



Special Educational Needs and Disabilities (SEN&D) Information Report

Farnborough Primary School

Last update September 2024

Next Review September 2025

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Introduction

Bromley Schools are committed to and adopt a similar approach to meeting the needs of all pupils including those with Special Educational Needs and Disabilities. 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.

At Farnborough Primary School we want all our children to be given the very best opportunities to be happy and successful in their work and play, helping them to become confident members of society. Farnborough Primary School is an inclusive school and will offer the following range of provision to support children with communication and interaction, cognition and learning difficulties, social, emotional and mental health or sensory difficulties and/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.

At Farnborough Primary School we will ensure the appropriate support for any pupil with SEN&D and in doing so we will fulfil the statutory duties and best practice guidelines set out in the Department for Education SEND code of practice: 0 to 25 years.

The Local Authority offer can provide further information at:

The London Borough of Bromley Local Offer- <http://www.bromley.gov.uk/localoffer>
Bromley Parent Partnership
The DFE Code of Practice

Roles and Responsibilities

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 required.
- Contributing to devising personalised learning plans/individual education plans to prioritise and focus on the next steps required for your child to improve learning.
- Applying the school's SEN&D policy.
- Working with parents

If you have concerns about your child, you should speak to your child's class teacher first. Depending on the outcomes of these discussions you may have a follow up meeting with the Inclusion Manager.

Our SEN&D team is made up of: Miss Angela James – (Head Teacher), SENDCo – Miss James (SENDCo), Mrs Belinda Jones (SENDCo Assistant and Family Worker) and Mrs Cheeseman (Deputy Head Teacher) who are responsible for:

- Line managing the SEN&D team of staff and developing the school's SEND policy
- Coordinating the day-to-day provision for children with SEN&D
- Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.
- 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
 - 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 SEN&D.
- Reporting to Local Committee

The Head Teacher, Miss Angela James, is responsible for:

- The day to day management of all aspects of the school, including the provision made for pupils with SEN&D

The SEN&D Local Committee members are Mrs Jennifer Henson. They are responsible for:

- Supporting the school to evaluate and develop the quality and impact of provision for pupils with SEN&D across the school.

Contact Details

- Phone 01689 853295

- Email admin@farnborough.bromley.sch.uk

School visits are welcomed and can be arranged through the school office – 01689 853295.

Access to the SEN&D team:

The SEN&D team is available to talk to at termly provision map meetings, termly parent evenings and new intake meetings.

Arranged appointments can be made for before /after /during school.

Phone conversations can be arranged and an email to the admin address above will be passed on.

Assessment, Planning and Review

How can I find out about how well my child is doing?

Ongoing monitoring takes place by class teachers and pupils who are not making progress or who have needs that are affecting their ability to engage in learning activities, are identified.

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 will be given consideration.

In consultation with the Inclusion Officer/SENDCo 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.

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. Support is deployed to ensure your child can engage in lessons and wider school activities and to facilitate independent learning to support transition to adulthood.

The impact of support offered is considered along with the progress towards targets set. Support arrangements will be updated and revised accordingly. If not involved already, this might include referral to external agencies.

If your child is continuing to have significant difficulties, further external expertise may be requested. Additional funding is available for children who meet the criteria. This can be accessed using the Local Authority process and the guidance in the Banded Funding Criteria. Where this is agreed, a Funded Inclusion Plan will be drawn up and implemented with the school's Educational Psychologist and other professionals where appropriate. Further details about this process are explained in the LA Local Offer.

Test Access Arrangements?

For some pupils 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 SEN&D team can inform you about eligibility for these arrangements.

Types of SEN&D

At Farnborough Primary School we are a fully inclusive community.

There are 4 main areas of need:

- Communication and Interaction including Speech, Language and Communication Needs (SLCN) and Autistic Spectrum Disorder (ASD).
- Cognition and Learning covers a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). It also covers specific learning difficulties (SPLD) such as dyslexia, dyscalculia and dyspraxia.
- Social Emotional and Mental Health difficulties (SEMH) which covers needs including attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
- Sensory/Physical needs, including vision impairment (VI), hearing impairment (HI) and physical disabilities (PD).

We welcome children with SEN&D in all 4 areas of need and we will do our utmost to support them.

