



This report sets out our annual offer to children with Special Educational Needs and/or Disability (SEND). To be effective it needs the views of all parents/carers, learners, governors and members of staff – so please engage with our annual process to ‘assess, plan, do, and review provision for SEND and contact any of the people below with your views:-

- SENCo: Mr W Chambers
- SEND Governor - Mrs L Spencer
- Executive Head – Mrs James Williams
- Head of School – Mrs Toni Moon - Mrs E Ribbans

Objectives

In 2013 the Children’s and Families Bill became law and has reformed the systems for adoption, looked after children, family justice and special educational needs. Within the bill, the Government has transformed the system for children and young people with SEN, including those who are disabled, so that services consistently support the best outcomes for them. The Special Educational Needs Code of Practice 2014 extends the SEN system from birth to 25, giving children and young people and their parent’s greater control and choice in decision and ensuring needs are properly met. There is also statutory guidance for supporting pupils at school with medical conditions (please refer to our medical policy). The following report aims to demonstrate how we meet the needs of our children at Bromstone Primary School in compliance with statutory guidance.

Bromstone Primary is an inclusive school and we aim to ensure that all pupils, including those with special educational needs and/or disability (SEND), have their needs met. Bromstone Primary School values the abilities and achievements of all its pupils and is committed to providing for each pupil the best possible environment for learning in which they can reach their full potential academically, personally and socially no matter what special need is experienced.

Compliance

The school’s special educational needs and disability provision and report comply with the statutory requirement laid out in the SEND Code of Practice 0-25 (2014) and is written with reference to the following guidance and documents:

- section 69(2) of the Children and Families Act 2014
- Regulation 51 and schedule 1 of the Special Educational Needs and Disability Regulations 2014
- Section six of the ‘Special educational needs and disability code of practice: 0 to 25 years’
- The Equality Act 2010

Policies to read in conjunction with SEND information Report

- Administration of Medicines in Schools Policy
- Accessibility Policy
- Inclusion Policy
- Behaviour Policy
- Child Protection Policy
- Single Equality Scheme

The Special Educational Needs Code of Practice 2014 defines Special Educational Needs as: xiii. A child or young person has SEN if they have a learning difficulty or a disability, which calls for special educational provision to be made for him or her. xiv. A child of compulsory school age or a young person who has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability, which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post- 16 institutions.

What kinds of SEND are provided for?

At Bromstone Primary School we make provision for children with Special Educational Needs and/or Disability within each of the four categories defined in the 2014 SEND Code of Practice (para 6.27 – 6.35):

- 1) Communication and Interaction
- 2) Cognition and Learning
- 3) Social, Emotional and Mental Health
- 4) Sensory and/or Physical

Children with SEND may need extra help due to a range of different needs. The purpose of identifying the area of need/s of the child is not to fit them into a category but rather to consider the child's needs as a whole that helps ensure the school can plan adequate provision. The categories of need are described as follows:

Communication and Interaction

Children with speech, language and communication needs may have difficulty making sense of language or in communicating their needs and wants to others. Some children may need support developing fluency or forming sounds, words and sentences. They may also have difficulties in social situations, as they do not understand the social rules of communication. These needs can change over time and may have difficulty with one, some or all of the different aspects of speech, language and social communication.

Cognition and Learning

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD) and severe learning difficulties (SLD), where children are likely to need support in some, or all areas of the curriculum and may have associated difficulties with mobility and communication. When children have profound and multiple learning difficulties (PMLD), they are likely to have severe and complex learning difficulties as well as a physical disability and sensory impairment. A child can also have a specific learning difficulty (SpLD) which may

affect one area of their learning and encompasses a range of conditions, such as dyscalculia, dyslexia and dyspraxia.

Social, Emotional and Mental Health Difficulties

Social, emotional and mental health needs can manifest in many different ways and can look different for all children. They could find managing their relationships with other people difficult, and may display behaviour that can hinder their and other's learning that can negatively impact on their health, well-being and their quality of life. Some children may have disorders such as Attention, Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD), or attachment disorder.

