



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.

**Pratts Bottom Primary School**

Meeting the Needs of Pupils with Special Educational Needs and Disabilities

**SEN Information Report**

Pratts Bottom Primary School is an inclusive school and may offer the following range of provision to support children with SEND, including those with an Education Health Care Plan (EHCP)

The range of support deployed can be tailored to individual need following thorough assessment by internal or external agencies. It is designed to promote pupils working towards becoming independent and resilient learners and should not be seen in isolation.

<b>Information and Guidance:</b>	
Who should I contact to discuss the concerns or needs of my child?	
Class teacher	<p>They are responsible for:</p> <ul style="list-style-type: none"> <li>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.</li> <li>Contributing to devising personalised learning plans to prioritise and focus on the next steps required for your child to improve learning.</li> <li>Applying the school’s SEN policy.</li> </ul> <p><b>If you have concerns about your child you should speak to your child’s class teacher / form tutor first. You may then be directed to the SENCO.</b></p>
Special Educational Needs Coordinator(SENCO)  Mrs K. Fogden	<p>They are responsible for :</p> <ul style="list-style-type: none"> <li>Coordinating day to day provision for children with SEN and developing the school’s SEN policy</li> </ul>

A small school with a BIG heart



<p>Email: general.office@prattsbottom.bromley.sch.uk</p>	<ul style="list-style-type: none"> <li>• Reporting to Governors</li> <li>• Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.</li> <li>• Ensuring that parents are:             <ol style="list-style-type: none"> <li>1) Involved in supporting their child’s learning and access</li> <li>2) Kept informed about the range and level of support offered to their child</li> <li>3) Included in reviewing how their child is doing</li> <li>4) Consulted about planning successful movement (transition) to a new class or school</li> </ol> </li> <li>• Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties</li> <li>• Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.</li> </ul>
<p>Head teacher Mrs D. Smith</p>	<p>They are responsible for:</p> <ul style="list-style-type: none"> <li>• The day to day management of all aspects of the school, including the provision made for pupils with SEN</li> </ul>
<p>SEN Governor: Mrs N. Lippert and Mrs C Bone Email: general.office@prattsbottom.bromley.sch.uk</p>	<p>They are responsible for:</p> <ul style="list-style-type: none"> <li>• Supporting the school to develop quality provision for pupils with SEN across the school and to evaluate the impact of this provision</li> </ul>

### Assessment, Planning and Review

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

Ongoing monitoring takes place by class teachers to identify pupils who are not making progress or who have social, emotional and mental health needs which are affecting their ability to engage in learning activities.

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 him/herself will be given consideration



This additional support is documented in an individual Pupil Provision Map, Pupil Support Agreement or behaviour support plan. In consultation with the class teacher, SENCO and parents, short term targets are agreed with the aim of reducing barriers to learning and ensuring that good progress is made. The intention is always to aim to reduce any attainment gap and ensure that each child is able to understand and apply good learning behaviour.

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. 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.

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 outside agencies.

Regular review meetings are held at the beginning of each term and parents, relevant external agencies and when appropriate, pupils are invited to this review to share their views on the progress being made.

Some reviews may be more formal where 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 may be available dependent on the provision required. 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

#### **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 SENCO will inform you about eligibility and applications for these arrangements. (Only tests and assessors authorised by the school and recognised by JCQ (Joint Council for Qualifications) can be accepted for access arrangements for public examinations.

#### **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.

Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all. This will also include extension activities for the more able.

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. Interventions are regularly implemented and evaluated to meet pupil needs.

