



Burnt Ash
PRIMARY SCHOOL

Special Educational Needs and Disability Information Report

This policy should be read with:

- SEND Policy
- Accessibility Policy
- Equal Opportunities Policy
- Allergy Policy
- Supporting Children with Medical Needs and Managing Medicines in School Policy

How was this review undertaken?

This review was undertaken by the SENCO team in consultation with parents and carers of children with SEND, the Senior Leadership Team and governors.

The information below details the offer within Burnt Ash and ways in which parents, children and young people may access the support required.

Inclusion Team

Mrs Sullivan Assistant Headteacher - Inclusion
Miss Richardson - SENCO
Miss Evans - Pastoral lead
Mrs Wren - Pedagogy Assistant

The Burnt Ash approach: ‘Caring about achievement for all’

At Burnt Ash Primary School, we value our learners as individuals and we are committed to providing opportunities for all children to achieve their best. We promote children’s strengths and challenge every child accordingly. Early intervention is key to progress. We understand progress looks different for everyone and we strive to creatively find ways to enable children to reach their goals – celebrating every milestone in their journey. Our aim is to identify needs early and to provide the appropriate support, whether this is within our school or needed elsewhere. Working in partnership with families and other professionals strengthens our offer for our children and removes barriers to learning and provides equal opportunity for all. We are proud of our child-centred approach where strong relationships between children and staff enable children to be themselves and to strive for the best in all they do. Our proactive approach to support ensures children’s needs are identified early and the necessary pathways taken to support children with their individual needs.

Burnt Ash can provide for children with the following SEND:

- Communication and interaction
- Cognition and learning
- Physical and Sensory
- Social, emotional and mental health needs

What is SEND?

SEND stands for Special Educational Needs and Disabilities. We use the definition in the 2014 Special Educational Needs and Disability Code of Practice (June 2014): A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child 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 that prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

We support children with a wide variety of needs. The SEND code of practice divides needs into four main categories:

- Cognition and Learning including Dyslexia
- Communicating and Interaction including Autism and speech and language difficulties
- Sensory and Physical needs including coordination difficulties, a medical need or a sensory impairment
- Social, emotional and mental health including attachment difficulties and ADHD.

We acknowledge that some children may have learning difficulties which may not have a label or diagnosis but still require additional support in school. We aim to identify the needs of children individually and make appropriate provision for those needs accordingly. We understand children may have needs which overlap a number of areas and we endeavour to identify and support their main (primary) need whilst supporting other areas of difficulty.

How do we identify special educational needs?

Class Teachers

Your child's class teacher is the first point of contact if you have any concerns.

The class teacher is responsible for:

- Making sure that all children have access to outstanding teaching with a broad and balanced curriculum that is differentiated to meet your child's individual needs.
- Making sure the Ordinarily Available Provision (OAP) – the standard, in-house support received in mainstream schools - prevents barriers to learning and ensuring all children (including those with SEND) access excellent education. Examples of Ordinarily Available Provision could be: a carefully selected seating position, movement breaks, access to a workstation/calming corner or noise cancelling headphones for those with sound sensitivities.
- Understanding when more tailored support is needed and ensuring specific strategies are implemented if suggested by other services around the child
- Monitoring the progress of your child and identifying, planning and delivering any additional support your child may need.
- Creating Individual Education Plans (IEP) for children with an EHCP (Education, Health and Care Plan) together with the SENCo. (These are shared with and reviewed with parents at least once each term.)
- Ensuring that all members of staff working with your child are aware of your child's individual needs and/or conditions and what support best works for them in order for them to make progress. This may involve the use of additional adult, specialist support staff and individually planned work and resources.
- A smooth transition for children when moving from their class
- Ensuring they adhere to Burnt Ash's SEND Information Report and SEND Policy and that this is fully reflected in their teaching.

How to contact your child's class teacher:

Teachers are available to speak with on an informal basis daily when they are greeting children at the beginning of the day or at home time. If you need to speak with them formally or will require a more in-depth conversation, we ask that you arrange a mutually convenient time. Across the academic year, parents are invited to attend Open Evenings or a scheduled parents' evening where it is possible to discuss your child's progress and next steps. During these events, a request can be made for a member of the SENCo or Pastoral team to attend.

How to contact the SENCo

Parents and carers are able to request that the SENCo joins their Parent Evening meeting or they can request an additional meeting with the SENCo at these times. If you would like to make contact with them to arrange a meeting please make contact using the email address below.

