



POLICY DOCUMENT

SEN Information Report

	Name	Date
Written By	Lucy Garrott	September 2016
Review v1.1	Karen Kick	March 2018
Review v1.2	Karen Kick	March 2019
Review v1.3	Karen Kick	July 2020
Review v1.4	Claire Jenkins	January 2021
Review v1.5	Lisa Brooks/Jess Major	November 2022
Review v 1.6	Lisa Brooks/Jess Major	October 2023

MIDFIELD PRIMARY SCHOOL



SEN INFORMATION REPORT

Meeting the Needs of Pupils with Special Educational Needs and Disabilities

All Bromley Schools are committed to and adopt a similar approach to meeting the needs of all pupils including those with special educational needs. There is a shared expectation that all pupils, regardless of their specific needs, should be offered inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community.

Midfield Primary School is an inclusive school and may offer the following range of provision to support children with communication and interaction, cognition and learning difficulties, social, mental and emotional health problems or sensory or physical needs.

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 and resilient learners and should not be seen in isolation.

Our school has been awarded the Inclusion Quality Mark, showing that an inclusive ethos is embedded throughout our practice.

Our SEN Information Report has been co-produced with key stakeholders, including pupils, parents/carers, staff and governors via focus groups, workshops and surveys.

Information and Guidance:

Who should I contact to discuss the concerns or needs of my child?

Class Teacher	<p>He / she is responsible for:</p> <ul style="list-style-type: none"> ● 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 pupil passports to prioritise and focus on the next steps required for your child to improve learning. ● Applying the school's SEND policy. <p>If you have concerns about your child you should speak to your child's class teacher first. You may then be directed to the SENCo's.</p>
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<p>Special Educational Needs Coordinator (SENCo) and SEND Teacher for Inclusion –</p> <p>Mrs Lisa Brooks and Miss Jess Major</p> <p>sen@midfield.bromley.sch.uk</p>	<p>They are responsible for:</p> <ul style="list-style-type: none"> ● Coordinating provision for children with SEN and developing the school's SEN policy. ● Ensuring that parents are: Involved in supporting their child's learning and access; Kept informed about the range and level of support offered to their child; Included in reviewing how their child is doing; and Consulted about planning successful movement (transition) to a new class or school ● Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties. ● Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.
<p>Head Teacher –</p> <p>Mr Dan Osborn</p> <p>admin@midfield.bromley.sch.uk</p>	<p>He is responsible for:</p> <ul style="list-style-type: none"> ● The day to day management of all aspects of the school, including the provision made for pupils with SEN.

Curriculum and Teaching Methods (including groupings and interventions)

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

- Teachers are well skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account individual pupil's needs and requirements. Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning. Teachers set different tasks for pupils of different abilities; give more help and support to certain pupils in the class and set open ended tasks and allow pupil response at different levels.
- Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all.
- Children are also actively encouraged to review their own learning and to decide on a task which suitably challenges them.
- Additional adults are used flexibly to help groups and individual pupils with a long term goal of developing independent learning skills. Monitoring takes place to avoid pupils becoming over reliant and dependent on this adult support.

Interventions

Access to learning and the curriculum

Pupils may have access to learning support staff in:

- Core subjects
- Other curriculum areas
- Small groups in and out of class

Strategies/programmes to support speech and language

- Weekly access to a specialist Speech and Language therapist
- Speech and Language therapist advice disseminated to and followed by Class Teachers, Teaching Assistants or Individual Support Assistants
- Specific differentiation or modification of resources e.g. symbols; practical hands on activities
- Speaking and Listening groups

Strategies to support/develop literacy inc. reading

- Focused reading sessions with groups or paired reading
- Small group reading programmes
- Access to structured programmes e.g. IDL
- Small group to develop phonics, extend/enrichment writing; hand writing skills (Funky Fingers)

Strategies to support/develop numeracy

- Small group intervention programmes – booster groups;
- Access to structured programmes
- Use of manipulatives
- Ability setting in some year groups

Provision to facilitate/support access to the curriculum

- Additional support from a Teaching Assistant
- Differentiation or modification of resources

Strategies/support to develop independent learning

- Mentoring by peers, support staff or teaching staff
- Home-School diaries
- Alternative recording methods
- Visual supports e.g. task organisers, to do lists

Pastoral Support

Midfield Primary School understands the importance of the social, emotional and mental-health wellbeing of each child within our care. We have created a Pastoral Inclusion Team (The PIT Stop) to help cater for these needs. Please see our section on the school website for more information.

