

# **Brunswick Park Primary**

## **SEN INFORMATION REPORT**

### **VISION/MISSION**

Brunswick Park Primary is an inclusive school where 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.

The range of support deployed will be tailored to individual need, following thorough assessment by internal or external agencies. It is designed to promote pupils working towards becoming independent, courageous, resilient and ambitious learners. Brunswick Park Primary also has a Resource Base for children with Autism.

### **WHOLE SCHOOL/SETTING APPROACHES**

#### **Information on policies, people and statutory guidance**

##### **School Policies and statutory guidance**

The School's SEND Information Report should be read in consultation with other key school policies that are accessible on the schools website: Behaviour Policy, EYFS Policy, Home School Agreement, Safeguarding Policy and the SEND Policy 2018.

The specific objectives of our School Offer/SEND policy are as follows:

- to identify pupils with special educational needs and disabilities and ensure that their needs are met
- to ensure that all learners make the best possible progress
- to ensure parents are informed of their child's special needs and provision and that there is effective communication between parents and school
- to ensure that learners express their views and are fully involved in decisions which affect their education where appropriate
- to promote effective partnership and involve outside agencies when appropriate

The success of the school's SEND Information Report/policy will be judged against the aims set out above. The Governing Body will ensure that it makes appropriate special educational provision for all pupils identified as in need of it. The Governing Body will review subject leader's reviews in the school self-evaluation reports to ensure successful implementation of the school's policies including the SEND School Offer/policy. The School's SEND Information Report will be reviewed annually in response to adjustments made to the Local Authorities Local Offer and following analysis and assessment of the needs of children attending the school. Effectiveness of the provision provided for children will be made using data analysis and provision mapping.

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### **Types of SEN, disability and medical needs**

The Code of Practice 2015 states that:

‘A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.’

The Four broad areas of need identified within the SEN Code of Practice 2015 are:

- Communication and Interaction (e.g. speech articulation, stammering, speech and language delay, autism etc)
- Cognition and Learning (e.g. global learning difficulties, dyslexia, dyscalculia etc)
- Social, Emotional and Mental Health Difficulties (e.g. anxiety, depression, eating disorders, obsessive, compulsive disorder (OCD) etc)
- Sensory and Physical Needs (Visual impairment, hearing impairment, sensory needs (e.g. autism), toileting issues, physical disability etc)

Brunswick Park Primary school is committed to using its best endeavours to meet the SEND needs of all children who attend the school.

### **Who are the best people to talk to in this school about my child’s difficulties with learning/ Special Educational Needs (SEN) disability or medical issues?**

#### **Class Teacher**

If you have concerns about your child you should speak to your child’s class teacher first. You may then be directed to the SENDCO or the Assistant Head for Inclusion. The Class Teacher is responsible for:

- ✓ Adapting and refining the curriculum to respond to strengths and needs of all pupils.
- ✓ Checking on the progress of your child and identifying, planning and delivery of any additional support.
- ✓ Contributing to devising personalised learning plans to prioritise and focus on the next steps required for your child to improve learning.
- ✓ Applying the school’s SEND Information Report /policy.
- ✓ Line managing additional TA support that is available within every class.
- ✓ Following any recommendations made by the SENDCO, Inclusion Manager or external specialist.
- ✓ Carrying out on-going assessment within class.

#### **SENDCO – Susanna Renwick – Joyce, Alexandra Louis (SEND support – EYFS/KS1) & Assistant Head Teacher for Inclusion (Fiona O’Malley)**

Depending on when and how your child’s special needs have been identified you make speak to the school’s Assistant Head Teacher for Inclusion or Inclusion Team. You can request a meeting through the class teacher or directly through the school office. The Inclusion Team work closely together and are responsible for:

- ✓ Coordinating day to day provision for children with SEND
- ✓ Line Managing the specialist SEND “team” of staff and developing the school’s SEND Information Report / policy.
- ✓ Providing specialist advice and facilitating training to ensure that all staff are skilled and confident

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about meeting a range of needs.

- ✓ Liaising with Speech Therapists and other outside agencies
- ✓ Attending panel meetings, visiting potential children and meeting potential parents
- ✓ Administration surrounding Annual Reviews
- ✓ Meeting parents regularly including Parents Evenings.
- ✓ Making referrals to and liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties.
- ✓ Assessing or organising assessment of children where there are additional concerns.
- ✓ Ensuring that parents are: 1. Involved in supporting their child's learning and access 2. Kept informed about the range and level of support offered to their child 3. Included in reviewing how their child is doing 4. Consulted about planning successful movement (transition) to a new class or school
- ✓ Analysing progress of SEND children
- ✓ Updating the school's SEND register
- ✓ Reporting to Governors
- ✓ Ensuring that the Administration of Medicine policy is adhered to and that the medical needs of children are met

### **Resource Base Provision**

In addition, the Resource Base Provision Lead – Caroline Campion oversees the Resource Base for autism. Caroline is supported by Natalie Tegama (SEND teacher):

- ✓ Co-ordinating and line managing the Resource Base Team
- ✓ The day to day running of the Resource Base as well as long term strategic development
- ✓ Timetables and activities while in Resource Base
- ✓ Teaching groups of children
- ✓ Monitoring and analysing progress of children within the Resource Base
- ✓ Providing a source of information and resources to colleagues to work with children in the Resource Base and in class