Curriculum and Teaching Methods

How skilled are the teachers at 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&D. Recent training has covered:

- SOLAR software training
- Training for intervention programmes including White Rose Maths and Speech and Language interventions (Chattertots and Engagement with Language).
- Child Protection and Safeguard software training
- Supporting children with emotional needs/improving mental wellbeing – Drawing and Talking training
- Diabetes training run by Bromley Healthcare
- NEST school – SENCO cluster meeting
- Supporting Pupils with SEND in Mainstream Schools – SENDCo

Our SEN&D team actively engages with local opportunities to share best practice and to keep up to date with current local and national initiatives and policies to support pupils with SEN&D.

The school also seeks advice and guidance from local schools to review, evaluate and develop provision for pupils who have the most complex needs. Where other specialist provision is required, these services are bought in externally.

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

Teachers are 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. Adapting and scaffolding the curriculum is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning.

Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all.

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.

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

Access to learning support staff:

- In all year groups
- Regular intervention programmes across year groups
- Learning support clubs
- Intensive programmes for key skills

Strategies/programmes to support speech and language where recommended by clinical decision:

- Speech and Language Therapist advice disseminated to & followed by teaching staff
- Specific differentiation or modification of resources
- Speech therapy individual or group work delivered by support staff following speech therapist advice
- Speech and Language interventions – Chattertots for KS1 and Engagement with Language (KS2).
- TalkAbout social skills group delivered by support staff
- Lego Therapy group delivered by support staff
- Colourful semantics delivered through a whole school approach
- Vocabulary books for pre-learning of concept and topic words
- A member of support staff to accompany child and parent to assessments where possible
- Visual cues
- Mind maps and writing frames to support working memory
- Checklists for children to help with processing information

Strategies to support/develop literacy including reading:

- Reading interventions – 1:1 daily
- Focused reading programmes such as Toe-by-Toe.
- Phonics catch-up programme
- Individual and small group intervention programmes
- Access to specialist dyslexia teacher for assessment/ advice/support/structured programme
- Letter Join handwriting programme
- Write from the Start handwriting programme
- Working walls and mind maps to support short term and working memory

Strategies to support/develop numeracy:

- Small group personalised learning programmes
- Maths club
- PiXL
- Ability setting where deemed appropriate across a year group
- Access to specialist numeracy assessment, advice and support through the Educational Psychologist
- Daily access to visuals and manipulatives e.g. Numicon, multi-link cubes, counters etc

Strategies/support to develop independent learning:

- Mentoring by peers, support staff or teaching staff
- Contact book/planners for personal organisation
- Alternative recording methods

- Visual timetables for class and individuals
- Success criteria used in every lesson

Are there high expectations for pupils with SEND?

- We have high expectations for all children, including those with additional needs.
- Lessons are differentiated to ensure they are appropriate for the level your child is working at, but there is also an emphasis on challenge, to ensure everyone is reaching their full potential.

How can the school support my child with medical needs?

- Use of Individualised Care Plans
- Liaison with Health Support to Schools Service and/or other medical professionals
- All school staff receive regular first aid training
- Where a child has specific medical needs the necessary training is given e.g. Epilepsy, Epi-pen, sensory, diabetes
- System for administration of medication

Children with English as an Additional Language (EAL)

Farnborough Primary School has pupils who have EAL including those children where a variety of languages are spoken at home. In accordance with Education Regulations 2014; Particulars of education and welfare provision for pupils with EHC plans and pupils for whom English is an additional language, the school will make reasonable adjustments and provision to support any child for whom English is not the first language spoken at home.

Pastoral Support

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

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

- Weekly PSHE lessons
- Regular 'celebration of success' opportunities
- School Council Representatives: children's views sought and responded to
- Lunch-time clubs
- Mentoring
- Small social skills group programmes
- Counselling
- Drawing and Talking intervention programme (12 weeks)
- Small social skills group programmes – following TalkAbout intervention

Mentoring activities:

- Targeted Learning Mentor support (class/withdrawn/playtime)
- Nurture chats by 'Listening Ear' staff
- Playground pals
- Buddy systems

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

- Transition support, visits and events
- Photo-book stories, especially for transition and school trips
- Worry Monsters in every class: contents regularly checked and addressed by the class teacher
- Personal thoughts book / Learning mentor oversight
- Regular contact & liaison with parents
- Reduced or modified time-table
- Counselling
- Drawing and Talking intervention programme (12 weeks)

Strategies to support and modify behaviour:

