



SEND information report.

Last updated January 2024

All Bromley 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.

Southborough Primary School is an inclusive school and offers a range of provision to support children with communication and interaction difficulties, an ASD condition, cognition and learning difficulties, social, mental and emotional health problems or sensory or physical needs.

The range of support will be tailored to individual need, following assessment by internal or external agencies. It is designed to promote pupils becoming independent and resilient learners and also ensuring they remain in class, with differentiated work, as far as possible.

The views of all stakeholders, staff, students, governors and parents have been taken into account. Every Autumn, Southborough send out a SEND questionnaire to parents, the results of which are analysed and considered as part of our action plan. We welcome input from all stakeholders.

The SENDCo can be reached on:

tracey.sides@southborough.bromley.sch.uk

Please be aware the SENDCo is part time and aims to get back to you within 5 working days.

Information and Guidance:

Who should I contact to discuss the concerns or needs of my child?

Class teacher

He / she 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; differentiating work to their level. First point of contact for any concerns. Termly feedback on your child's progress and targets.

Special Educational Needs and Disabilities Coordinator (SENDCo):

Head Teacher:
Mr Patrick Foley

SEN Governor: Charlie Guthrie

Email:
admin@southborough.bromley.sch.uk

Responsible for:

Coordination of provision.
Liaison with and referral to outside agencies.
Applying the school's SEN policy.
If you have concerns about your child and have spoken to your child's class teacher first, you may then be directed to the SENDCo.

She is responsible for:

- Coordinating provision for children with SEND and developing the school's SEND policy
- Ensuring that parents are kept informed about the support offered to their child
- Ensuring parents are included in reviewing how their child is doing
- planning successful movement (transition) to a new class or school

She is also responsible for:

- Liaising with a range of agencies outside of school who offer advice and support to help pupils overcome any difficulties
- Providing advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.

He is responsible for:

- The day to day management of all aspects of the school, including the provision made for pupils with SEND

Governors are responsible for:

- Supporting school to evaluate and develop quality and impact of provision for pupils with SEN across the school.

Assessment, Planning and Review

How can I find out about how well my child is doing?

On-going monitoring takes place by class teachers each half term to identify pupils who are not making progress or who have behaviour needs which are affecting their ability to engage in learning activities. Pupil progress is reviewed through Achievement Teams and their regular half-termly meetings.

After discussions with key staff and parents, additional support will be put into place to provide enhanced resources and targeted small group and / or individual support to help overcome any difficulties. The views of the pupil or young person about their support will be given consideration at this stage.

In some cases Teaching Assistant support may be allocated to a group of children. This support is deployed to ensure your child can engage in lessons and wider school activities and to facilitate independent learning to support transition to adulthood.

Formal review meetings to discuss support are generally held annually. Parents, relevant external agencies and, when appropriate, pupils are invited to this review and their contribution is valued. The impact of support offered is considered along with the progress towards targets set. Support arrangements will be updated and revised accordingly. If not involved already, this might include referral to external agencies. The outcomes of these meetings will be formally recorded.

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 are explained in the Local Authority 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 or the use of a scribe or word processor. The Headteacher is responsible for making these arrangements in conjunction with the SENDCo. They will inform you about eligibility and applications for these arrangements.

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. The SENDCo provides advice to class teachers for children with SEND.

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.

The school has a Nurturing approach for children with complex emotional difficulties.

Interventions

Access to learning and the curriculum

Access to learning support staff

- HLTAs and Inclusion Assistants work in each year group. Behaviour Learning Mentors work across the school.

Strategies/programmes to support speech and language

- The school has staff trained in interventions such as Blast and Talk Boost.
- The NHS SaLT team work with children who have SaLT on their EHCP.

Strategies to support/develop literacy.

- The school uses Inclusion assistants to run support sessions. All staff are trained to teach phonics. Volunteer readers are encouraged. Every opportunity is given to struggling readers to have additional support. Interventions include PIXL, Toe by Toe, Nessler and pair reading amongst others.