SENCo: Ms. Richardson

Email: senco@burntashprimary.co.uk

The SENCO is responsible for:

- Coordinating all the support for children with Special Educational Needs and or Disabilities (SEND), and developing Burnt Ash's SEND Information Report to ensure that the appropriate provision is in place in order to meet the needs of all children with SEND.
- Liaising with key stakeholders: parents/carers plus external agencies e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEND record of need.
- Providing specialist support and appropriate training for teachers and support staff.
- Supporting your child's class teacher to create Individual Education Plans (IEP) for children with an EHC Plan.
- Identifying and collating information for Education, Health and Care Plans when needed.
- Supporting teaching teams with their classroom practice, adapting teaching to aid the learning of children with SEND and how reasonable adjustments can be made to support children with medical needs.

SEND Trustee: Chris Hollis

The SEND Trustee is responsible for:

- Ensuring that Burnt Ash has an up to date SEND Report.
- Ensuring that Burnt Ash has appropriate provision and has made necessary adaptations to meet the needs of all children.
- Ensuring that the school's SEN funding is appropriately spent.
- Ensuring that the necessary support is given to any child who attends the school who has SEN and/or disabilities.
- Making visits to understand the support given to children with SEND at Burnt Ash to ensure that every child achieves their potential.
- How to contact the SEND Governor: write to the SEND Governor via the school office

How are parents/carers involved in the assessment and review of their child's needs?

If your child has an Education, Health and Care Plan (EHCP) your views will have been sought by an EHCP coordinator and other professionals during the assessment process. You will be involved throughout the planning and review process and be kept informed of any changes to the provision for your child.

This will include being invited to attend annual review meetings, completing questionnaires or meeting to discuss your child with the professionals who support them.

If your child has been supported in school by an agency, such as the educational psychology or speech and language therapy services, you will be invited to attend, and contribute your views to review meetings with these services.

If the school is the only service working with your child, then your child's class teacher and the SENCo may meet with you either at a parent and carer evening or at another mutually convenient time to discuss your child's needs and how they are progressing.

Admissions

We take all applications on an individual basis.

- Each child and their needs are considered on an individual basis.
- Reasonable adjustments will be made, wherever possible, if required.
- Careful consideration is given to the most suitable class, with consideration being given to the experience of the teaching team, current cohort and the support required.
- Contact is made with the previous school as well as visits carried out where possible to ensure comprehensive handover of information.

Starting school

- If your child has been allocated a place in our school by the local authority and has a special educational need, please contact the school SENCo as soon as you receive the offer of a school placement.
- We will invite and actively encourage you to visit the school with your child to have a look around and speak to staff and meet the members of staff who will work with you and your child at school.
- We work with the family, previous settings and other professionals should a child require a personalised start to school. This will be done in liaison with families and be in the best interest of the child.

How are children with SEND involved in their education?

Planning

Teachers ensure that planning reflects the needs of their class. Plans are shared with adults working within the class and through ongoing reflection and discussions, are adapted throughout the learning journey. Teachers ask children to give feedback regularly on how well they feel they are doing or whether they feel they need additional support in certain areas. Plans are also adapted according to this feedback.

Target Setting

Children know their targets for next steps in the core subjects and these are shared with them. They are actively involved in their target setting through high quality feedback and opportunities to respond built into the school day. Their responses and feedback are communicated in a method familiar to the child.

Children with EHC plans and Annual reviews

Children's views are sought before the annual review and feed directly into the meeting and therefore, their needs influence changes to their provision and support in place. How children's views are sought will look different from child to child and will depend on the age of the child and their ability to share their views in different formats. Children might complete a 'thoughts and feelings' worksheet independently or with the support of an adult; they might be asked to share their views through pictures and photos; they might be asked to reflect on a timeline and therefore project their wishes for the future.

What do we do to support transition to next phases of education and preparation for adulthood?

We recognise that 'moving on' (transition) can be challenging for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- We will talk with your child to identify how they are feeling about the move and discuss with them how to make it as positive an experience as possible.
- We will communicate with the new school's SENCo and ensure they know about any special arrangements or support that needs to be made for your child.
- Where possible, we will support a visit to the new school in advance of the move.
- We will make sure that all records about your child are passed on as soon as possible.
- Where appropriate, your child may be provided with a transition book to support them with the move to a new school.

