



OLD BEXLEY CE PRIMARY SCHOOL

Love God ♦ Love Each Other ♦ Love Learning

*Happy Children and Limitless Learning in an Anglican Christian School
A place where everyone can flourish*

March 2023

Old Bexley CE Primary SEND Information Report

1. How accessible is the school environment?

- ☐ The school has two disabled parking bays, one in each staff car park
- ☐ The school has auditory and visual enhancements available where needed
- ☐ There is wheelchair access to all classrooms in both KS1 and KS2
- ☐ As a school we are happy to discuss individual access requirements

2. How are the children identified as having Special Educational Needs?

At Old Bexley CE Primary School, children are identified as having SEN in a variety of ways:

- ☐ Concerns raised by parents/carers
- ☐ Concerns raised by teachers
- ☐ Concerns raised by the child
- ☐ Changes in a child's behaviour or self-esteem is affecting progress
- ☐ A child finds learning difficult
- ☐ Information received from outside agencies and pre-schools e.g. speech and language therapist, Paediatricians

3. How are parents and carers supported if they think their child has SEND?

We encourage good relationships with parents and ask that they speak to either the class teacher or SENCo with any concerns. These are then dealt with seriously and sensitively, informing parents with each step. The process:

- Speak to class teacher
- Make an appointment to meet SENCo where the child's needs will be discussed and recorded
- SENCo will work with the child and class teacher to identify areas of need and set individual targets
- Additional support will be given to the child if necessary. This may be from the class teacher, teaching assistant, specialist teacher or SENCo
- Regular review of targets and progress will take place
- If targets are not being met they will be broken down into smaller steps

-SENCo will meet with parents to discuss involvement of outside agencies if there are still ongoing concerns about progress

-Outside agency involvement- new targets set

-If there are still concerns about progress a meeting will be set up to discuss an assessment for an Education, Health and Care Plan.

-For more detailed information on the process of identifying SEND please see the flowchart "SEND support pathway at Old Bexley".

4. How are parents/carers kept informed about the support the school have put in place?

Each child's education will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant.

If the pupil has needs related to more specific areas of their education, such as reading, spelling, handwriting, numeracy or literacy skills then the pupil will be placed in a small focus group. This will be run by the class teacher or teaching assistant. The length of time of the intervention will vary according to need but will generally be for a term. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.

These interventions will be recorded on the provision map (this is a record of the interventions, timings and impact of the intervention). Parents are notified about interventions by the class teacher or SENCo.

If parents have any queries related to interventions, then they should contact the class teacher or SENCo.

Pupil progress meetings are held each half term. This is a meeting where the class teacher meets with the Senior Leadership Team to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned which will be discussed and implemented by the SENCo.

Occasionally a child may need more expert support from an outside agency such as the Educational Psychologist, Paediatrician etc. Discussions will be had with the Early Intervention Team (EIT) and, if agreed, referral forms are completed in conjunction with parents/carers and forwarded to the appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.

5. How is the curriculum differentiated and matched to a child's needs?

When a child has been identified with special educational needs their work will be differentiated by the class teacher to enable them to access the curriculum more easily.

Teaching assistants may be allocated to work with the child in a 1-2-1 or small focus group to target more specific needs.

If appropriate, specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencil grips or coloured overlays for reading.

The class teacher works with all children in his/her class. The class teacher, Head of Year or SENCo will plan the work of the teaching assistant. All support staff receive internal and external training for the areas of SEN support they carry out.

6. How is progress measured?

The school communicates regularly with parents. At any time, parents are welcome to make an appointment to meet with either the class teacher or SENCo and discuss how the child is getting on. We can offer advice and practical ways that you can help your child at home.

If a child is on the SEND register they may require additional interventions and targets will be set within the intervention. These may be individual or group targets. The targets are set by the class teacher and are reviewed termly. Teachers will inform parents of interventions that are taking place.

The targets are SMART (specific, measureable, achievable, realistic, time scaled) targets with the expectation that the child will achieve the target by the time it is reviewed.

If a child has complex SEND they may have a Statement (or EHC Plan) of SEND, which means that a formal meeting will take place with you and all agencies involved to discuss your child's progress and a report will be written.

7. How are parents/carers kept informed of their child's progress?

As a school we measure children's progress in learning against National expectations and age related expectations.

The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Nursery through to Year 6, using a variety of different methods.

Children who are not making expected progress are picked up through progress meetings with the class teacher and Senior Leadership Team.

In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression. If your child is discussed at one of these meetings and additional support is recommended the parent is informed.

When a child's targets are reviewed comments are made against each target to show what progress the child has made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.

8. How are parents/carers helped to support their child's learning?

At Old Bexley CE Primary School we like to maintain regular contact with parents about the things that happen in school. We do this in a variety of ways including:

- ☐ Half termly newsletter
- ☐ Reading journals sent home daily
- ☐ Home/School books for individual children

- ☐ Parent workshops for how to support your child in reading, writing and maths
- ☐ Parent Forum meetings each term to discuss issues and to contribute ideas and opinions.

9. How are wellbeing, personal and medical needs supported in school?

We offer a variety of pastoral supports for children who are encountering emotional difficulties. We have a caring, understanding team who look after our children and parents.

Your child's class teacher is the first person to contact with concerns about your child's overall wellbeing.

If further support is needed the class teacher will liaise with the SENCo who will give advice and support and put a plan of action into place. This may involve teaching assistants, who are available for children who wish to discuss issues and concerns.

