Special Educational Needs and Disabilities (SEND) Information Report

Bromstone Primary School

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Dear parents and carers,

The aim of this Information Report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

As educational professionals, we are all working towards the ultimate goal of growing independent young people as they prepare for adulthood. All provision and support we provide is working towards achieving the Kent Children and Young People (CYP) Outcomes Framework:



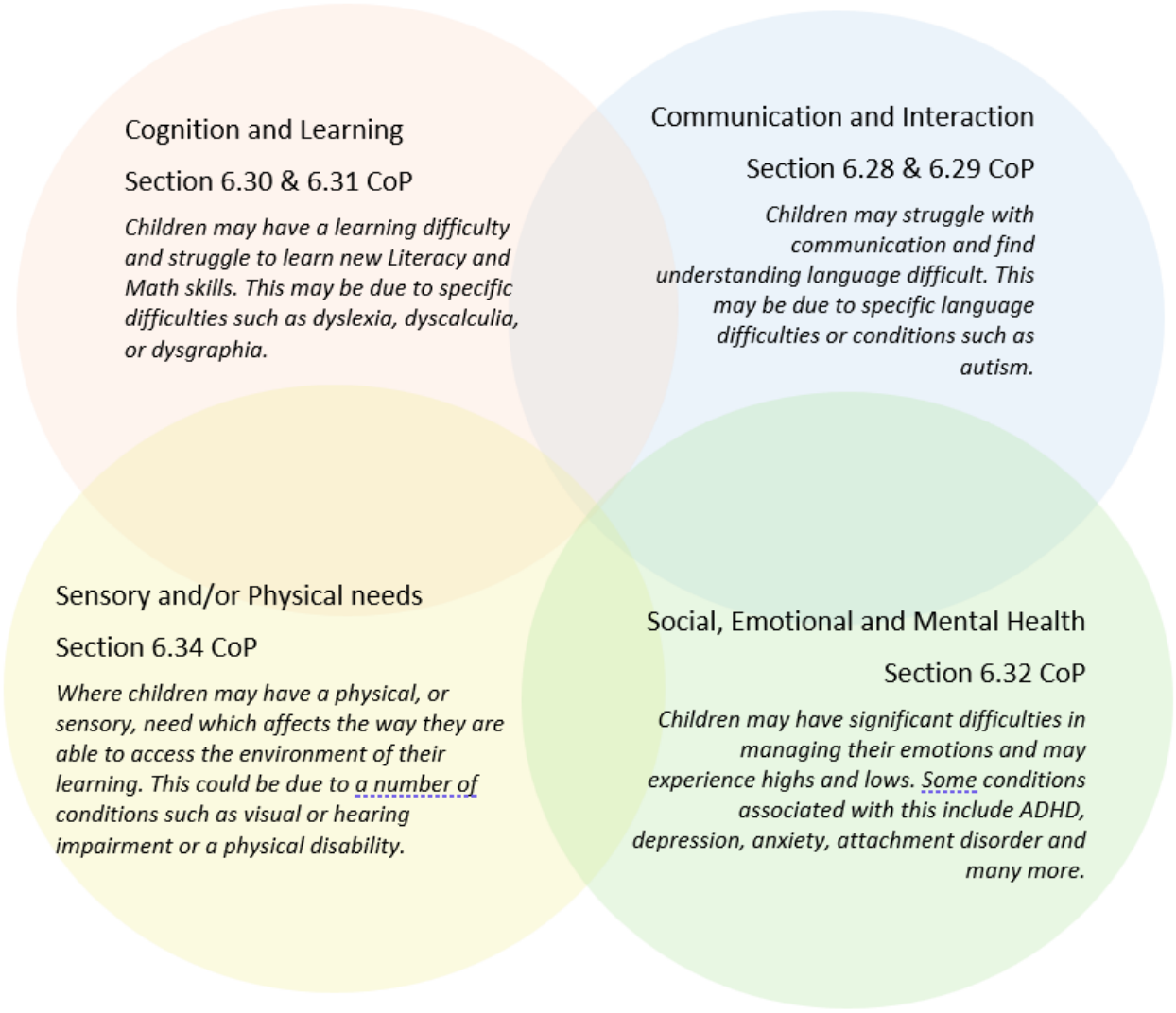
If you want to know more about our arrangements for SEND, read our SEND policy alongside this Information Report.

You can find our SEND policy on our website https://www.bromstoneschool.com .