<b>Interventions</b>
How will my child's access to learning be supported?
<b>Access to learning and the curriculum</b>
<p>Access to learning support staff</p> <ul style="list-style-type: none"> <li>• In all year groups</li> <li>• Regular intervention programmes in class</li> <li>• Intensive programmes for key skills</li> </ul>
<p>Strategies/programmes to support speech and language</p> <ul style="list-style-type: none"> <li>• Speech and language therapist advice disseminated to &amp; followed by teaching staff</li> <li>• Specific differentiation or modification of resources e.g. use of Widget, visual prompts</li> <li>• Speech therapy individual or group work delivered by support staff following speech therapist advice</li> <li>• Speech and language therapist in school fortnightly to work with individuals and groups of children</li> <li>• Inclusive Talk for Writing implemented throughout the whole school</li> </ul>
<p>Strategies to support/develop literacy inc. reading</p> <ul style="list-style-type: none"> <li>• Guided reading programmes in class.</li> <li>• Phonics groups</li> <li>• Individual reading sessions</li> <li>• Differentiated activities and resources</li> <li>• Adult support within class</li> <li>• Use of ICT to support writing</li> <li>• Literacy booster groups</li> <li>• Touch Typing club</li> <li>• Individual intervention programmes</li> <li>• Multi sensory spelling support delivered by support staff</li> <li>• Inclusive Talk for Writing implemented throughout the whole school</li> </ul>
<p>Strategies to support/develop numeracy</p> <ul style="list-style-type: none"> <li>• Individual intervention programmes</li> <li>• Small group intervention programmes</li> <li>• Differentiated activities</li> <li>• Adult support within class</li> <li>• Use of ICT to support learning ie My Maths, Number Shark</li> </ul>



<p>Provision to facilitate/support access to the curriculum</p> <ul style="list-style-type: none"> <li>• Close monitoring through assessment to identify need</li> <li>• Differentiated activities and resources eg task organisers</li> <li>• Support from teaching and support staff within the lessons</li> <li>• Liaison with parents</li> <li>• Alternative recording methods, touch typing sessions</li> <li>• All classes have a visualiser, individuals have access to a laptop/l pad</li> <li>• Access to Outside Learning Environment</li> <li>• Self assessments and learning conversations</li> </ul>
<p>Strategies/support to develop independent learning</p> <ul style="list-style-type: none"> <li>• Differentiated activities and resources ie writing frames</li> <li>• Visual timetables in every class.</li> <li>• Resources clearly labelled and accessible in all classes.</li> <li>• Targets where appropriate to the age and ability of the child.</li> <li>• Success criteria in every lesson</li> </ul>
<p><b>Pastoral Support</b> What support can be offered to help my child develop good learning behaviour and a good sense of well being?</p>
<p>Strategies to support the development of pupils' social skills and enhance self-esteem</p> <ul style="list-style-type: none"> <li>• SENCO runs social skills groups and LEGO therapy</li> <li>• Lunch-time club</li> <li>• School Council</li> <li>• Opportunities to attend enrichment activities and after school clubs</li> <li>• Opportunity to become a play leader for children in Reception</li> <li>• Celebration of good work through the HT and the weekly celebration with the whole school</li> </ul>
<p>Mentoring activities</p> <ul style="list-style-type: none"> <li>• The school has no set mentoring programme but if a child needs mentoring, a member of staff will be asked to mentor depending on who the child is and the reasons why they are being mentored</li> </ul>
<p>Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)</p> <ul style="list-style-type: none"> <li>• Transition support, visits and events</li> <li>• Reduced or modified timetable</li> <li>• Lunch time club with Listening Ear</li> <li>• Worry box in every classroom</li> <li>• Photo/social stories, especially for transition</li> <li>• Regular contact and liaison with parents</li> <li>• Access to Bromley Children's project for referred families</li> </ul>
<p>Strategies to support and modify behaviour</p> <ul style="list-style-type: none"> <li>• Social Communication Service</li> <li>• Behaviour policy- clear guidelines</li> <li>• School promises and values</li> </ul>
<p>Support/supervision at unstructured times of the day</p> <ul style="list-style-type: none"> <li>• Lunch-time club</li> <li>• Trained staff supervising during break periods</li> </ul>
<p>Planning, assessment, evaluation and next steps</p> <ul style="list-style-type: none"> <li>• Regular reviews with parents</li> <li>• Pupil progress reviews termly</li> <li>• Individual Provision maps- reviewed regularly</li> <li>• Class provision maps</li> </ul>