Children with Medical Needs:

If a child has a medical need then a detailed Health Care Plan is compiled by the Office Administrator in consultation with parents/carers, and if necessary the SENCo and/or the school nurse. This is discussed with all staff who are involved with the child.

We have fully trained first aiders in all key stages and staff members have a basic knowledge of first aid.

If your child has a medical condition that requires medication, a meeting will be held with the Office Administrator, parents/carers, SENCo, designated staff members and first aider to explain our Health and Safety Policy and procedures. Parents and all staff members who agree to administer medicines will sign a medication agreement form to ensure the safety of both child and staff member.

Behaviour:

At Old Bexley CE Primary School we have a very positive approach to all types of behaviour with a clear rewards and sanctions policy that is followed by all staff and pupils.

If a child has behavioural difficulties, a Positive Support Plan is written alongside the child, teacher and parents to identify specific issues, put relevant support in place and set targets.

After any behaviour incident we expect children to reflect on their behaviour with a member of the Senior Leadership Team. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.

Attendance:

Attendance of every child is monitored on a daily basis by our office staff. Lateness and absence are recorded and reported to the Head Teacher.

Where families are struggling with attendance and punctuality we may refer parents to the Parent Partner who will offer advice and strategies to get their children into school on time.

10. How do children contribute to the everyday life of the school? How are their views gathered?

The school encourages every child to contribute and to express their thoughts and ideas which are valued, respected and celebrated. We do this in different ways throughout the school year:

- ☐ In class daily children are encouraged to contribute to lessons
- ☐ School Council meetings are held every week where issues or viewpoints are discussed
- ☐ Pupil questionnaires to gather ideas and opinions
- ☐ Children with social, emotional and behavioural needs set their behaviour targets with their class teacher
- ☐ Children who have targets discuss these with their class teacher
- ☐ Children with a statement of SEND or EHC plan are asked their views before review meetings.

11. What expertise and specialist services are available through the school?

As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including:

- ☐ Educational psychologist
- ☐ CAMHS
- ☐ Early Intervention Team
- ☐ Speech and language therapy
- ☐ School nurse
- ☐ Social care
- ☐ Occupational therapy
- ☐ Paediatricians
- ☐ Learning support service
- ☐ Behaviour support service
- ☐ Play therapy
- ☐ Autism outreach team
- ☐ Physiotherapy
- ☐ Therapeutic play
- ☐ Therapy dog

An Educational Psychologist is allocated to each school. He/she would normally only work directly with children whose needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them.

The involvement is discussed at progress meetings with the Senior Leadership Team and class teachers.

In order to help understand the pupil's educational needs better, the psychologist will generally meet with the parent and give feedback after the assessment has been completed.

He/she will offer advice to the school and parent/carer on how to best support the child to move their learning forward.

12. What training do staff receive?

All staff receive some training related to SEND. Our SENCo has been trained in a wide range of SEND including dyslexia, Autistic Spectrum Disorder, Attention Deficit Hyperactivity Disorder (ADHD), speech and language, sand tray and has completed the national training certificate for SENCos.

The school has a Specialist Teacher for Dyslexia who is able to complete assessments, targets and support.

13. How are school trips and activities outside the classroom organised? How does the school ensure that pupils with SEND are included?

Activities and school trips are a very important part of every child's learning experience at Old Bexley CE Primary School. Risk Assessments are carried out and procedures are put in place to enable all children to participate. If a child has a Teaching Assistant he/she will accompany them on the trip. However, if there is no TA and it is deemed that an intensive level of 1-2-1 support is required a parent or carer may be asked to accompany their child during the activity.

14. How are children supported when changing schools?

For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings.

We would write social stories with children if a transition is potentially going to be difficult. When children are preparing to leave us for a new school, typically to go to secondary education, we arrange additional visits. Our local secondary schools run a programme specifically tailored to aid transition for the more vulnerable pupils. We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.

15. How are resources matched to children's needs?

- ☐ We ensure that all children who have special educational needs are met to the best of the school's ability with the funds available.
- ☐ We have a team of teaching assistants who are funded from the SEND budget and offer support through classroom support and different programmes matched to children's needs.
- ☐ The budget is allocated on a needs basis. The children who have the most complex needs are given the most support, often involving a TA.

16. How does the school decide how much support is provided?

The class teacher along with the SENCo will decide the child's needs and what support would be appropriate. Different children will require different levels of support in order to bridge the gap to achieve age expected levels. This will be through ongoing discussions with parents.

17. How are parents and carers involved in discussions and planning?

- ☐ Parents are invited to parent meetings
- ☐ Parent Forum meetings
- ☐ For children with SEND parents are encouraged to contribute to targets
- ☐ Where a child has a statement of SEND, regular meetings are held with parents and other professionals to discuss targets, needs and ways forward.
- ☐ Parents are kept up-to-date with regular phone calls, meetings or emails.

18. How can parents and carers get involved in the school more generally?

- ☐ Attend Reward Assembly when invited
- ☐ Workshops are available for parents
- ☐ PTA
- ☐ Attend regular meetings with teachers and professionals when needed
- ☐ Parent Forum

19. Who can parents/carers contact for further information?

The first point of contact would be your child's class teacher to share your concerns. You could also arrange to meet Mrs Hill our SENCo/Inclusion Manager. Call the school office on 01322 527981.

20. How are parents and carers supported to decide whether this is the right school for their child?

Please contact the school further on 01322 527981. If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please follow the school's complaints policy, a copy is available at the school office.