We understand any transition is a milestone for your child and we endeavour to share all relevant information in a timely manner. Our aim is for the new teaching team to fully understand the needs and strategies for your child as soon as possible. When moving classes in school at the beginning of the school year:

- You will be informed of your child's new teacher prior to the move and you are more than welcome to arrange a meeting with them.
- Information will be passed on to the new class teacher in advance and any IEPs for children with EHCPs will be shared with the new teacher.
- Your child will be supported appropriately with their move to a new class. Important information is also shared by using class provision maps.

In Year 6:

- The SENCo attends and shares information at the local authorities' SENCo transition meeting.
- All necessary paperwork is transferred to the new setting.

- We work in partnership with secondary schools and parents to ensure that all children will visit their new school.

What adaptations are made to the curriculum and learning environment for children with Special Education Needs and Disabilities?

- The class teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adapted to enable your child to access their learning as independently as possible.
- Specially trained support staff can implement the teachers' modified/adapted planning to support the needs of your child where necessary.
- Specific resources and strategies can be used to support your child individually, in groups and in the classroom so that they can learn most effectively.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs and increase your child's access to what is on offer.

Test Arrangements

- Movement breaks
- Small group environment to support children with focus and concentration where appropriate
- Support reading the paper where appropriate
- Transcriptions made
- Scribes

Where necessary, applications will be made for the following access arrangements:

- Additional time
- Early opening to allow for papers to be copied onto dyslexic friendly paper
- Modified test papers supplied

What is the expertise of staff and what training is provided to staff?

We share good practice with each other and across the borough. Our SENCo are experienced teachers. Our Provision team have experience of working with children with a diverse range of needs and share this across the school, providing training and support.

The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as children with ASD, Dyslexia etc.

The school delivers whole staff training to circulate knowledge, strategies and experience to ensure consistency of the school's approach for children with a SEND. Individual training can be arranged for staff supporting the needs of a child with special educational needs and/or disabilities.

Our SENCo identify additional training for teaching staff to support them in the delivery of Quality First Teaching for all learners with SEND. This might include access to more specialised training on certain areas of SEND or a focus on pedagogy, approaches and resources for children with SEND. If you would like to hear about the training that is currently

taking place or has taken place by the staff members in the school, please speak to the Headteacher, Deputy Headteacher or SENCo.

Resources

In-class (Ordinarily Available Provision)

- Learning Support Assistants working alongside speech therapist to deliver follow up sessions
- Early communication group- Chipmunks-Nursery and Reception
- Use of visual cues
- Visual cues and stimulus
- Use of Communicate in Print
- Use of visual timers and prompts
- Coloured overlays
- Provision to facilitate/support access to the curriculum
- Pre-teaching
- Multi-sensory approaches
- Use of ICT
- Touch-Typing
- Strategies/support to develop independent learning
- Use of visual timetables and task planners (individual as required)
- Group work/team work to support a collaborative ethos
- Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents) – access to calming corners in the classroom environment
- Use of now and next board-EYFS, KS1 and KS2 as required
- Workstations to be used/accessed (as applicable)
- Phased entry/transition timetable to full time education as required
- Referrals to physiotherapy/occupational therapy as required, with suggested strategies built into class provision maps and utilised
- Funky fingers – fine motor activities
- Access to particular equipment such as easi-grip scissors, concentration aids, pencil grips, move 'n' sit cushions, Busylegz
- Adaptations to school site as required to increase accessibility such as banisters on stairs and fluorescent edging on edge of steps
- Modified equipment as recommended by specialists

Targeted interventions

- Speech and Language Therapist employed by the school
- Strategies/programmes to support speech and language
- Speech Therapist(s) input directly into school on a weekly basis
- Mainstream Pedagogy Assistant working with children on tailored support such as pre-teaching, additional reading or maths interventions
- GL Assessment Dyslexia screener – screener tool only
- Dynamo Dyscalculia programme – screener and intervention tool only
- Access to specialist advice from the Social Eyes outreach service (Social, Communication Difficulties) as required

Pastoral Support

- Pastoral Team Support- the "Rainbow Room"
- Play Therapy
- Drawing & Talking
- Use of social stories
- Access to particular equipment such as easi-grip scissors, concentration aids, pencil grips, move 'n' sit cushions, Busylegz
- Adaptations to school site as required to increase accessibility such as banisters on stairs and fluorescent edging on edge of steps
- Modified equipment as recommended by specialists

How do we evaluate the effectiveness of our provisions for children with Special Educational Needs and Disabilities?