Sensory and/or Physical Needs

Children may have a visual or hearing impairment or have a physical need for which they require additional ongoing support and equipment to ensure that lessons and learning opportunities are accessible. Bromstone Primary School is an Enhanced Specialist Teaching Arrangement for children with Visual Impairment (VI), Hearing Impairment (HI) and Speech and Language and Communication. It is not uncommon that children may have SEND that falls into one or more of the above categories.

How does the school know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?

If you think that your child has a special educational need please discuss this with the class teacher in the first instance. The school will then start to monitor your child and investigate further if necessary. Every pupil in the school has their progress tracked six times a year and this is discussed four times a year in pupil progress meetings with senior leadership, the class teacher and the SENCo. These seek to identify pupils making less than expected progress given their age and individual circumstances.

The SEND Code of Practice (2014, 6.17) describes a child as making less than expected progress as:

- Significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

What is Special Educational Needs and/or Disability?

For those children identified as making less than expected progress the class teacher will arrange a meeting with parents/carers to discuss the child's progress and put in place extra provision to support the child's needs. Targets will be set and reviewed to see if the extra provision has made an impact. If the child does not make the progress expected, despite high quality inclusive teaching and targeted teaching focussing on areas of difficulty, further assessments will be used to determine the cause of the learning difficulty and appropriate provision will be determined. This will all be done in consultation with the parents/carers.

The school cannot offer diagnoses – however, the school can make referrals to outside agencies – but this will need parental or carer's consent. For higher levels of need, the school is able to draw on more specialised assessments from external agencies and professionals, such as an Educational Psychologist, Speech and Language Therapist, Integrated Therapy

Team, paediatrician or other suitably qualified health professional. Bromstone Primary School takes all parental concerns about their child seriously and investigate them appropriately. These concerns will be recorded and compared to the school's own assessment and information on how their child is developing. Generally, the concern can be addressed in partnership with the parents and through quality first inclusive teaching and no further action is required. Otherwise, that child is placed on the SEND register and may require support that is additional to and above what the school usually provides. Sometimes funding is sought via High Needs Funding if the support necessary exceeds the £6000.00 commitment required by the school.

We offer a graduated approach towards support and intervention:

1 – High Quality Teaching (Universal Support Level)

2 – Additional provision to enable your child to work at age related expectations (Targeted Support Level)

3 – Specialist and more intense provision for children identified as having SEND (Personalised Support Level) (Please refer to Process for Identifying and Supporting SEND at Bromstone Primary School Appendix 1)

What is an Educational Health Care Plan?

A small number of children may require an Educational Health Care Plan (EHCP) to ensure that their individual needs can be fully met or may require specialist support and/or placement if their needs cannot be met through high needs funding in mainstream education. If the process to gain an EHCP has been accepted by the Local

Educational Authority and a statutory assessment has been agreed, the school will fully support parents in this process and in meeting the statutory requirements set out in the EHCP. (For more information, please go to <http://www.kelsi.org.uk/special-education-needs/special-educational-needs/how-to-apply-for-assessment>).

How does the school evaluate the effectiveness of its provision for such pupils? What are the school's arrangements for assessing and reviewing the progress of pupils with special educational needs?

The school follows the Graduated Approach to SEND support. If a child is placed on the SEND register, the school will take action to remove barriers to learning and put effective SEND provision in place. If the child's needs cannot be met with universal or targeted support a personalised plan (SEN support) or a provision plan (EHCP) to target support will be put in place and this will follow a four part cycle; Assess, Plan, Do and Review.

Assess

The assessment process requires parents, the school and the child to work in partnership to set outcomes for the child to work towards in school and at home. This is set out in the SEND Code of Practice 2014: "This information gathering should include an early discussion with the pupil and their parents. These early discussions should be structured in such a way that they develop a good understanding of the pupil's areas of strengths and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps. A short note of these early discussions should be added to the pupil's record on the school information system and given to the parents. Schools should also tell parents and young people about the local authority's information, advice and support service" (SEND Code of Practice 0-25 years, p.99 para 6.38).