### **The Head Teacher – Susannah Bellingham**

The Head Teacher is responsible for:

- ✓ The day to day management of all aspects of the school, including the provision made for pupils with SEND
- ✓ She will give responsibility to the Assistant Head for Inclusion, SENDCO/Inclusion Team and class teachers but is still responsible for ensuring that your child's needs are met.
- ✓ Organisation of appropriate training in relation to SEND
- ✓ Delegating support staff to classes
- ✓ The Head Teacher must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND

### **The SEND governor – Jane Bailey**

The SEND governor is responsible for:

Supporting school to evaluate and develop quality and impact of provision for pupils with SEND across the

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school.

### **Speech and Language Therapists (SALT) – Lucy Pollard (Sarah Buckley Therapies) & Georgina Rauf (NHS - Evelina London, Guy's & St Thomas' NHS Foundation Trust)**

At present the school purchase speech and language therapy support from the NHS services and Sarah Buckley Therapies. The two therapists share the caseload at Brunswick Park, Lucy supports children who are on SEN Support and also those children accessing the Resource Base from Year 2 and above. Georgina supports children with an EHCP and also children accessing the Resource Base in Reception and Year 1.

They are responsible for:

- ✓ Assessing children identified as being at risk of a speech and language delay or disorder
- ✓ Setting targets to identify the child's additional needs
- ✓ Providing recommendations regarding how to meet the needs
- ✓ Modelling, monitoring the provision, and reviewing the progress made by children with speech and language difficulties
- ✓ Communicating with parents
- ✓ Liaising with the school's SEND team and class teachers

If you would like to speak to either of the speech and language therapists this can be arranged through the SENDCO.

### **Specialist Language Teaching Assistant – Angela Shaftoe**

Angela is a member of our support staff and has many years of experience working with children with speech and language difficulties. She is responsible for:

- ✓ Reporting to the SENDCO and speech and language therapists
- ✓ Creation of resources recommended by the SALT therapist
- ✓ Delivery of programmes and activities suggested by the therapist or Inclusion Leader
- ✓ Communicating with Class Teachers
- ✓ Contributing to meetings with regards to specific children where this is appropriate.
- ✓ Contributing to target setting for children

### **Specialist Dyslexia Practitioner – Kelly George**

Kelly is a Teaching Assistant who has completed accredited training to enable her to support children with specific literacy difficulties and those diagnosed as dyslexic. She is responsible for:

- ✓ Reporting to the SENDCO, Inclusion Leader and class teachers
- ✓ Creation or organisation of resources to support children with specific literacy difficulties
- ✓ Delivery of multi-sensory phonics based literacy programmes and activities
- ✓ Carrying out full assessments to give a profile of dyslexic and literacy related difficulties
- ✓ Carrying out screening/review tests (High frequency word reading or spelling assessments).
- ✓ Contributing to meetings with regards to specific children where this is appropriate.
- ✓ Contributing to target setting for children
- ✓ Advising class teachers and teaching assistants on appropriate strategies or resources for children

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### **Safeguarding Officers –**

**Fiona O'Malley - Assistant Head teacher (Inclusion) – Designated Safeguarding Lead**

**Andrea Inniss – Griffith - Assistant Head teacher (KS2, Personal Development, Behaviour & Welfare)**

**Susannah Bellingham - Head Teacher**

Fiona, Andrea or Susannah can be contacted via the school office or directly at the school gates in the morning or at the end of the day. They are responsible for:

- ✓ Liaising with external professionals and families to provide appropriate service for vulnerable families
- ✓ Attending meetings and providing support for children with safeguarding needs including those on Child Protection plans, Child in Need plans and those that are Looked After. (LAC)

### **Assistant Head teacher for KS2, Personal Development, Behaviour & Welfare – Andrea Inniss - Griffith**

Andrea oversees and monitors behaviour across the whole school, she is responsible for:

- ✓ Providing lunch clubs for all behaviours
- ✓ Behaviour for learning classes for targeted pupils
- ✓ Improving play for all, ensuring it is safe
- ✓ Managing lunch time support staff
- ✓ Providing behaviour management surgeries for all staff
- ✓ Supporting teachers with the management of pupils in order to maximise learning potential
- ✓ Year 6 transition to secondary school

### **People Matter Therapy Team – Managed by Fiona O'Malley - Assistant Head teacher (Inclusion)**

#### **Manager of Therapy Provision:**

**Clea Mclraith**

#### **Therapists:**

Brenda Meldrum

Lucy Foxell

Clea Mclraith

#### **Listening Post Mentor/Learning Mentor:**

Beverley Ferguson

The People Matter therapy team listen to children, parents, carers, and teachers. They consider the children's friendships, feelings and reasons for behaviour. The team are responsible for:

- Liaising with the Assistant Head for Inclusion, SENDCO, other members of staff, parents and outside agencies.
- Using creative activities to help children talk and build their confidence.
- Providing support at playtimes and lunchtimes
- Managing a listening post for any child to talk through a worry or a problem.