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

- Small group programmes e.g. Social Skills
- Lunch time interventions to support more vulnerable pupils e.g. time in the Eco-garden
- 1:1 Mentoring
- Regular "celebration of success" opportunities
- Social stories, comic strip conversations
- Restorative justice

Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)

- Small group programmes e.g. Loss and change
- Transition support, visits and events
- Reduced or modified time-table
- Regular contact and liaison with parents
- 1:1 Mentoring
- Worry boxes
- Trained ELSA support
- Talk and draw
- Celebration assemblies

Strategies to support/modify behaviour

- School reward and sanctions as set out in the School Behaviour Policy
- Individual Behaviour Plans
- Small group programmes e.g. Emotional Literacy
- 1:1 Mentoring
- Behaviour support service
- Use of sensory room

Support/supervision at unstructured times of the day including personal care

- Break time and Lunch time support
- Trained staff supervising during break times

Planning, assessment, evaluation and next steps

- Whole school data tracking and monitoring – half termly analysis and review • Learning Ladders- pupil tracking system used within class
 - Pupil Passport – termly analysis and review
1. Intervention programmes monitoring – analysis of progress towards targets

Increasing accessibility - getting about

Access to strategies/programmes to support occupational /physiotherapy needs

- Advice from professionals disseminated and followed
- Purchase and use of any recommended equipment and resources e.g. writing slopes and pencil grips

Access to modified equipment and ITC

- Specialist equipment as required on an individual basis to access the curriculum e.g. sound field system

Partnerships with External Agencies

What support from outside does the school use to support my child?

The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:

- Occupation therapist
- Speech and Language Therapist
- Sensory support service
- Educational Psychologist
- Social Communications Difficulties Team
- Bromley Well-Being - Child and Adolescence Mental Health service (CAMHS)
- Paediatric Services
- ISAT – Inclusion Support Advisory Team
- Specialist Support and Disability Services including Complex Needs team
- School Nurse

Access to Medical Interventions

- Use of Individualised Care Plans
- Referral to Paediatrician
- Referral to Bromley Well-Being Service - CAMHS
- School Nurse Team

Liaison/Communication with Professionals/Parents, attendance at meetings and preparation of reports

- Regular meetings as required
- SENCo's available at all Parents Evenings
- Referrals to outside agencies as required
- Speech and Language Therapist for specific individual pupils
- Sensory Support Team ; Educational Psychologist; School Nurse; Social Communication Team all attend school at regular intervals to see specific pupils

<p>Inclusion Support and Advisory Team (ISAT) –</p> <ul style="list-style-type: none"> • Jacob Pereira – Lead, Inclusion support advisory team • Hannah Little - Senior advisory teacher • Amy Rajah - Senior Advisory teacher • Carol Pyne – Senior advisory teacher • Elizabeth Frost – Early Years Advisory Teacher • Melanie Somers - Advisory teacher, SEN support <p>Educational Psychologists – Sarah Evans and Dr Joanne Winters</p>	<p>To support effective SEND co-ordination for pupils with SEND.</p> <p>Access to all these services as appropriate. Referrals made as required.</p>
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Speech and Language Therapy	School may refer as required and implement recommendations following specialist assessment
School Nurse	
Occupational Therapy/ Physiotherapy	
Paediatric Services	
Pupil Support Lead – <ul style="list-style-type: none"> - Laura Withers - Starna Hall admin@midfield.bromley.sch.uk	Family worker provides independent information and advice for parents/carers of children with SEND.
Bromley Well-Being Service - CAMHS (Child and Adolescent Mental Health Service)	School may refer as required and implement recommendations following specialist assessment. Further information can be found at: https://www.bromleywellbeingcyp.org/