It may also be necessary at this stage to involve services from outside agencies from health and social care, if they are not already supporting the child, to help in the assessment process.

Plan

The class teacher and the SENCO will work in partnership with parents, the child and outside agencies (if appropriate) to agree adjustments, interventions and support to be put in place as well as the expected impact on progress, behaviour or development. This information will be put onto a personalised/provision plan and a review date will be decided. The support should be well suited to meet the child's needs and delivered by appropriately trained and skilled members of staff. This is clearly set out in the SEND Code of Practice 2014: "The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The

SENCo should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support" (SEND Code of Practice 0-25 years, p.101, para 6.52).

Do

The class teacher is responsible for the progress of all children in their class including overseeing the support and interventions that are given to the child even if these are away from the main class. They will work closely with support staff and other professionals to implement targets and activities to achieve the outcomes stated. The SENCO will liaise closely with the class teacher to assess and review the provision.

Review

Regular discussion will take place to evaluate the impact of the interventions and a review date will be set with parents. Each review of the SEND personalised support plan/provision plan will be informed by the views of the pupil, parents/carers and class teacher and the assessment information provided by teachers will show whether expected progress is being made. For pupils with an Education Health and Care Plan there will be three school meetings annually of the provision made for the child. If the child has an Education, Health Care Plan (EHCP), the Local Authority (LA) must review the plan annually. This will enable an evaluation of the effectiveness of the special provision. If, with the extra provision provided, the child makes expected progress, they may no longer need to be on the SEND register or require an EHCP. However, the child will still be monitored to ensure that progress continues and the child's needs are met.

What is the school's approach to teaching pupils with special educational needs?

High quality inclusive teaching, differentiated and adapted for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional support and intervention cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered (SEND Code of Practice, 2015, 6.37). At Bromstone Primary School, training is regularly provided to members of staff in areas of SEND to ensure the needs of children are met in line with current thinking and best practice.

At Bromstone Primary School, the quality of teaching is judged to be GOOD in our last Ofsted inspection. March 2019 <http://reports.ofsted.gov.uk/inspection-reports>

We follow the Mainstream Core Standards developed by Kent County to ensure that our teaching conforms to best practice: <http://www.kelsi.org.uk/special-education-needs/special-educational-needs/the-mainstream-corestandards>.

How does the school adapt the curriculum and learning environment for pupils with special educational needs?

At Bromstone Primary School, we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies written in personalised and provision plans.

As an ESTA (Enhanced Specialist Teaching Arrangement) for children with Visual Impairment, Hearing Impairment and Speech and Language and Communication Difficulties, Bromstone Primary School ensures the best possible accessibility for our children who may need access to specialist equipment. The school adheres to the stipulations outlined in The Equality Act 2010: Section 6 (Chapter 1) <http://www.legislation.gov.uk/ukpga/2010/15/contents>.

As and where necessary, if an area of the school is identified as in need of improvement, it will be the school's best endeavour to improve this, either through building and maintenance improvements or by staff training. This will be outlined in our Accessibility Policy Action Plan.

How does the school provide additional support for learning that is available to pupils with special educational needs?

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 SEN 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 High Needs Funding from the LA to ensure that the child's needs are met. (<https://www.kelsi.org.uk/special-education-needs/special-educational-needs/high-needs-funding-forschools>)

How does the school enable pupils with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs?

All clubs, trips and activities 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 the environment and equipment when and where necessary to ensure equal access and successful participation.

What support is available for improving the social, emotional and well-being development of pupils with special educational needs?

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. We do this in the following ways: through direct teaching, (for example, via Personal, Social and Health Education) an

extensive extra-curricular programme Nurture, circle time, Religious Education, 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. We use Restorative Approaches to support children's social, emotional and mental health needs. For some pupils with the most need in this area we also provide more bespoke support, such as 1:1 support or group work, counselling, support from our Wellbeing Team and from Head Start, or a referral to NELFT (CAMHs).

What is the name and contact details of the co-ordinator for SEN?