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- Providing specialist support for children's social, emotional, and mental health needs, through play, creative counselling methods, and a range of Arts therapies.

### **Home School Support Worker – Marjorie Damah**

The Home School Report Worker is responsible for supporting parents and carers at any point in their child's time at Brunswick Park Primary school. They are responsible for:

- ✓ Running a parent drop-in
- ✓ Providing benefit advice and family support
- ✓ Running information sessions
- ✓ Supporting family learning
- ✓ Making links with local children and family centres.
- ✓ Supporting the PTA
- ✓ Monitoring and supporting parents with attendance issues

### **School Nurse – Barbara Gray**

The school nurse visits Brunswick Park Primary School on a regular basis and is available to meet parents by appointment. To arrange a visit contact the Inclusion Team or a member of the school office staff. She is responsible for:

- ✓ Liaising with the Inclusion Team and other members of staff
- ✓ Writing and reviewing individualised Health Care Plans for children aged 5 and over.
- ✓ Providing training for members of staff (e.g. epilepsy training or sickle cell training)
- ✓ Carrying out Health reviews for children on Child Protection Plans or children who are Looked After.
- ✓ Attending meetings for children where there are safeguarding concerns
- ✓ Contributing to EHC plans where a child has a medical need
- ✓ Liaising with parents regarding medical needs

### **Administration of Medicine**

Trained First Aiders are responsible for the safe storage of medicine in school. If your child requires medication in school please speak to the SENDCO – Susanna Renwick – Joyce.

### **Education Welfare Service**

The Education Welfare service is responsible for monitoring the attendance and punctuality of all children at Brunswick Park. Where concerns arise, Andrea Inniss-Griffith (Assistant Head KS2/Personal Development, Behaviour and Welfare) will meet with parents/carers to plan strategies to help achieve full attendance.

### **Complaints procedures regarding SEND provision**

We strive to provide the highest level of support and education for every child in the school, however, If you as a parent or carer wish to complain about how we have provided for the special educational needs of your child, our suggested procedure would be:

1. Speak to your child's class teacher or the SENDCO – Susanna Renwick – Joyce.

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2. If this does not solve the problem and you are still unhappy about how your child's needs are being met, speak to the Assistant Head for Inclusion, Fiona O'Malley (You will probably need to make an appointment to do this, but the office should assist you in doing so).

2. If this still doesn't solve the problem and you are still unsatisfied about how your child's needs are being met, speak to the Headteacher, Susannah Bellingham. (You will probably need to make an appointment to do this, but the office should assist you in doing so).

3. If this still does not solve the problem, you could contact Jane Bailey, a member of the governing body who is responsible for Special Educational Needs and Disability at Brunswick Park. This is best done by writing to him, care of the school office.

4. Southwark Council are not responsible for investigating complaints about schools, but if you wish to seek outside information and advice on how to make a complaint please follow this link.

<http://www.lgo.org.uk/publications/fact-sheets/complaints-about-specialeducational-needs/>

If you wish to make a complaint to the Local Authority about some aspect of its practice with respect to meeting the Special Educational Needs of your child, this is perhaps best done by contacting them directly on: Telephone: 020 7525 0042 or via e-mail at: [complaints@southwark.gov.uk](mailto:complaints@southwark.gov.uk)

Following a request for an Education Health and Care plan (EHCP), if the local authority decides an EHC plan is not necessary you have the right to appeal to the Tribunal which is overseen by Her Majesty's Courts and Tribunal Service. You have up to two months from the date the decision letter is sent by the Local Authority to register the appeal. Where it is fair and just to do so, the Tribunal has the power to accept appeals outside of the two month time limit.

### **Wider World of School; Approaches to extra-curricular activities and pastoral care**

#### **Admissions**

Students with SEND are allocated places in two separate & distinct ways:

Those pupils with statements or EHCPs have a separate admissions procedure overseen by Southwark's SEN team. Applications for children with special needs or with a disability will be treated fairly.

Those pupils who have SEND but do not have a statement or EHC plan are admitted via the normal school admissions criteria. Detailed information and guidance of how to apply for a place at Brunswick Park Primary **both** if your child has an EHC plan or statement of special educational needs, or if s/he has special needs but does not have a statement, can be found on the following link:

<http://www.southwark.gov.uk/schooladmissions>

Resource Base Places are allocated by the Local Authority. To find out more information contact Southwark SEN at [sen@southwark.gov.uk](mailto:sen@southwark.gov.uk)

Any Special Needs that are identified on admission are discussed with parents allowing the school to provide support to and put into place support mechanisms to cater for the child's Special Educational Needs

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or Disabilities.

### **Environment and reasonable adjustments**

What support can be offered to help my child develop good learning behaviour and a sense of wellbeing?

- The school building is housed in a three storey Victorian building; however the ground floor is easily accessible. Teachers adapt classroom layouts to cater for children with special needs and or a disability. There is a toilet for people with disabilities on the ground floor.
- [View Accessibility Plan](#) (needs updating on the website and approval by governors)
- Coloured overlays and alternative coloured paper is readily available for dyslexic pupils.
- Use of electronic equipment such as lap-tops, alternative keyboards, Dictaphones are available.
- Writing slope boards, writing grips, rocket pencils/pens, alternative scissors (e.g. loop scissors) are available for children with dyspraxia or ADHD.