Strategies to support/develop numeracy

- The school tracks pupils' learning and sets targets to ensure basic skills are learnt. Numicon is available to support the teaching of maths in every year group. Interventions include Dynamo maths and Numibots, amongst others. Children have log-ins to online resources and number work which they can do from home.

Provision to facilitate/support access to the curriculum and challenging behaviour.

- Learning Mentors work to support children to understand tasks, manage their own behaviour, understand their emotions, develop independence and organise their time at school. Interventions include Emotional Literacy, Social Skills and Restorative Justice Approaches.

Strategies/support to develop independent learning

- The Learning Mentors and Inclusion Assistants encourage and teach children to collaborate with others, but also to work on set tasks independently. We adopt a meta-cognitive approach to tasks to help the pupils problem-solve and learn to recognise their own learning style.
- There are also a range of lunchtime clubs available to support children.

Pastoral Support

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

- The school employs Learning Mentors who support children in class both individually and in groups. They run social skills groups and have a room where children can go to work away for the class when this becomes necessary. Southborough is also part of the Forest School scheme with all children having the opportunity to develop confidence, self-esteem and team work whilst being taught outside.
- We have Listening Ear, where a sympathetic adult is available when needed.
- We adopt the view that all behaviour is communication and give the children lots of opportunity to identify their feelings, articulate these, consider what helps and begin to learn how to self-regulate.
- The Mentor team have their own rooms (Acorn in KS1 and Oak in KS2) to offer a safe space to children who require time out of the classroom.

Parental Engagement and Family support.

- The school has a Family Worker who offers firstline support.
- School works closely with outside agencies such as BCP, Mencap and Wellbeing, to signpost families to information, courses, support, advice and activities.
- We can offer a Common Assessment Framework (CAF) to promote joined-up planning across agencies, to support families.

- Every Autumn we send out questionnaires to families to seek their views and opinions on our provision and take these into account when planning.

Strategies to promote emotional wellbeing

- Staff are encouraged to practice mindfulness and meditation with their pupils and to encourage them to reflect on ways of restoring equilibrium.
- Staff use PiXL wellbeing resources.
- The school's Nurturing approach, use of Learning Mentors and the Physical, Health and Social Education curriculum all promote emotional wellbeing.
- A 'Listening Ear' is available for children to share their concerns.
- Staff are trained in Restorative Approaches.

Strategies to support / modify behaviour

- The key focus for supporting behaviour is the Learning Mentor team. Southborough had close links with the Bromley SEMH outreach service.

Support/supervision at unstructured times of the day

- All Midday Supervisors have been trained in Restorative Approaches. There are a range of lunch time clubs available. A recent project has improved the playground and provided a wider range of activities at playtime. Older children have recently been trained as 'referees' to supervise football games in the playground.

Planning, assessment, evaluation and next steps

- Teachers plan together each week in year groups. Plans are evaluated and shared with the Head Teacher.
- All children are set targets each term which are reviewed regularly
- Pupil Progress is discussed with the Head Teacher and class teacher each term. Literacy and Numeracy subject leaders monitor progress in those subjects and also identify children who are not making progress.
- EHCP targets are discussed in detail at the annual review.

Increasing accessibility - getting about

Access to strategies/programmes to support occupational /physiotherapy needs

- The school works closely with both the Occupational Therapy and Physiotherapy Departments at the Phoenix Children's Resource Centre. It has bought and provided specialist equipment to support the advice received.
- The School has an Access Plan.

Access to modified equipment and ICT

- All children have access to a range of Information Technology which is also used to support the learning of children with SEND. The school has specialist keyboards and mice to assist children who have difficulty using standard equipment.

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:

Access to Medical Interventions

The school works with parents either through their General Practitioner or through direct referral to appropriate medical agencies. Children who require medication are also supported, with school office staff maintaining records of medication and supervising children who take medication each day. Care Plans are in place, written with the School Nursing service, where necessary. The school has experience of supporting children with a wide range of medical needs. A register of children's medical needs is maintained.

