td data-bbox="1391 959 2018 1026">Written response within 15 working days</td> </tr> </tbody> </table>	Steps	Contact	Response time	Step One	Initial contact: SENCo	Response within 15 working days	Step Two	Headteacher	Written response within 15 working days	Step Three	Chair of IAB	Written response within 15 working days
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<p>How the school and IAB involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with SEND.</p>	<p>When, in discussion with parents, children and teachers, the SENCO finds that a child may need further assessments beyond those available to the school she may request, in agreement with parents/carers, a referral to an external body in seeking further understanding and clarity in making best provision for your child.</p> <p>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:</p> <ul style="list-style-type: none"> ○ The Educational Psychology Service (EPS): Tom Richardson is the school’s Educational Psychologist; ○ Bromley speech and language therapy (SALT): Olivia Ruse and Lindsey Smith are the Speech Therapists who currently work in our school; children can be referred to this service at any time, but waiting lists are approximately 15 weeks. ○ Occupational therapy (OT); ○ Physiotherapy; 												



- **Community paediatricians** at the **Phoenix Centre** in Bromley and hospital consultants; children may also be referred to this service for concerns about their social communication and may be referred on to the Complex Communication Diagnostic Service (**CCDS**) also based at the Phoenix Centre.
- **Child and Adolescent Mental Health Service (CAMHS)** for children with very high emotional and mental Health needs;
- **Bromley Wellbeing Service:** for children with emotional or wellbeing concerns.
- **Sensory Support Service** (for hearing or vision impairment): **Natalie Van Erp** (Hearing Impairment) and **Sally Jolliffe** (Visually Impaired) Advisory Teachers both work in our school.
- The **School Nurse and Specialist Nurse: Sara Frost** is our school nurse and **Carolyn Worsley** is the specialist nurse for Bromley.
- **Bromley Children's Project**, who support Parents in developing strategies at home and also come into school to work with individual children.
- The school have also made referrals to **The Candle Project** for children who have experienced bereavement.

The contact details of support services for the parents of pupils with SEND.



Bromley Parent Voice



Bromley Parent Partnership & Choice Service

They 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.

Parent Partnership Service contact: parentpartnership@bromley.gov.uk

Tel: 01689 881 024 available from 09.30 - 16.00 (Mon-Fri)

Bromley Parent Voice is a forum that informs service providers of the needs of children and young people with a disability or additional need and their families or carers.

Contact:info@bromleyparentvoice.org.uk

0208 315 4749 Mon/Tues and **0208 776 3170** Wed-Fri

Bromley Mencap is an independent self-funded charity organisation is supported by Bromley LA to support and advise parents of children with autism **phone: 0208 466 0709** <mailto:enquiries@bromleymencap.org>

Dyslexic Association: Providing information and supporting parents in helping their children who have dyslexia.

Contact: **02083152526** <http://www.dyslexiawise.co.uk/>

Or from the local ***Dyslexic Action Organisation*** in Tunbridge Wells: <http://www.dyslexiaaction.org.uk/content/tonbridge-centre>

The school's arrangements for supporting pupils with SEND in transferring between primary and

We work hard to ensure smooth transition for our children into our setting, as they move into and through school and then onto to secondary schools.

When starting school in Reception class:

The Early Years Leader visits all feeder preschools during the summer term to meet children who are to begin the following

secondary education or to another school or class.



September. She may be accompanied by the SENCO, who will meet any children with SEND in their preschool. Provision and support are then considered with parents and put into place ready for your children beginning in September.

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 a child moves to Biggin Hill School, the school ensures that previous school records, including any SEND information, are received and passed on to teachers and SENCO. The school has a Mid Term Admissions Policy that structures this process.

When moving classes in school:

An information sharing meeting will take place with the new teacher in the last weeks of the term. We will arrange opportunities to visit the new class / teacher and learning support assistant. A few children will benefit from having a *Transition Book* to take home with them, with photographs and notes of the new class, including the new teacher.

When moving from KS1 to KS2

As Biggin Hill School is situated in two separate buildings: the lower (Early Years and key stage 1) and upper school (key stage 2), we recognise that moving both buildings and from key stages can be challenging for some children with SEND and transition meetings are held between old/new teachers and parents for vulnerable children at the end of the summer term.

In year 6-7 transition

The SENCO 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.

On 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.

Biggin Hill Primary School is part of the Charles Darwin Academies Trust and has extremely close links with Charles Darwin secondary school. Charles Darwin’s SEND team has regular contact with Ms Fokias and the headteacher.

The SENCO from Charles Darwin also spends time during year 6 with the pupils with SEND who will be attending this school, in order to make preparations for accurate and targeted provision as soon as they begin.

Information on where the local authority’s local offer is published.



More information can be found about Bromley Local Authority’s local offer on the web site:

<http://bromley.mylifeportal.co.uk/lbb-local-offer.aspx#.VlcS22Bybcs>