### **Pastoral Support/Unstructured parts of the day**

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

- Small group programmes including social skills group
- Gardening intervention groups
- Regular 'celebration of success' Achievement Assemblies
- A Listening Post is available manned by teaching staff and Listening Friends
- Playground buddies
- Wide range of after school activities
- Play leader Strategies to reduce anxiety/promote emotional wellbeing
- Specific lunch time support for individuals when appropriate
- School Council

### **Transition support, visits and events**

- Reduced, adapted or modified time-table
- Use of social stories, especially for transition
- Regular contact & liaison with parents
- Transition meetings
- Risk assessments
- Year 6 transition programme
- Year 3 & 6 school journeys to encourage team building and independence
- Team Around the Child (TAC) or Family (TAF) meetings to support transition.

### **Behaviour Support**

- School sanctions and the reward system of Team Points as set out in School Behaviour policy
- Individualised positive behaviour system for individual children with particular needs
- Therapy and listening Support



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- Lunch time clubs
- Behaviour Support Advice
- Use of the sensory room
- Regular reviews with parents

### **Measures and Interventions to prevent bullying**

- Quality first teaching focusing on class circle times
- Mindfulness training
- Circus skills lunchtime groups
- Good PHSE curriculum, anti-bullying week
- Regular assemblies relating to language and actions
- Weekly meetings with meal supervisors to discuss key children and ways to prevent situations
- Playground work by our Learning Mentor Beverley Ferguson – bringing the learning environment outside and introducing new games

### **Intimate Care/Toileting Needs**

- There is a changing unit in the nursery building.
- A disabled toilet is available on the ground floor.
- Sequencing cards, symbols and social stories are provided to support parents where children have toileting needs.
- Parents will also be encouraged to attend the Bowel and Bladder clinic or CAMHs (when toileting needs appear to be emotionally related). A member of the EYFS staff has also received training from the Bowel and Bladder clinic.

### **Medical Needs**

- Separate policy and system for administration of medication
- Care plans for pupils with medical needs
- Support staff to assist pupils with personal care as specified by clinical plans
- Trained paediatric first aiders (to support children)
- Trained First Aider at Work (to support adults)

## **Approaches to Teaching and Learning**

### **Curriculum and Teaching Methods**

#### **How will teaching be adapted to meet the needs of my child?**

All children are entitled to excellent classroom teaching also known as Quality First Teaching. Teachers will have the highest possible expectations for your child and all pupils in their class. Teachers will ensure that teaching is based on building on what your child already knows, can do and can understand. Teachers are skilled at adapting teaching to ensure it is multi-sensory and meets 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. This may include providing additional materials/ resources / additional support or an adapted

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activity. This may also include putting in place specific strategies to support your child to learn, which may be suggested by the Inclusion leader or multi professionals. Homework is differentiated to ensure that it is at an appropriate level.

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

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. Some interventions may change as progress and needs are monitored.

### **Types of Intervention**

How will my child's access to learning be supported?

#### **In class**

- Alternative recording methods
- Visual timetables, Now and Next boards, Communication tools, basic Makaton for class & individuals
- Steps to success used in every lesson
- Differentiated activities
- Extension activities
- In class support programmes
- Access to learning support staff in class
- Mentoring support
- Specific differentiation or modification of resources e.g. use of Communicate in Print/Picture aids etc.
- Guided reading programmes in all classes
- Regular teaching of phonics in class Reception and Key Stage 1
- Use of IT programmes in class to reinforce strategies (Word Shark, Phonics etc)
- Ability setting

#### **Withdrawal support**

- Programmes to support speech and language where recommended by a therapist
- Speech and Language Therapist advice disseminated to and followed by teaching staff
- Speech therapy individual or group work delivered by support staff following speech therapist advice
- Support staff to attend Speech and Language appointments when possible.
- Access to a specialist dyslexia teaching assistant offering advice both to staff and parents
- Small group teaching
- Autism specific interventions in the Resource Base
- Therapeutic support from the People Matter team

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### **Staffing Expertise**

#### **How skilled are staff in meeting the needs of my child?**

Our Inclusion Team & SENDCO actively engage with local opportunities to share best practice and keep abreast of current local and national initiatives and policy to support pupils with SEND.

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.

The training priorities are set out in the School's Improvement Plan. This document is created and maintained by the Head Teacher.

#### **How are children involved in their learning**

Children are encouraged to be involved at all stages of their learning. On a daily basis children are expected to reflect on their learning and self-assess their work against the success criteria of the lesson. Children with SEND are involved as far as possible in setting their targets and also tracking their progress as they learn.

In preparation for Annual Reviews children are asked to reflect on their progress over the past year and how they are performing in class.

At all opportunities, children are encouraged to talk about their strengths and preferences for learning.

There is also an active school council with representatives from every class. The council meet regularly and discuss issues important to the children and they campaign and act to make change for good in the school.