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEND does the school provide for?

Our school provides for pupils with the following needs (as outlined in the SEND Code of Practice 2015):



Often you will find that children's needs overlap and are rarely confined to one area of need, which is why it is important to gain a wholistic overview of your child.

More information about the Areas of Need can be found in the Special educational needs and disability code of practice: 0 to 25 years (link below).

SEND_Code_of_Practice_January_2015.pdf (publishing.service.gov.uk)

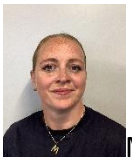
2. Which staff will support my child, and what are their key responsibilities?



At Bromstone all staff are considered responsible for supporting the needs of pupils with SEND. Our staff are committed to regular, high-quality training to ensure that they have the knowledge and skills to better meet a wide range of pupil needs.

Below outlines key staff who will be supporting your child. *Please note that this list is not exhaustive.*

Mr Warren Chambers - Senior Leader Inclusion / SENCO

Mrs Helen Hollinsworth - Assistant SENCO / SRP Teacher

Ms Tina Matthews – SENCO Admin

Wellbeing Team	**Thrive Team**	**SALT Team**
Mrs Kerry Langley – Wellbeing Leader	Mrs Lisa Peay	Mrs Jo Cahill
Mrs Miranda Chambers – Thrive Practitioner	Mrs Nicole Wilkes	Mrs Jenny John
Mrs Tara Wood – Wellbeing TA	Mrs Ashley Goacher	Mrs Debbie Cunningham
	Ms Samantha De La Cruz	

Our Special Educational Needs Co-ordinator, or SENCO

Our SENCO is Mr Warren Chambers.

He has 4 years' experience in this role and have worked as teacher in our school for 14 years. He is a qualified teacher.

He achieved the National Award in Special Educational Needs Co-ordination in 2023.

Thrive Leadership training

Autism Education Trust Training

Trauma Informed Schools Leadership

IPSEA SEND Law

Class/subject teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO and assistant SENCO to meet the needs of pupils who have SEN.

Over the last academic year our teachers have received training in Safeguarding, the Little Wandle phonics curriculum, Thrive, Supporting Children with Autism through the Autism Education Trust, Speech and Language training in Attention and Listening, Talk Boost and Language Through Colour. Teachers and Senior Leaders have also had training in positive behaviour support and Pro-Act SCiP. All staff also complete a range of Educare courses online to support further training. This training is aimed to ensure all our teaching members of staff can meet the needs of all our children.

Teaching assistants (TAs)

We have a team of 43 TAs, including 10 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

We have 6 teaching assistants who are trained to deliver interventions such as Thrive Approach.

In the last academic year, TAs have been trained in Literacy Gold, Talk Boost, Intensive Interaction. Attention Bucket and Outdoor Play and Learning (OPAL), Language Through Colour, White Rose Pre-teach and Math Chat.

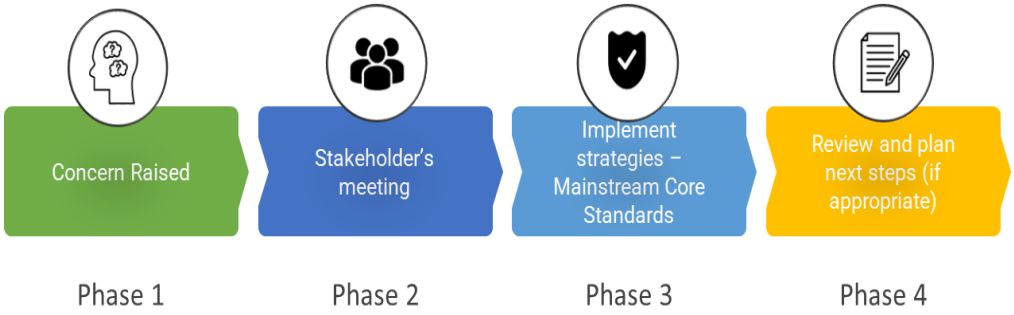
External agencies

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These may include:

- Child and adolescent mental health services (CAMHS)
- Education welfare officers

- Educational psychologists
- GPs or paediatricians
- NELFT practitioners
- Occupational therapists
- Therapeutic practitioners
- Behaviour coaches
- Safeguarding services
- School Liaison Officer
- School nurses
- SEND Inclusion Advisor
- Specialist Teacher Service
- Speech and language therapists
- Voluntary sector organisation

