



BROMLEY HEATH INFANT SCHOOL SCHOOL INFORMATION REPORT FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Who are the best people to talk to if I'm concerned about my child's learning?

First, approach your child's **class teacher**. They are responsible for your child's progress. The teachers provide high quality teaching, which is differentiated to meet the needs of all children in the class. All staff have high aspirations and expectations for all children, including those with Special Educational Needs and Disabilities. If however, your child is not making progress or they have needs which are additional to that of their peers. The class teacher may organise an intervention or booster group for your child. If you have concerns about your child's progress and would like to discuss it with their class teacher, please contact the school office or the class TA to make an appointment.

Next, the **SENDCo** (Special Educational Needs and Disability Coordinator), **Ms Lucy Fletcher** oversees the leadership of special needs provision across the school and would be happy to discuss any concerns you have regarding your child's education. Please contact the office if you wish to make an appointment to see her to or to email any concerns.

Our **SEND Governor is Mrs Dawn Webber**, who alongside the governors and the Head Teacher, Mrs Harris monitor the support and progress of our SEN pupils.

You can also contact our **Parent Liaison Link person, Mrs Julie Bettsworth**, who works in the Foundation Stage. She can help by listening to your concerns and signposting you to local external agencies who may be able to offer further support and advice. You can find more information regarding the role of Parent Liaison role on the school website.

<http://www.bromleyheathinfantschool.co.uk/parent-liaison/>

Finally, **Mrs Kirsti Harris**, our acting Head teacher, has overall responsibility for the wellbeing and progress made by all the pupils in the school. Therefore, if you are still concerned by any aspects of your child's education then Mrs Harris would be happy to talk to you regarding your concerns. Please contact the office to make an appointment with Mrs Harris or she can often be found in the playground before and after school if you want to discuss a concern.

If you have spoken to these people and are not happy with anything regarding the SEN provision for your child then please follow the complaints procedures as outlined on the following page:

<http://www.bromleyheathinfantschool.co.uk/compliments-and-complaints/>

What are the different types of support available for children with SEND at Bromley Heath Infant school?

Quality First Teaching

At Bromley Heath Infant school all teachers plan a differentiated curriculum, ensuring high outcomes for all pupils. Teachers have had training in creating dyslexia friendly environments and will use a range of resources and learning opportunities to suit the needs of all learners.

Intervention groups

As part of the Graduated Approach teachers continuously assess children and monitor the progress they are making. Where progress is less than expected children may be given specific, targeted intervention. Intervention groups are planned by the teacher and delivered either by the class teacher or a teaching assistant. Teaching in these groups will focus on a specific area, such as phonics or number bonds to ten. The outcomes of these groups will be regularly reviewed to ensure that the children are making progress and no longer need the intervention or require further additional support.

Specialist Services

If your child has specific needs or disabilities then the SENDCo will contact outside agencies to gather advice about more individual requirements, such as the Speech and Language Support Service or an Educational Psychologist. We require parental consent before we can contact outside agencies and your contribution is invaluable in gathering as much information as possible, about your child. The specialist professional will work with your child to understand their needs and to make further recommendations to the school. Parents will be informed if their child is receiving additional support.

High Needs SEND support

Where the special educational needs of a child are significant the school may feel it necessary to request an Educational, Health and Care Plan. The process of requesting an EHC plan requires the local authority to carry out a statutory assessment of your child's needs. Schools need to provide evidence that despite having already taken relevant and purposeful action to identify, assess and meet the SEND of the child, the child is still not making the expected progress. Parents and outside agencies will be fully involved in this process in order to gather the evidence required. Parents themselves can also request an EHC Plan.

According to the Special Educational Needs Code of Practice, "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.**"

More details about the process of requesting an ECH Plan can be found in the South Gloucestershire's Local Offer:

<http://www.fcceprimary.co.uk/newsite/wp-content/uploads/2014/11/SGlos-SEN-information.pdf>

If your child has an ECH Plan then their provision will be continuously monitored through the Graduated Approach of Assess, Plan, Do, Review, as with all SEND children. We will plan regular meetings throughout the year and there will also be an Annual Review. At the review meeting an Annual Review Report is produced which is sent to South Gloucestershire 0 – 25 team, who review the provision and funding arrangements for your child.

For further free, confidential and independent advice and support about the ECHP process then you can contact the following services:

- South Glos Supportive Parents - <http://www.supportiveparents.org.uk/services-in-s-gloucestershire/>
- KIDS Independent Support Services - <http://www.kids.org.uk/Event/independent-supporters-south-gloucestershire>

How will the school let me know if they have any concerns about my child's learning in school?

Teachers have regular Parent Consultation meetings with parents throughout the year to discuss progress and concerns. However, if your child is involved in more specific interventions then the class teacher may meet with you more frequently to discuss the nature and outcomes of the targeted teaching. Parents will also be informed if special educational provision is being made and outside agencies will only be contacted with written parental consent.

How will the teaching be adapted for my child with learning needs (SEND)?