### **Information about early identification and assessment**

#### **Assessment**

##### **How can I find out how well my child is doing in school?**

The Class Teacher is responsible for the **assessment** of all the children in the class on a day-to-day basis, within the agreed record-keeping and assessment procedures of Brunswick Park Primary School. On entry baseline assessments are completed in the Nursery and Reception. The Early Years Foundation Stage Profile is carried out at the end of Reception. Concerns noted through these may trigger SEND identification. SEND children in the Early Years are assessed using the EYFS framework from birth to 5.

Progress of children within Key Stage 1 and 2 is tracked half termly (a minimum of 5 times per year). The school uses teacher assessments, QCA tests, Assertive Maths Tests as well as formal S.A.Ts assessments and tests in Year 2 and Year 6 to monitor progress. Small step assessments are used to monitor the progress of children with complex special needs.

The progress of all children is discussed with class teachers in termly **Pupil Progress Meetings**. These

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meetings also include members of the senior leadership team.

Class teachers identify pupils who are not making progress or who have needs which are affecting their ability to engage in learning activities.

In consultation with the Inclusion Team and parents, actions can be 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. After discussions with parents, additional support can be put into place to provide targeted support to help overcome any difficulties. The views of the pupil him/herself will be given consideration.

### **Parent/Teacher Meetings**

Parents can contact the Class Teacher to request information about how well their child is doing in school at any time. Regular meetings for children with SEND will provide opportunities to discuss how your child is doing in school. Termly written reports also outline how well your child is doing in school.

### **Test Access Arrangements**

Test Access Arrangements for some pupil's additional arrangements and adjustments can be made to enable them to fully access tests. This might include additional time, rest breaks or the use of a scribe or word processor. The Deputy Head Teacher can inform you about eligibility for these arrangements at Year 6.

## **SEND SUPPORT including students with EHC Plans**

### **Procedures for considering if a child has SEND**

#### **Early Identification**

The school aim to provide early identification of children's SEND needs in order that appropriate support can be put into place to ameliorate the SEND need. The Code of Practice 2015 states that SEN may be present if:

- ❖ ***progress is significantly slower than that of their peers starting from the same baseline***
- ❖ ***progress fails to match or better the child's previous rate of progress***
- ❖ ***progress fails to close the attainment gap between the child and their peers***
- ❖ ***the attainment gap is widened due to lack of progress***

It should be noted that lack of progress does not automatically mean the child has SEND. Other barriers to learning such as poor attendance or punctuality, difficulties related to English as an additional language, bereavement are just a few of the barriers that may impact on attainment and should be taken into account when deciding what further actions are necessary.

If a child's development is causing concern, despite differentiated learning opportunities, the Class Teacher will raise concerns with the Inclusion Team and provide evidence to support their concerns. Initial concerns

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may have been raised with the Class Teacher by a parent or another professional. Concerns regarding lack of progress may also be identified within **Pupil Progress Meetings**. The Class Teacher is responsible for informing the child's parents of their concern and collecting any relevant information about the child.

### **Information on the schools graduated approach - Assess, Plan, Do, Review**

#### Assess

The Class Teacher and Assistant Head for Inclusion or SENDCO will analyse any assessments already conducted and plan any further assessments needed. This may include:

- In class observations
- Speech and Language Therapy screening assessments
- Literacy assessments
- Numeracy assessments
- Outside assessments may be accessed at this point for difficulties such as stammering, speech articulation.

Following these assessments a decision will then be made by the Class Teacher, parent and Inclusion Team to initiate SEND support. When external agencies are involved, their advice and recommendations are included in support programmes. Actions agreed take into account each pupil's strengths as well as their difficulties. Where appropriate additional support may be deployed to ensure your child can engage in lessons and wider school activities and to facilitate independent learning.

#### Plan

- Where it is decided to provide a pupil with SEND support the parents will be informed usually by the Class Teacher or SENDCO.
- The Class Teacher or lead professional, in consultation with parents will agree the interventions and support to be put in place as well as the expected progress. A clear date for review will be set.
- All relevant support staff are made aware of any strategies/interventions to be used with the child.
- Parents will be asked to support the child at home and where relevant advice and support will be provided by school staff.

#### Do

- The class teacher is **responsible** for working with all children on a daily basis.
- Where interventions involving 1:1 teaching or group teaching occur away from the main class the teacher still retains **responsibility** for the child.
- The Class Teacher will work **closely** with the Teaching Assistant or Specialist Support Staff involved to plan and assess the impact of interventions and how they are linked to class teaching.

#### Review

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- **The impact** of support offered, interventions used and targets set will be reviewed by the Inclusion Team, Class Teacher, and Specialist Support staff involved in supporting the child.
- Support arrangements will be updated and revised accordingly. If not involved already, this might include referral to external agencies.
- Parents will be provided with **clear information** about the impact of the support and interventions during Class Teacher/parent meetings enabling them to be involved in the next steps.

Discussion should focus on progress made by the child. Then the following decision can be made:

- 1) Progress is very good and the difficulty seems to be resolved, (the child's name may be removed from the Register) SEND support ceased.
- 2) Progress is good and support is continued or progress is monitored to ensure it is maintained.
- 3) If your child is continuing to have significant difficulties, further external expertise may be requested or further intervention or an alternative programme is used.