The Special Educational Needs Coordinator (SENCo) at Bromstone Primary School is Mr Warren Chambers, who is a qualified teacher; he is trained and experienced in all key areas of SEN. Mr Chambers is available on

01843 867010

What expertise and training do the staff have at Bromstone Primary School and Nursery in relation to children with special educational needs and how is specialist expertise secured?

Training needs of members of staff at Bromstone Primary School are related to ensuring high quality inclusive teaching and the needs of the children, as well as new national curriculum developments. Sometimes members of staff receive specialist training to ensure provision can be met for our children with specific needs, such as: autism, speech, language and communication; and social, emotional and mental health needs. Currently we have two members of staff who have achieved Autism Champion status and two members of staff trained as Wellbeing Champions.

Where a training need is identified beyond this, we will find a provider who is able to deliver it. Training providers we can approach are the Educational Psychology team; TISS (Thanet Inclusion Support Service); CAT (Communication and Technology team); Health services (OT, Physio etc.).

How does a child with Special Educational Needs and/or Disability get equipment and facilities to support their needs?

Where external advisors recommend the use of equipment or facilities, which the school does not have, the school will purchase it using the notional SEND funding, or seek it by loan. For highly specialist communication equipment the school will seek the advice from the KCC Communication and Assistive Technology team.

How can parents/carers be involved in their child's education?

All parents with children at Bromstone Primary School are invited to discuss the progress of their children on a number of occasions throughout the year and receive a written report once a year. In-year parental meetings for children are arranged and the opportunity to discuss and review pupils on the SEN register. For those children with an EHCP we feel that it is important that parents/carers are fully involved in the annual review process ensuring that there is plenty of opportunity for them to engage in this process in line with the SEND Code of Practice (2014, 1.1). Parents/carers are also invited to support their child with their continued learning at home. This could be helping with homework, hearing your child read, making fun ways to learn their spellings, completing extra reading on a topic etc. Parents/carers are also invited to help with school trips and attend curriculum events – such as information and support on the teaching and learning of maths.

What are the arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school?

The 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: their child's class teacher; SENCo; Heads of School or the Executive Headteacher to resolve the issue before making the complaint formal to the Chair of the Governing Body.

If the complaint is not resolved after the Governing Body has considered it, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complaint can appeal to the

First-Tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have an EHCP where there is a statutory right for parents to appeal against the decision of the LA. Complaints which fall within this category, cannot be investigated by the school.

How does the governing body involve other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and/or disability and in supporting the families of such pupils?

- The governing body has engaged with the following bodies:
- Free membership of LIFT for access to specialist teaching and learning service
- Link to Disabled Children's Service for support to families for some pupils with high needs
- Access to LA's service level agreement with Speech and Language Therapy services/Occupational Therapy
- services/Physiotherapy services for pupils with requirements for direct therapy or advice
- Ability to seek advice when required from the Communication and Assistive Technology Team etc.
- Membership of professional networks for the SENCO and the Inclusion team – which all staff can access, such as The Nurture Group, The National Autistic Society, NASEN, SEN Leadership etc.

What are the contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)?

Kent Parent Partnership Service (KPPS) Information Advice provides free, impartial, confidential, advice, support and options around educational issues for parents who have children with special educational needs or disabilities (0-19). They empower parents to play an active and informed role in their child's education.

Contact Details:

Independent Support Kent (ISK)

Tel: 0300 011 01 51

E-mail: info@iskent.org

Below is a link to their information leaflet:

https://www.kelsi.org.uk/data/assets/pdf_file/0016/30049/Independent-Support-A-0-25-final-leaflet.pdf

What are the school's arrangements for supporting pupils with special educational needs and/or disabilities in transferring between phases of education or in preparing for adulthood and independent living?

When a pupil moves 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 SENCo's of local secondary schools to pass on information about the children moving to their 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.

If your child has an EHCP, at the Year 5 Annual Review meetings, transition to secondary school is discussed with the professional and parent/carers at the meeting in consultation with the young person involved.