Liaison/Communication with Professionals/Parents, attendance at meetings and preparation of reports

Regular meetings are held with outside agencies when required.

The school works closely with the Common Assessment Framework team and School acts as the Lead Professional working with a number of families. This process is also supported by the Family Worker.

Agency

Description of Support

Inclusion Support eg.

- Educational Psychology
- ISAT

Southborough Primary School has strong links with outside agencies providing advice and support. A number of children are seen each year by an Educational Psychologist. The school supports and works with the advisory services for sensory difficulties

<ul style="list-style-type: none"> ○ Sensory Support Service 	
Speech and Language Therapy	<p>School may refer as required and implement recommendations following specialist assessment.</p> <p>School can refer children for one school-age advice appointment/assessment, via Bromley healthcare.</p> <p>Children with EHCPs receive visits from a trained Speech and Language Therapist, as required.</p> <p>School can refer to OT/Physiotherapy for assessment and advice on fine or gross motor skills, balance, and coordination.</p> <p>School can refer to Community Paediatrics for assessment and advice eg Social Communication needs/ Difficulties with Attention and focus/ Developmental concerns.</p> <p>School can refer to Wellbeing services or parents can self-refer.</p>
School Nurse	
Occupational Health / Physiotherapy	
Paediatric Services	
CAMHS (Child and Adolescent Mental Health Service)	
Parent Partnership Service: Tel: 01689 881 024	<p>Information Advice and Support Service</p> <p>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.</p> <p>http://www.bromley.gov.uk/downloads/file/1570/ppcs_information_leaflet</p>
Educational Professional responsible for children who are looked after: SENDCo	<p>The designated teacher oversees and monitors provision for children who are in the care of the Local Authority.</p> <p>The school has experience of working with Looked After Children and has worked closely with the appropriate support agencies supporting children successfully up to and including transition to secondary school.</p>
Voluntary agencies <ul style="list-style-type: none"> • Information Advice and Support Service Tel: 01689 881 024 • Mencap 	<p>School has experience of working closely with these organisations.</p> <p>www.bromleymencap.org.uk Can provide support and training for families whose child has a diagnosis of ASD.</p>

Transition

How will the school help my child move to a new class / 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. A record of children’s needs is maintained and updated for transfer to the receiving teacher.

Opportunities to visit the new class teacher are provided at the end of each year. If children have difficulty with transitions then they are provided with a ‘transition booklet’.

In year 6-7 transition

The SENDCo attends the Primary/Secondary Transition day meeting to discuss specific needs of your child and the nature and level of support which has had the most impact. For some individual children specific arrangements are made between Southborough and the receiving secondary school. For example, if your child has an EHCP the secondary school may visit them here or invite you to extra visits there.

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. Some children who are particularly vulnerable at transition may be invited to Summer School at their secondary school, for example.

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:

- Phonics
- Restorative Approaches
- ASD
- Forest Schools
- Trauma and Attachment
- Dyslexia

- Coaching
- Diversity

The 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 strong links to the borough's advisory team who support and advise as required.

Who do I talk to if I am unhappy with my child's support or progress?

In the first instance you should always talk to the child's class teacher. The SENCo may also be involved in these discussions. The school also recommends parents seek support from the Information Advice and Support Service. The Borough also has Specialist SEND advisors who can provide advice to the school and parents. If the matter is still not resolved then it can be referred to the Head Teacher and then on to the school complaints procedure.

Web links to Bromley local offer: www.bromley.gov.uk/localoffer

Information Advice and Support Services (IASS) Email: iass@bromley.gov.uk
Telephone: 01689 881024

Bromley Parent Voice (BPV) BPV is a voluntary group of parents and carers of children and young people (0-25) with SEND, living in Bromley. Provides an opportunity for parents and carers to express their views and input into the planning and delivery of SEND services.

Contact: www.bromleyparentvoice.org.uk Email: info@bromleyparentvoice.org.uk

Tel 07803287838

Web link to the DfE Code of Practice www.education.gov.uk