- School sanctions and reward systems as set out in School Behaviour policy
- Additional class reward systems
- Assemblies and lessons designed to promote understanding, awareness and inclusion
- Liaison with parents / carers
- Pastoral Support Plans
- Mentoring
- Counselling
- Access to Bromley support services e.g Wellbeing
- CAMHs
- Systems to allow for respite breaks or to alert adults for assistance
- Antecedent, Behaviour, Consequence (ABC) forms are used to identify the underlying cause of behaviour exhibited.
- Sensory circuits

Support/supervision at unstructured times of the day:

- Staff supervision during all break periods
- Some Teaching Assistants are also lunchtime supervisors
- Trained staff to deal with medical needs and personal care
- Lunch-clubs /safe-haven/nurture space
- Quiet spaces in playground
- Breakfast Club and After School Club on school premises
- System for administration of medication

Planning, assessment, evaluation and next steps:

- All lessons and homework differentiated to take account of individual needs
- Interventions recorded on Provision Maps
- Pupil progress reviews within school termly
- Regular reviews with parents
- Pastoral Support Plans for pupils with additional needs and targets from other agencies

Personal and medical care:

- Identified medical administrative staff available for pupils throughout the day
- Care plans for pupils with medical needs
- System for administration of medication
- Support staff to assist pupils with personal care as specified by clinical plans
- Modified toilet facilities for individual needs
- Paediatric trained first aiders

Increasing Accessibility

What support is available to help my child develop independence in school?

Access to strategies/programmes/activities to support occupational /physiotherapy needs:

- Advice of professionals disseminated and followed
- Use of any recommended equipment e.g. Sit N' Move cushion, Sloped board, pencil grip etc.
- Fine motor skills activities offered as appropriate
- Handwriting groups as appropriate

Access to modified equipment and IT (including sound-field systems, enlarged text; magnifiers)

- Specialist equipment as required on an individual basis to access the curriculum
- Software to support learning – Klikr 8

Working in partnership

What part will I play in my child's extra support?

We have an open door approach, so you can contact the school and make an appointment to see the SENDCo and/or the class teacher at the earliest available opportunity. Parent involvement is positively welcomed and encouraged. We have a policy of sharing information so that parents can make informed decisions about how best to support their child. No specialist assessments and/or interventions will be carried out without the parent's knowledge and consent. We invite parents to our termly review meetings to monitor the impact of interventions and plan the next steps. If an outside agency has worked with your child you will be invited to a feedback meeting with that agency.

What part will my child play in their own support?

We encourage children to contribute their views and ideas about what they feel works best for them. Children will be involved in setting and reviewing their own targets with their class teacher.

What support from outside does the school use to help 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:

- LBB Inclusion Support Service
- Educational Psychology Service
- Social Communication Team
- SEND Team
- Sensory Support Service for pupils with hearing or visual needs
- Speech and Language Therapy Service
- Occupational Therapy Service
- Behaviour Support Service and CAMHs/Wellbeing
- Specialist literacy and numeracy teachers
- Health Support to School Service and Specialist Nurse for Care Plans

What if I need to make a complaint?

Please contact the class teacher at the earliest point if you have concerns about your child's provision in school. If you are not satisfied with the outcome make an appointment to see either the SENDCo, Headteacher or ultimately the Chair of the Local Committee. Contact details can be found on page 3 and our full complaints policy is available on our website:

<https://farnboroughprimary.co.uk/school-policies/>

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

Agency	Description of Support
Educational Psychology Service Our attached Educational Psychologist is: Tom Richardson Education, Care and Health Services Civic Centre Stockwell Close Bromley BR1 3UH	Every school has the support of an Educational Psychologist – a specialist on how children and young people develop and learn. They provide assessment, advice and support to parents and teachers where there is a concern about the development, learning or behaviour of children and young people. Educational Psychologists only work with young children with a parent/carer's agreement.
Zoe Salter Assessment and Placement Officer	Education, Care and Health Services Civic Centre Stockwell Close Bromley BR1 3UH
Speech and Language Therapy Service Bromley Healthcare	The school, with parental consent, will refer as necessary and implement therapy recommendations following specialist assessment.
Our SCD Advisory teacher is Paul Cabb	Mr Cabb offers advice to schools and families of children with social and communication difficulties that they can implement to enable pupils to access both the social and academic curriculum.
Sensory Support Service	For pupils with hearing and visual difficulties. The sensory support service enables pupils with sensory impairment to have the best possible access to the curriculum and to the life of the school, whilst meeting needs which are specific to their sensory impairment
Health Support to Schools Service – School Nurse	https://www.bromleyhealthcare.org.uk/wp-content/uploads/2015/08/What-your-school-nurse-can-do-for-your-child-primary-school.pdf
Occupational / physiotherapy	E mail: bro-pct.childrensotservice@nhs.net E mail: childrensphysiotherapyservice@bromleypct.nhs.uk
Paediatric Services	Phoenix Children's Resource Centre 40, Masons Hill, Bromley BR2 9HS 0208 4669988
CAMHS (Child and Adolescent Mental Health Service)	Children and Adolescent Mental Health Service Phoenix Children's Resource Centre 40, Masons Hill, Bromley BR2 9HS 0208 4669988