<ul style="list-style-type: none"> <li>• All lessons and homework differentiated to take account of individual needs</li> </ul>
<p>Personal and medical care</p> <ul style="list-style-type: none"> <li>• Identified medical administrative staff available for pupils throughout the day</li> <li>• Care plans for pupils with medical need</li> <li>• System for administration of medication</li> <li>• First aid trained staff</li> <li>• Epipen training for all staff</li> <li>• Referrals to Paediatrician and CAMHS</li> </ul>
<p>Liaison/Communication with Professionals/Parents, attendance at meetings and preparation of reports</p> <ul style="list-style-type: none"> <li>• Headteacher , Deputy and SENCO available for meetings and at Open Evenings</li> <li>• Presentation of support provided for children with SEND at Open Evenings</li> <li>• Parent workshops to support home learning in Literacy and Maths</li> <li>• Attendance by staff at Speech and Language sessions</li> <li>• Meetings with Educational Psychologist and Social Communication Team</li> <li>• Referrals to external agencies as required</li> <li>• Attendance at external agency feedback sessions by SENCO</li> </ul>
<p><b>Increasing Accessibility</b></p> <p>What support is there to help my child to get about and develop independence in school?</p>
<p>Access to strategies/programmes to support occupational/physiotherapy need</p> <ul style="list-style-type: none"> <li>• OT support in school fortnightly.</li> <li>• Motor skills intervention programmes</li> <li>• Advice of professionals disseminated and followed</li> <li>• Handwriting club</li> <li>• Touch typing club</li> <li>• Sensory circuits</li> <li>• After schools club developing fine and gross motor skills eg. Art club, Zumba, Martial Arts, gardening</li> </ul>
<p>Access to modified equipment and IT (including sound-field systems, enlarged text, magnifiers)</p> <ul style="list-style-type: none"> <li>• Specialist equipment as required on an individual basis to access the curriculum</li> <li>• Software to support learning</li> <li>• Lap-tops and I pads as appropriate to age and need of the child</li> <li>• Advice from the Visual Impairment team disseminated and followed</li> <li>• Sound systems fitted in KS2 classes and in the hall</li> <li>• Microphone access</li> </ul>
<p><b>Partnerships with External Agencies</b></p> <p>What support from outside does the school use to support my child?</p> <p>The school works with a number of external agencies to seek advice and support to ensure that the needs of all the children are fully understood and met. These include:</p> <ul style="list-style-type: none"> <li>• Educational Psychology Service</li> <li>• Social Communication Service</li> <li>• Speech and Language Therapists</li> <li>• Occupational Therapist</li> <li>• Sensory support service</li> <li>• LBB Inclusion Support Service</li> <li>• Phoenix Children’s resource Centre</li> <li>• SEN team</li> </ul>