3. What should I do if I think my child has SEND?



Phase 1	If you think your child might have SEND, raise your concern with the school so that the SENCO is aware. Email your concerns to inclusion@bromstone.kent.sch.uk and a meeting will be arranged to discuss these or you will be signposted to relevant services.
Phase 2	We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed and add this to your child's record.
Phase 3	We will implement the agreed strategies and monitor these over an agreed period of time. These are likely to be universal strategies set out in the mainstream core standards. A copy of this can be found here: https://www.kelsi.org.uk/__data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf . This will initiate the 'Graduated Approach' where support will be continually reviewed. See next page for more details.
Phase 4	If we decide that your child needs SEND support, we will formally notify you and your child will be added to the school's SEND register. They will receive additional support and this will be reviewed using the assess, plan, do, review model.

4. What happens if the school identifies a need?

Identifying Pupils with SEND at Bromstone Primary

At Bromstone, we are committed to early identification and support for pupils with Special Educational Needs and Disabilities (SEND) to ensure they receive the appropriate interventions and provisions to thrive. Our approach aligns with the SEND Code of Practice (2015) and is embedded in our inclusive ethos.

1. Early Identification and Monitoring

- Class teachers use high-quality, adaptive teaching strategies to meet the needs of all learners.
- If a pupil is making less than expected progress, despite targeted classroom support, teachers follow the **Assess, Plan, Do, Review (APDR) cycle** to identify barriers to learning.
- Ongoing assessment, teacher observations, and discussions with parents/carers contribute to the early recognition of additional needs.

2. Graduated Response Approach

- **Wave 1:** Quality First Teaching with appropriate differentiation and scaffolding.
- **Wave 2:** Additional targeted interventions for those not making expected progress.
- **Wave 3:** More specialist, individualized support, potentially leading to referral for external agency involvement or an Education, Health and Care Plan (EHCP) assessment.

3. Role of the SENCO and External Agencies

- The SENCO (Special Educational Needs Coordinator) works closely with teachers, support staff, and families to assess needs and implement appropriate interventions.
- If additional expertise is needed, we liaise with external professionals such as Educational Psychologists, Speech and Language Therapists, Occupational Therapists, and CAMHS.

4. Partnership with Families

- We believe that families play a crucial role in the SEND identification process. Regular communication, parent consultations, and termly review meetings ensure that parents/carers are fully involved in decision-making.
- Pupil voice is also central to our approach, and we encourage pupils to express their needs and preferences where possible.

5. Use of Data and Tracking Progress

- We use a range of assessment tools, including teacher assessments, standardised tests, and specific screening tools (such as speech and language checklists, dyslexia screeners, or sensory checklists) to build a clear picture of a pupil's needs.
- Progress is closely monitored, and any adjustments to provision are made through regular review cycles.

6. Transition Support

- To ensure smooth transitions, we work closely with feeder nurseries, secondary schools, and external professionals to share relevant information and implement transition plans tailored to individual needs.

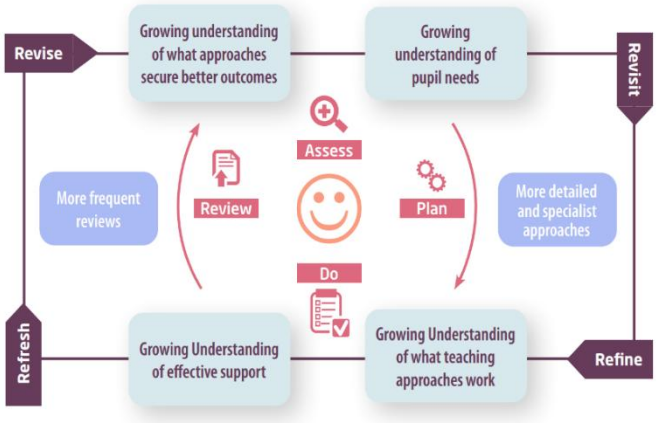
Our aim is to ensure that every child at Bromstone receives the right support at the right time, allowing them to access learning and achieve their full potential.

All our class teachers are responsible for the monitoring of all pupils who have been identified as having SEND. The same process is followed if a concern is raised by the school.

5. How will the school measure my child's progress?

At Bromstone pupils are assessed 3 times a year, Winter, Spring and Summer and the data is then reviewed by the class teacher and senior leaders. We will follow the 'graduated approach' to meeting your child's SEND needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



Assess	If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.
Plan	In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.
Do	We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.
Review	We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer; this may mean the Plan, Assess, Do, Review cycle continues.