<p>Information, Advice and Support Service (IASS) and Independent Supporters</p>	<p>The Information, Advice and Support Service (IASS) offers free, impartial information, advice and support in confidence for:</p> <ul style="list-style-type: none"> • Children and young people with special educational needs and disabilities (SEND). • Parents and carers of children and young people with special educational needs (SEND). • All Bromley residents (regardless of SEND) around transitions from pre-school to primary school and onto secondary school. <p>https://www.bromley.gov.uk/info/8/special_educational_needs/64/information_advice_and_support_service_iass</p> <p>Email: iass@bromley.gov.uk Telephone: 0208 461 7630</p>
<p>Educational Professional responsible for children who are looked after.</p> <p>0208 313 4016</p>	<p>This oversees and monitors provision for children who are in the care of the Local Authority</p>

<p>Voluntary agencies</p> <ul style="list-style-type: none"> • Bromley Parent Voice • Burgess Autistic Trust/Bromley Mencap 	<p>These organisations can advise parents who need support.</p>
<p>The full range of local support which may be available to support your child both within and outside of school can be found in the Bromley Local Offer for Pupils with SEN: https://www.bromley.gov.uk/localoffer</p>	

<p>Transition</p> <p>How will the school help my child move to a new class / year group or to a different school?</p>
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Children and young people with SEN can become particularly anxious about “moving on” so we seek to support successful transition by:

From pre-school to Early Years:

- Home visit at the beginning of September
- Transition meetings
- Additional SENCO correspondence where pupil has SEND
- ‘Meet the new teacher’ day
- ‘Stay and play’ sessions
- Liaise with outside agencies where appropriate
- Offer additional familiarisation visits.

When moving to another school:

We will contact the School SENCo/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.

When moving classes in school:

An information sharing meeting will take place with the new teacher. Your child will be given the opportunity to meet their new teacher and visit their new class. If necessary, we will create a ‘Moving on’ story with photos of your child’s new class and teacher to help support their transition.

In year 6-7 transition

The school’s Pastoral Inclusion Team (The P.I.T. Stop) run a dedicated transition programme with the Year 6 pupils to help prepare them for secondary school.

The SENCo and/or class teacher will attend the Primary/Secondary Transition day meeting to discuss specific need of your child and the nature and level of support which has had the most impact.

On some cases additional multi-agency meetings may be arranged to create a more detailed “transition” plan which may include more visits to the new school and/or additional visits from the new school.

Staffing Expertise

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

An ongoing programme of training is in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of children with SEN. Recent training has covered:

- Autism Awareness
- Positive Handling techniques
- Read Write Inc
- Prevent Duty
- Mastery in Maths
- Speech and Language Difficulties
- Mindfulness
- Attachment Theory
- Nurture Groups

Our SENCo's actively engage with local opportunities to share best practice and keep abreast of current local and national initiatives and policy to support pupils with SEN.

The school also seeks advice and guidance from local special schools to review, evaluate and develop provision for pupils who have the most complex needs.

We also have staff with specialised expertise and qualifications in school including:

Accredited Training for Pupils with Autism

Specialist dyslexic teaching

Emotional Literacy Support Assistants

Makaton signing and symbols

Vision and Hearing Impairment

Behaviour Management

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

Your child's Class teacher

Assistant Head Teacher's and SENCo's - Mrs Lisa Brooks and Miss Jess Major
sen@midfield.bromley.sch.uk

Assistant Head Teacher -Mrs Vicky Moyle admin@midfield.bromley.sch.uk

Deputy Head Teacher - Mr Le Conte admin@midfield.bromley.sch.uk

Head Teacher – Mr Osborn admin@midfield.bromley.sch.uk

If you have a complaint please go to the schools website, Policy Section, Complaints Procedures.

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

in: The Local Authority Local Offer - <https://www.bromley.gov.uk/localoffer>

Bromley Parent Voice - <http://www.bromleyparentvoice.org.uk/>

Information, Advice and Support Service (IASS) and Independent Supporters -
[https://www.bromley.gov.uk/info/8/special_educational_needs/64/information_advice_and_support_ser
vic](https://www.bromley.gov.uk/info/8/special_educational_needs/64/information_advice_and_support_service)

The DfE Code of Practice - <http://www.education.gov.uk>