- CAF team
- Bromley Children's Project

<b>Agency</b>	<b>Description of support</b>
<b>Educational Psychologist</b> <b>Esther Gibson</b>	An Educational Psychologist is allocated to schools for planning and assessment visits. She supports schools on a range of issues observing children, assessing them and meeting with parents providing parents and staff with advice.
<b>SEN Team</b>	The SEN team support and advise the parents and staff.
<b>Sensory Support Team</b> <b>Ms Marie Ann Sansom (VI)</b>	Specialist teacher for the visually impaired with advice and support for parents and staff
<b>Mrs Gina Rossado (HI)</b>	Specialist teacher for the deaf with advice and support for parents and staff
<b>Speech and Language Therapy</b> <b>Joanna Sadler</b>	Linked with the Eldred Drive Clinic, Orpington <ul style="list-style-type: none"> <li>• Following assessments we receive advice/interventions to develop programmes and strategies to use within school</li> <li>• The S&amp;LT comes and supports identified children within the class to help them access the curriculum fortnightly</li> <li>• The team also come into school to complete individual S&amp;L appointments</li> </ul>
<b>School Nurse</b> <b>Anne Mansi</b>	The school nurse supports the school with pupils who have medical needs. We are served by the school nurses based at the Beckenham Beacon Hospital
<b>Occupational / physiotherapy</b> <b>Hannah Johnstone</b>	<ul style="list-style-type: none"> <li>• Following assessments we receive advice/interventions to develop programmes and strategies to use within school</li> <li>• The OT comes and supports identified children within the class to help them access the curriculum fortnightly</li> <li>• The OT delivers group sessions to support children with fine motor skills</li> </ul>
<b>Paediatric Services</b> Phoenix Children's Resource Centre, Bromley	The paediatrician assesses a child's development and reports their findings to the school. Parents can access the Paediatrician via their GP. The Educational Psychologist usually makes the recommendation to involve the paediatrician as necessary.
<b>CAMHS</b> (Child and Adolescent Mental Health Service) Phoenix Children's Resource Centre, Bromley	CAMHS see families and treat families as a unit where there are pupils presenting mental health concerns.
<b>Information, Advice and Support Service</b> <a href="mailto:iass@bromley.gov.uk">iass@bromley.gov.uk</a>	IASS provides free, impartial information, advice and support offered in confidence for parents and carers of children with SEND



01689-881024/023 <b>Choice Service</b> <a href="mailto:choiceservice@bromley.gov.uk">choiceservice@bromley.gov.uk</a>	Free advice for all parents and carers with the moves from pre-school to primary school and on to secondary school
<b>Educational Professional</b> <b>responsible for children who are</b> <b>looked after.</b>	Oversees and monitors provision for children who are in the care of the Local Authority
<b>Voluntary agencies</b>	
Bromley Parent Voice  Tel: 0208 315 4749 Mon/Tues and 0208 776 3170 Wed-Fri <a href="mailto:info@bromleyparentvoice.org.uk">info@bromleyparentvoice.org.uk</a>	
Burgess Autistic Trust  Tel: 020 8464 2897 <a href="mailto:info@burgessautistictrust.org.uk">info@burgessautistictrust.org.uk</a> <a href="http://www.bromleyautistictrust.co.uk/">http://www.bromleyautistictrust.co.uk/</a>	

<b>Transition</b>
<p>How will the school help my child move to a new class / year group or to a different school?</p> <ul style="list-style-type: none"> <li>Children and young people with SEN can become particularly anxious about “moving on” so we seek to support successful transition by:</li> </ul> <p>When moving to another school:</p> <ul style="list-style-type: none"> <li>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</li> <li>We will ensure that all records are passed on as soon as possible</li> </ul> <p>When moving classes in school:</p> <ul style="list-style-type: none"> <li>An information sharing meeting will take place with the new teacher</li> <li>Opportunities to visit the new class</li> </ul> <p>Year 6-7 transition:</p> <ul style="list-style-type: none"> <li>The SENCO and/or class Teacher 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.</li> </ul> <p>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.</p>

<b>Staffing Expertise</b>
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 :

5 Minute Literacy and Maths boxes, supporting children with ASD, sensory circuits, training for children with severe allergic reactions, speech and language- whole class strategies, Visual impairment training.

All staff have access to training throughout the year via regular SEND staff meetings

Our 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 staff with specialised expertise and qualifications in school including:

Specialist Dyslexia Training, ASD training, CAF training, Safeguarding training, National award for SENCO

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

Your initial point of contact is your child's class teacher. In most cases they will be able to give you the information you need. If you are still concerned then you can speak to the SENCo, Mrs Fogden. If after talking to Mrs Fogden you are still not completely satisfied you can make an appointment to speak to the Headteacher, Mrs Smith.

FURTHER INFORMATION about support and services for pupils and their families can be found in:

The Local Authority SEN Information Report : <http://bromley.mylifeportal.co.uk/lbb-local-offer.aspx>

The DfE Code of Practice: <http://www.education.gov.uk/aboutdfe/statutory/g00213170/special-educational-needs-code-of-practice>



A small school with a BIG heart