6. How will I be involved in decisions made about my child's education?

We will provide an annual report on your child's progress.

A member of staff who knows your child well will meet you in the Winter and Summer Terms to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

If you have concerns that arise between these meetings, please contact the office@bromstone.kent.sch.uk or inclusion@brosmtone.kent.sch.uk emails to arrange a meeting.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and individual needs. We recognise that no two pupils are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey



8. How will the school adapt its teaching for my child?

All Class Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt our approaches to how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child and are guided by the Mainstream Core Standards in the first instance.

These adaptations may include:

- We give longer processing times, pre-teaching of key vocabulary, reading instructions aloud.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants or support staff will support pupils appropriately depending on their presentation of need
- Alternative ways of recording are used where appropriate

- Individual personalised plans to identify personal support and targets. The child may need additional adult support in a small group or on a 1:1 basis but the adult will be promoting independent learning at all times.
- Involvement of outside agencies to support individual need as appropriate e.g. speech and language

- Scaffolding lesson materials

We may also provide the following interventions:

- Precision Teaching
- Talk Boost
- Little Wandle Phonics
- Social, emotional and mental health intervention such as Drawing and Talking.
- Sensory Circuits
- FIZZY
- Thrive
- Clever hands
- Speech and Language
- Nurture
- Attention Autism

These interventions are part of our contribution to Kent County Council's local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:



- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the SENCO's

- Use Insight provision plans which are easily shared and updated to maintain a live profile of support for all.
- Holding an annual review for pupils with an education, health and care (EHC) plan)

10. How will the school ensure my child has appropriate resources?

It may be that your child's needs mean we need to provide additional resources such as:

- Additional resources to support their learning
- Adaptations to in class support
- Further training for our staff
- External specialist expertise

Where appropriate, we will consult with external agencies to get recommendations on what will best help your child access their learning and use our best endeavours to ensure these are supplied.

As part of our budget, we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is good in the school. It is also used to provide additional and different provision for pupils requiring SEND support. The amount of support required for each pupil to make good progress will be different in each case and designed to meet the child's needs. In some cases, a very high level of resource is required. The funding arrangements require schools to provide up to £6,000 per year of resource for pupils with high needs. If resources go above £6,000, the school can apply for additional support from Community of Schools (CARE 1).

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?



All of our extra-curricular activities and school visits are available to all our pupils. All clubs, trips and activities, including our breakfast club and after-school clubs, offered to pupils at Bromstone Primary School are available to pupils with special educational needs either with or without an Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity. It is also our practice to adapt environment and equipment when and where necessary to ensure equal access and successful participation.

No pupil is ever excluded from taking part in these activities because of their SEND and we will make whatever reasonable adjustments are needed to make sure that they can be included which may include being supported by parents or carers.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?



- Before the application of oversubscription criteria, children with an Education, Health and Care Plan (EHCP), which names the school will be admitted. As a result of this, the Published Admissions Number will be reduced accordingly.
- If the number of preferences for the school is more than the number of spaces available, places will be allocated to Looked After Children and previously Looked After Children first.

  Please see our Admissions Policy for further details https://www.bromstoneschool.com/attachments/download.asp?file=206&type=pdf
- When moving to a new school, Bromstone Primary School will ensure that they can provide a smooth transition. This includes informing the new school of current achievements, support that was in place and any other important information specific to the child. This is also the case for any child joining us from another school, in these instances Bromstone will endeavour to gather as much information from the previous school as possible. The SENCO will attend a transfer day, meeting with the SENCOs of local nurseries and secondary schools to pass on information about the children moving to us in Reception or to their secondary school at the

end of Year 6. When more support is needed this is discussed in consultation with parent/carers to determine a plan of provision and support according to the child's needs.

13. How does the school support pupils with disabilities?



Bromstone Primary School is committed to ensuring that pupils with disabilities are able to participate fully in all aspects of school life and are not treated less favourably than their peers. We make reasonable adjustments in line with the Equality Act 2010 and regularly review our provision to ensure it meets the needs of individual pupils.