*Please note that identification of SEND does not automatically mean your child will be involved in a specific intervention, throughout the whole of an academic year.*

### **Risk Assessments/Behaviour Plans**

Individual risk assessments or Behaviour Plans may be completed for children with additional behavioural or medical needs. These are reviewed at least once a year. If additional needs occur then the risk assessment is reviewed automatically by the Assistant Head for Inclusion in liaison with the child's parents and class teacher.

### **Education Health and Care Assessments and Plans**

#### **Education Health and Care Assessments Plans/Statutory Assessment**

If a child has complex SEND needs then the school and or the parent may decide to request a Statutory Assessment. The Inclusion Team/ SENDCO provides school evidence and relevant documentation to the Local Authority, in accordance with Local Authority procedures.

During the time that these procedures are being followed, the Class Teacher, Inclusion Team and professionals will continue to try to meet the needs of the child through personalised planning.

The writing of EHC plans will be completed in consultation with parents, the Inclusion Team and a representative from the Local Authority.

#### **Children with EHC Plans or Statements**

When a child has a statement of Special Educational Needs, the statement specifies the child's learning objectives and what provision must be put in place to meet these needs. It is the Head Teacher's responsibility to ensure that the necessary support is organised and put in place, using the financial resources provided or from delegated funding.

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The Inclusion Team with the support of the Head Teacher and Class Teacher and in consultation with other adults (including the parents) working with the child, will be responsible for planning and coordinating the provision. Personalised targets will relate to the objectives set out in the child's EHC plan or Statement.

### **Annual Reviews for children with EHC Plans or Statements**

A formal Annual Review Meeting, involving the SENDCO, Class Teacher, Parents/Carer and any specialists involved with the child will be held annually. Pupils, when appropriate, are invited to attend part of the annual review meeting or to offer their views regarding their progress if they do not feel comfortable to attend in person. All relevant parties will be contacted and invited in writing to the review meeting. They will be invited to send reports detailing the child's progress. At this meeting new targets are agreed for the year ahead. Copies of the report of the Review Meeting are sent to the Local Authority, parents and other attending parties by the SENDCO. The presence of a Local Authority representative will always be requested at key times of transition (e.g. Reception, Year 5).

If there are significant changes in the child's circumstances between the normal dates for the Annual Reviews, an additional Review Meeting may be called.

### **Mediation Services/SEND Tribunal**

If parents are not in agreement with a decision made by the Local Authority they can access mediation services or apply to SEND Tribunal to contest the decision and resolve the disagreement. Information regarding mediation services and SEND Tribunal will be provided to parents by the Local Authority on application for a statutory assessment.

### **Arrangements for supporting transitions for pupils with significant SEND**

Children and young people with SEND can become particularly anxious about "moving on" so we seek to support successful transition by:

When moving to another school:

- ✓ We will contact the School SENDCO/Inclusion Manager and share information about special arrangements and support that has been made to help your child achieve their learning goals
- ✓ We will ensure that all records are passed on as soon as possible
- ✓ On some cases additional multi-agency meetings (TAC) 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.

When moving classes in school:

- ✓ An information sharing meeting will take place with the new teacher
- ✓ Opportunities to visit the new class and teacher
- ✓ A transition book may be created and sent home with parents to read during the holiday period
- ✓ Friendship buddies will support them within the playground

When moving to our school

- ✓ All casual admissions will meet with an appropriate member of the Senior Leadership Team to

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- collect information. Listening support will be provided to help children settle into class
- ✓ Where there is a SEND need the Assistant Head for Inclusion, SENDCO or Class Teacher will where possible attend a transition meeting at nurseries or schools
  - ✓ Early Years Practitioners will conduct a home visit
  - ✓ Appropriate support will be deployed to meet SEND needs

### **Information about funding and resources**

All schools are allocated a budget to provide for the educational needs of all children who attend the school.

#### **SEND Budget**

In addition, the Local Authority delegates specific funding to school to meet the needs of children with SEND based on social deprivation factors, the number of children who qualify for free school meals and children's prior attainment. This money is used to meet the additional needs of SEND children within the school.

This provision can take a number of different forms. Support can be provided through the allocation of Human Resources, Curriculum Adaptation, Grouping and Assessment, as outlined above.

#### **Children with Statements/EHC Plans**

Formerly the Local Authority provided additional funding for children with Band 3 or 4 Statements. Band 5 6 or 7 statements did not have additional funding allocated to them. The school decides the appropriate allocation of funding to support these children's needs using delegated funding mentioned above.

The school will now finance the first £6000 pounds of any future EHC plan from the SEND budget.

Support is provided for children with EHC Plans as specified in their EHC Plan. This provision is individualised to meet the child's specific needs and to achieve the objectives set out in their plan.

#### **Pupil Premium**

Pupil premium funding is also available to meet the needs of children entitled to Free School Meals or who are Looked After.

6 monthly PEP meetings for Looked After children will consider the provision and funding required to meet the needs of LAC children.

#### **Use of funding/Allocation of resources**

The Assistant Head for Inclusion and Head Teacher deploy support staff to classes to meet the needs of children. This is informed by data analysis taken from the school's assessment cycle and the needs of individual children identified with SEND and or disabilities.