Teachers at Bromley Heath Infant school are committed to delivering an inclusive curriculum and will therefore adapt lesson plans to meet the needs of all the children within the class. Teaching may also be adapted in a number of ways to help overcome specific barriers to children's learning, for example:

- **Teaching assistants** may be utilised to support small groups or individuals in their learning.
- **Specific resources** may be employed to overcome barriers for learning, such as pencil grips or writing slopes for children who need support with their fine motor skills or individualised targets.
- Creating a **dyslexia and autistic spectrum disorder (ASD) friendly environments**, which are accessible to all.
- Using different strategies to meet the needs of pupils with **social, emotional and mental health**, e.g. sensory breaks, reward systems, social intervention groups.
- **Intelligent practice**; organising children in flexible groups which may change according to the assessed outcomes.
- Following the advice of external support agencies, such as adapting the classroom to meet the needs of pupils with hearing or visual impairment.
- The use of appropriate technology to promote learning.

What support do we have for you as a parent of a child with an SEND?

Teachers and **SEND** leaders are always happy to discuss your child's needs, ensuring we are working together to achieve the same outcomes for your child. **Mrs Julie Bettesworth**, our **Parent Liaison Link** is also available to support you and perhaps make further recommendations of support.

Local support groups are available for parents with Special Educational Needs, such as:

- <http://www.supportiveparents.org.uk/>
- <http://www.butterflies-haven.co.uk/>
- <http://www.butterflies-haven.co.uk/>
- <http://nassouthgloucestershirebranch.webeden.co.uk/>
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How have we made Bromley Heath Infant School accessible to children with SEND?

We ensure that equipment used is accessible to all children regardless of their needs. There are two ramps into and out of school and an adapted bathroom is available. All trips and visits are risk assessed in order to make sure they are suitable and safe for all children within the school.

How will we support your child during key transitions?

We recognise that starting school and moving on can be particularly challenging for a child with SEND and take steps to ensure that any transition is as smooth as possible. We always plan carefully for transition in a number of ways, such as:

Starting school

When your child begins school we have a carefully planned transition period. This entails visiting children in local pre-school settings and contacting all other settings by phone. We also arrange additional sessions for your child to visit school and meet teachers and see their classroom. They are also invited to stay for lunch with a parent in the summer term and home visits are arranged in September prior to your child starting school. The transition plan for September 2020 was slightly different due to Covid – 19, however we moved many of the transition activities online.

Changing year groups

When your child moves class, information about them will be shared confidentially with their new teachers. Opportunities for children to visit their new classes are organised during term 6 and parents are invited to meet their child's new teacher. Any relevant documentation regarding your child, such as reports from outside agencies or Doctor reports will travel with them and read by the new class teacher.

Transition to another school, including Bromley Heath Junior School.

We will contact the school SEND lead and ensure he/she knows about any special arrangements or support that will need to be made for your child. We have strong links with Bromley Heath Junior school and Year Two class teachers meet with Year Three teachers to discuss the needs of your child. We will make sure that all records about your child are passed on as soon as possible, this will include all assessments and any external reports we may have regarding your child.

What provision can be provided by Bromley Heath Infant School?

Our teachers and teaching assistants have accumulated a wealth of experience over the years and are also committed to continual professional development.

Examples of Strategies/Interventions used in school to support specific areas are:

Communication and Interaction - Time to talk, Narrative therapy, Language Steps, Speech and Language guidance from speech therapist.

Emotional and Social – Visual timetable/cues, home visits, sensory breaks, transition timetables, behaviour policy, support during lunchtime, outdoor learning, SEAL (Social and Emotional aspects of Learning), Zones of regulation.

Sensory and/or Physical - Smart moves, sensory breaks, fine motor activities, weighted blankets and lap pads, Gross motor apparatus to develop balance and coordination and develop muscle strength. We are also currently developing a sensory area.

Cognition and Learning – Max's Marvellous maths, Read write inc., Switch On, Small group interventions to pre – teach, reinforce and revisit class learning. Apps on the ipad, such as Nessy. Dyslexia friendly environment. Phonic interventions, for example Read, Write, Inc 1:1 tutoring and Toe By Toe.

What extra provision can be bought in to support children with SEND?

We can access extra support by applying via the Access and Response Team to different outside agencies. Parental consent will always be needed to access this support. Outside agencies include:

- Speech and Language therapists
- Behavioural/ Inclusion support teams
- Educational Psychologist – Jude Williams
- Sensory Support teams
- School nurse

How does my child's voice get heard at Bromley Heath Infant school?

Children are fundamental to everything we do at Bromley Heath Infant school, therefore it is essential that they have a valued contribution to the process of the Graduated approach for SEN. Pupils participate in their own Pupil Passports, telling us more about themselves, such as what they like, what they want to be in the future and what their strengths and difficulties are. This supports teachers with the planning and assessment process; as often children know exactly what it is they need to improve. Children are then made aware of their targets and encouraged to review their learning, using the traffic light system displayed in the classroom. This enables children to develop their metacognition skills, giving them a greater understanding of how best they learn and what their next steps are.

Children with SEND are included in whole school activities, such as enrichment sessions, visits and applying to the school council, if they wish to do so. Children's interests also contribute to the curriculum, as they are given opportunities throughout their topic to ask questions and individualise the learning. All children, therefore, regardless of their needs have opportunities to have their voice heard and to contribute to their learning and the whole school community.