Examples of how we support pupils with disabilities include:

- Step-free access to the school building through ramps and accessible entrances.
- An accessible toilet with appropriate facilities for pupils with physical disabilities.
- Individual risk assessments and Personal Emergency Evacuation Plans (PEEPs) where required.
- Adaptations to the physical environment and classroom layouts to improve accessibility.
- Reasonable adjustments to teaching, learning activities and assessments to enable pupils to access the curriculum.
- Access to specialist equipment and assistive technology where appropriate.
- Individual healthcare plans for pupils with medical needs, developed in partnership with families and health professionals.
- A graduated approach to SEND support, including advice from external professionals such as occupational therapists, physiotherapists, specialist teachers and advisory services where appropriate.
- Flexible arrangements for educational visits, enrichment activities and extra-curricular clubs to ensure all pupils can participate.

- Staff training to increase awareness of disability, inclusion and meeting individual needs.
- Close partnership working with parents, carers and external agencies to ensure appropriate support is in place.
- Ongoing monitoring of accessibility through our Accessibility Plan, which sets out how we will continue to improve access to the curriculum, the physical environment and information for pupils with disabilities.

You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

14. How will the school support my child's mental health and emotional and social development?

At Bromstone Primary School, we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching, for example, via Personal, Social and Health Education; extensive extra-curricular programme; Circle Time, meta-cognition tools and strategies, Zones of Regulation and Thrive, Religious Education weeks, Forest School programmes; and indirectly with every conversation adults have with pupils throughout the day. This starts from the moment children join Bromstone Primary School, with emotional resilience forming a large part of the child-initiated learning in reception class. Teachers and teaching assistants have all been trained in restorative approaches to support children's social, emotional and mental health needs.

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to be part of OPAL club to promote teamwork/building friendship.
- We provide extra pastoral support for listening to the views of pupils with SEND by way of the Keep, our wellbeing provision.
- A Learning Mentor trained in Drawing and Talking and Sand Play
- 6 Thrive practitioners
- SEMH specific interventions such as, Talk About

15. What support is in place for looked-after and previously looked-after children with SEND?



Mr Warren Chambers is the Designated Teacher for looked-after children and previously looked-after children.

Mr Chambers will work to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Pupils who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

16. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

When moving to a new school, Bromstone Primary School will ensure that they can provide a smooth transition. This includes informing the new school of current achievements, support that was in place and any other important information specific to the child. This is also the case for any child joining us from another school, in these instances Bromstone will endeavour to gather as much information from the previous school as possible. The SENCO will attend a transfer day, meeting with the SENOCOs of local nurseries and secondary schools to pass on information about the children moving to us in Reception or to their secondary school at the end of Year 6. When more support is needed this is discussed in consultation with parent/carers to determine a plan of provision and support according to the child's needs.

Between years

To help pupils with SEND be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend final meeting of the year when the pupil's SEND is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term

Between schools

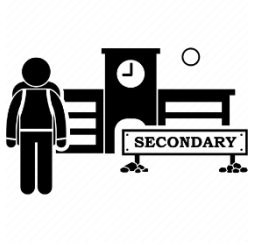
When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between phases

The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the pupils who are receiving SEND support.

Pupils will be prepared for the transition by:

- Practising with a secondary school timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge



17. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look Kent's Local offer. Kent publishes information about the local offer on their website:

https://www.kent.gov.uk/education-and-children/special-educational-needs

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

https://www.iask.org.uk/

Helpline: 03000413000

Email: iask@kent.gov.uk



National charities that offer information and support to families of pupils with SEND are:

National charities that offer information and support to families of pupils with SEND are:

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

18. What should I do if I have a complaint about my child's SEND support?

The normal arrangements for the treatment of complaints at Bromstone Primary School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class teacher, SENCO, Senior Leaders or the Heads of School to resolve the issue before making the complaint formal to the Chair of the Governing Body.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

Please refer to our Complaints Procedure for further information. https://www.bromstoneschool.com/attachments/download.asp?file=1233&type=pdf

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEND Code of Practice.

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: https://www.gov.uk/complain-about-school/disability-discrimination

You can make a claim about alleged discrimination regarding:

- Admission

- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

19. Supporting documents

- *Equality Information and Objectives Policy*
- *Child protection and safeguarding policy*
- *Behaviour Policy*
- *Accessibility Plan*
- *Attendance and punctuality policy*
- *SEND policy*
- *SEN & Disabilities Code Of Practice 2015*
- *Mainstream Core Standards*



20. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support pupils with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- **SEND support** – special educational provision which meets the needs of pupils with SEND
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages

Report approved by Governing Board on _____

To be reviewed on _____

Signed by Executive Headteacher_____

Signed by Chair of Governors_____