The Assistant Head for Inclusion deploys Specialist Support Staff to meet the needs of children requiring SEN support.

#### **External Agency/Specialist Provision**



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The school purchases Speech and Language provision through the NHS and private therapists for children from Reception to year 6. Therapists assess and provide advice with regards to the needs of children with speech and language difficulties.

The school utilises support from the Early Help Locality team, which includes access to an Educational Psychologist, Education Welfare service, Family Support Worker, Social Worker and Autism Support Service. Referrals can be made to the Early Help Team when further assessment or support is required for children. The **Common Assessment Framework (CAF)** is used by the Assistant Head for Inclusion, SENDCO and the Safeguarding and Interventions officer and others when necessary to assess the needs of individual children and make appropriate referrals for specialist support. Most of these referrals are sent to the Early Help Locality Team.

We are committed to effective collaboration between all agencies working with a child and a multi-disciplinary approach to meeting children's special educational needs. Team Around the Child (TAC) meetings are organised to enable this. These meetings include parents and professionals involved with supporting children and families. We will actively support the establishment and maintenance of close links with all agencies working with children.

### **Provision Mapping**

The provision organised to meet needs across the school is set out within the school's provision map. This is a working document that is adapted based on expertise and needs of children. The provision map is maintained by the Inclusion Team. In addition, class teachers produce Year Group provision maps which show at a glance the profile of the children within that year group, interventions which are being received, and provision which is being accessed. Year group provision maps are reviewed each half term.

### **Information on where to find further support**

#### **Local Offer**

FURTHER INFORMATION about support and services for pupils and their families (Southwark's Local Offer) can be found at the following website: <http://localoffer.southwark.gov.uk/>

**Telephone 020 7525 5000**

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#### **Other advice and support services:**

**The Southwark Information Advice and Support team** (SIAS – formerly known as Parent Partnership) offers parents impartial support, training and advice on such topics as: Special Educational Needs; transition to secondary school; how to request an Education Health Care plan; understanding tribunals and SEND exclusions.

**Telephone: 0207 525 3104**

**Email: [sias@southwark.gov.uk](mailto:sias@southwark.gov.uk)**

**KIDS London SEN Mediation Service** is an independent disagreement resolution service that provides

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mediation meetings for parents of children with Special Educational Needs and their local education authority or the child's school when there is some kind of disagreement surrounding how best to meet those needs. Mediation is an informal, voluntary process where parties in disagreement meet together with an independent mediator.

**Telephone: 0207 359 3635**

[www.kids.org.uk](http://www.kids.org.uk)

**Contact a Family** provides services to any family regardless of the type of the child's disability as long as they live in Southwark.

Services include: drop in service at Sunshine House and selected children centres; phone advice 5 days per week between 9.00 am and 5.00pm; Helpline advice SCHOOL OFFER (Special Educational Needs and Disability (SEND) Information Report) on specialist topics: education, welfare and benefits, housing; casework support to individual families; DLA workshops at Sunshine House; family-focused social events; coffee mornings and afternoons; quarterly newsletter and monthly email

**Telephone: 020 7358 7799**

**Email:** [southwark.office@cafamily.org.uk](mailto:southwark.office@cafamily.org.uk)

**ADDISS The National Attention Deficit Disorder Information and Support Service.** This service provides information and resources about Attention Deficit Hyperactivity Disorder to parents, sufferers, teachers or health professionals.

**Telephone: 020 8952 2800**

[www.addiss.co.uk](http://www.addiss.co.uk)

**The ADHD Foundation** supports achievement, educational attainment, mental health and employability. The Foundation works in partnership with those living with ADHD, enabling them understand and manage ADHD.

**Telephone: 01512372661**

[www.adhdfoundation.org.uk](http://www.adhdfoundation.org.uk)

**Southwark Autism Support** is a project set up by The National Autistic Society to provide information, advice and support to the parents and carers of children and young people with an autistic spectrum disorder (ASD) living in Southwark. The service provides advice, information and suggestions to help with the behavioural, emotional and practical challenges that living with a child or young person with an ASD can present.

**Telephone: 020 7771 3491**

[www.nas-southwark.com](http://www.nas-southwark.com)

**Email:** [southwark@nas.org.uk](mailto:southwark@nas.org.uk)

**Scope** is a national disability organisation whose focus is people with cerebral palsy, offering early years, education, and independent living and employment opportunities for disabled people.

**Telephone: 08088003333**

[www.scope.org.uk](http://www.scope.org.uk)

**Email:** [response@scope.org.uk](mailto:response@scope.org.uk)

**Small Steps** provide a supportive environment for parents of children with Cerebral Palsy and other forms of motor and sensory impairment. Parents are able to meet others sharing similar experiences, and can attend workshops that inform parents, giving them a platform for discussion and to socialise.

**Telephone: 0208704 5935**

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[www.smallsteps.org.uk](http://www.smallsteps.org.uk)

Email: [Info@smallsteps.org.uk](mailto:Info@smallsteps.org.uk)

**Down's South London (DSL)**, is a parent run charity based in Peckham that provides a free, unique early intervention therapy service to local children with Down's Syndrome.