We hold pupil progress meetings at least once a term to review the attainment and progress of our children and to evaluate the effectiveness of provision. Class teachers and the SENCo are responsible for monitoring the effectiveness of in-class and targeted interventions. This forms part of the 'assess, plan, do, review' cycle of support. If an intervention is not working then we explore why and alter our support plans. Our aim is for all children, no matter what their needs, to make good progress with their learning each year. We monitor progress not only through academic achievement but also through identifying progress in other areas, for example improved attendance, an improved attitude to learning or the ability to focus and concentrate in class for increased periods.

How do we support children to develop socially and emotionally?

We strongly believe that happy children learn. We have various strategies to support the development of children's social skills and enhance self-esteem.

These include:

- Small group programmes
- Mentoring – internal and through Bromley Mentoring scheme
- Access to sensory room

Strategies to support behaviour

- School reward system as set out in the school's Behaviour for Learning policy
- Individual support plans
- Support/supervision at unstructured times of the day including personal care
- Planning, assessment, evaluation and next steps
- Regular reviews with parents
- Pupil progress reviews
- Provision maps
- All lessons adapted to take account of individual needs

In addition to this, we have a dedicated pastoral team (The Rainbow Room). Our pastoral team work with children, families and outside agencies to ensure that the children are feeling safe, happy and supported.

Some of the many aspects of their role are:

- Meeting with parents to support in any way that they can and act as a listening ear.
- Manage our 'Golden time' system to make sure that the children are rewarded at the end of every week.

- Meet different outside agencies to help children and parents, including Bromley Y-wellbeing service for children and young people.
- Provide extra systems for children who may need a more individual approach to maintaining their behaviour, for example, behaviour support plans.

How have we made this school physically accessible to children with SEND?

- Where possible our school is accessible to children with a physical disability via ramps.
- Class allocations, where possible, can be adapted to ensure rooms are accessible for children with disabilities.
- Where possible we have designated calm/sensory spaces for children to access.
- We ensure that equipment used is accessible to all children regardless of their needs.
- Where appropriate, staff will be trained to support your child's needs
- Reasonable adjustments are made for all trips, clubs and extra-curricular activities.

For details and queries about accessibility plans, please speak with our SENCo.

What other bodies and agencies do we work with?

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:

- Use of individualised Care Plans
- Referral to Paediatrician
- Referral to CAMHS (Child Adolescent Mental Health Service)
- Access to whole staff training if required.
- Liaison/Communication with Professionals/Parents, attendance at meetings and preparation of reports
- Speech and Language Therapist
- Occupational Therapy
- Visual impairment support
- Hearing impairment support

Advisory teams

Bromley Inclusion Support and Advisory Team (ISAT) and SEND Advisory Team

- Jacob Pereira - Lead, Inclusion Support Advisory Team
- Hannah Little - Senior SEN Support Advisory Teacher
- Carol Pyne – SEN Support Advisory Teacher
- Melanie Somers - Advisory Teacher SEN Support
- Lisa Makin – SEND Advisory teacher (for EHCPs)

Social Communication Advisor

Paul Cabb, Social Eyes

Educational Psychology Service - Our attached Educational Psychologist is: Miss. Rachael Burton (SE Psychologies) and Ms Lauren Dawkins (Bromley borough Educational Psychologist)

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

Concerns about support or progress should be made in the first instance to the class teacher who will do their best to address your concerns. We understand that there are occasions when concerns would like to be raised formally – in such cases the school's complaints procedure should be followed. This is available on the school website or on request from the school office.

Key contacts in Bromley updated

Information, Advice and Support Service (IASS):

Email: iass@bromley.gov.uk

Tel: 020 8461 7630

Bromley local offer

www.bromley.gov.uk/localoffer

Voluntary Agencies

Bromley Parent Voice

<http://www.bromleyparentvoice.org.uk/>

Tel: 07803 287 838

Bromley Mencap

<https://www.bromleymencap.org.uk/>

Tel: 020 8466 0790

How accessible is our school for children with SEND?

In line with The Equality Act (2010), Burnt Ash Primary School will make reasonable adjustments for children with disabilities, e.g. provision of auxiliary aids and services for children at a substantial disadvantage compared to their peers.

Children have access to laptops, iPads, visual prompts and timetables. Throughout the school a 'total communication approach' is used. This means that signing and visual supports are used alongside spoken word.

Extra-curricular activities: all teachers ensure that trips are accessible to all children, and relevant risk assessments are completed beforehand.

Reviewed: Autumn 2026

Next Review Date: Autumn 2027