**Telephone:** 020 7701 9521

**Email:** [gundy@dircon.co.uk](mailto:gundy@dircon.co.uk)

**Down's Syndrome Association (National)** offers information and support on all aspects of Down's Syndrome.

**Telephone:** 03331212300

[www.Downs-syndrome.org.uk](http://www.Downs-syndrome.org.uk)

**Dyslexia Association of London** offers support and information to parents, teachers and adults on dyslexia/specific learning difficulties. It also offers a befriending service.

**Telephone:** 020 8870 1407

**Dyspraxia Foundation** is for parents of a child with dyspraxia who want to talk with other parents/carers in the same position.

**Telephone:** 01462454986

[www.dyspraxiafoundation.org.uk](http://www.dyspraxiafoundation.org.uk)

**Email:** [dyspraxia@dyspraxiafoundation.org.uk](mailto:dyspraxia@dyspraxiafoundation.org.uk)

**The National Deaf Children's Society (NDCS)** is a charity dedicated to creating a world without barriers for deaf children and young people, believing that deaf children can do anything other children can do, given early diagnosis and the right support from the start, as well as involving them in decisions that affect them at as early an age as possible.

**Telephone:** 08088008880

[www.ndcs.org.uk](http://www.ndcs.org.uk)

**Email:** [helpline@ndcs.org.uk](mailto:helpline@ndcs.org.uk)

**Resources for Autism** provide a range of support services for both children/young people and their families including autism specific home/community support for all ages and autism specific parent/carer groups. They also offer autism specific play and youth clubs and holiday play schemes for children and young people aged 8-19 years old.

**Telephone:** 020 8458 3259

[www.resourcesforautism.org.uk](http://www.resourcesforautism.org.uk)

**Email:** [liza@resourcesforautism.org.uk](mailto:liza@resourcesforautism.org.uk)

**Royal London Society for the Blind (RLSB)** supports blind young people & kids to live life without limits.

**Telephone:** 01732592500

[www.rlsb.org.uk](http://www.rlsb.org.uk)

**Email:** [enquiries@rlsb.org.uk](mailto:enquiries@rlsb.org.uk)

**Young Minds** provides information and support for anyone worried about a child or young person's behaviour and mental health, providing information about the symptoms, diagnosis and treatment of common mental health and behaviour concerns, especially for parents and carers.

**Telephone:** 08088025544

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[www.youngminds.org.uk](http://www.youngminds.org.uk)

Email: [parents@youngminds.org.uk](mailto:parents@youngminds.org.uk)

**Council for Disabled Children (CDC)** aims to make a difference to the lives of disabled children and children with special educational needs, by influencing Government policy, working with local agencies to translate policy into practice and producing guidance on issues affecting the lives of disabled children.

Telephone: 02078431900

[www.councilfordisabledchildren.org.uk](http://www.councilfordisabledchildren.org.uk)

Email: [cdc@ncb.org.uk](mailto:cdc@ncb.org.uk)

**Southwark Carers** an independent charity with over 5,000 carers currently registered, they provide information, advice and support to carers across Southwark.

Telephone: 02077084497

[www.southwarkcarers.org.uk](http://www.southwarkcarers.org.uk)

Email: [info@southwarkcarers.org.uk](mailto:info@southwarkcarers.org.uk)

**Southwark Parent Carer Council (PCC)** a group of parent carer volunteers, who are working to achieve excellent local services for disabled children/young people aged 0-25 and their families. By working with partners in Education, Health and Social Care, to make sure all parent carers and young people have a voice - and have a say in the development and provision of our services. They are the parent carer forum for Southwark, part of the National Network of Parent Carer Forums (NNPCF).

Telephone: 02075251106 or 07944107019

[www.Southwarkpcc.org.uk](http://www.Southwarkpcc.org.uk)

Email: [info@southwarkpcc.org.uk](mailto:info@southwarkpcc.org.uk)

**Southwark Young Carers Project** A young carer is anyone aged 18 or under who helps to look after a relative who has a disability, illness, mental health condition, or drug or alcohol problem.

Telephone: 02077036400

[www.actionforchildren.org.uk](http://www.actionforchildren.org.uk)

**Southwark Siblings** for those living in Southwark, aged between 6 and 14, who help look after a brother or sister with a disability, giving them a chance to meet other siblings, make friends and share experiences, the chance to have fun and take part in activities through attending small groups and ongoing regular meetings outside the family home, also a regular newsletter.

Telephone: 02077012826

[www.kids.org.uk/Event/southwarksiblings](http://www.kids.org.uk/Event/southwarksiblings)

Email: [Natulie.woods@kids.org.uk](mailto:Natulie.woods@kids.org.uk)

**Family Action ADHD Specialist Service** A project offering home visiting, telephone support and an 8-week "Managing ADHD Group" programme to support the families of children aged between 5 and 12 who have been diagnosed with ADHD; detailed information pack (provided on the home visit), offering further information about the diagnosis, some useful resources and explaining all the services available including Southwark specific services and online resources. Referrals come from any statutory or voluntary agency or self-referral. It is a free and confidential service.

Telephone: 07923103243

Email: [corinne.turner@family-action.org.uk](mailto:corinne.turner@family-action.org.uk)

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