<p>Bromley SEN Team</p> <p>Our contact worker is Melanie Somers</p>	<p>Children and Adolescent Mental Health Service</p> <p>Phoenix Children’s Resource Centre</p> <p>40, Masons Hill, Bromley BR2 9HS 0208 4669988</p>
<p>Educational Professional responsible for children who are ‘looked after.’</p> <p>Head Teacher, Bromley Virtual School</p> <p>Tel: 020 8461 7723</p> <p>E-mail: helen.priest@bromley.gov.uk</p>	<p>Oversees and monitors provision for children who are in the care of the Local Authority</p>
<p>Voluntary and other agencies</p> <p>Bromley Parent Voice (BPV)</p> <p>Tel: 0208315 4749 (Mon/Tues)</p> <p>Tel: 02087763170 (Weds – Fri)</p> <p>http://www.bromleyparentvoice.org.uk/</p>	<p>BPV is a voluntary group of parents and carers of young people (0-25yrs) with SEND living in the borough of Bromley. Working to improve services for children and young people with additional needs or disabilities and their parents, by working in partnership with other agencies, contributing towards the development of policies and practice. They aim to give parents a voice, offer mutual support, raise awareness of unmet needs and the difficulties faced by children and young people with additional needs or disabilities and their parents.</p>
<p>Bromley Information Advice and Support Service (IASS)</p> <p>https://bromleyiass.org.uk/</p>	<p>IASS (formerly Bromley Parent Partnership Service) offers free, impartial advice and support for children, young people with SEN&D (0-25 years), the parents of these young people and all Bromley residents (regardless of SEN&D) around transitions from pre-school to primary school and onto secondary school.</p>
<p>Bromley Mencap</p> <p>Tel: 0208466 0790</p> <p>Email: enquiries@bromleymencap.org</p>	<p>Offers a range of services to support people with learning and physical disabilities</p>
<p>Carers Bromley/Bromley Young Carers</p> <p>Tel: 01689898289</p> <p>Freephone: 0800 015 7700</p> <p>Email: help@carersbromley.org.uk</p>	<p>A support and advice organisation for carers whose lives are in some way restricted because of the need to take responsibility for the care of someone in their family with a long-term illness, disability or mental health issue.</p>
<p>Bromley Children’s Project</p> <p>Address: Central Library, High Street, Bromley, BR1 1EX</p> <p>Telephone: 020 8461 7259</p> <p>Fax: 020 8466 0587</p> <p>Email: bcpadmin@bromley.gov.uk</p>	<p>The project is a borough wide service that aims to protect and develop children by offering support for them and their families; particularly those who are struggling and are in need of additional help but do not qualify for the support provided by children’s social care.</p>

Dyslexia Association of
Bexley, Bromley, Greenwich and
Lewisham.
<http://dyslexiawise.co.uk/>

Provide information and support groups for families with
a child who has dyslexia.

Transition

How will the school help my child to move to a new class/year group or to a different school?

At Farnborough Primary School we will support vulnerable children and children with SEN&D at all stages of transition:

Between classes and phases within school:

- Use of 'Transition Books' with photographs of new staff, room, facilities etc.
- Visits to the new room and extra meetings with the new teacher, teaching assistant and mid-day supervisor
- Transition meetings -opportunities to meet and talk with new staff and SENCo
- The Inclusion Manager will provide the receiving teacher with relevant information and access to reports, plans etc.

Moving to secondary school:

- The Inclusion Manager will liaise with feeder secondary schools and share information as appropriate.
- The Inclusion Manager will attend the Bromley Primary/Secondary Transition day meeting to discuss specific needs of your child and the nature and level of support which has had the most impact. In 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.
- Where appropriate the Learning Mentor and/or teaching assistant will undertake additional transition work with small groups during the second part of the Summer Term
- All Year 6 children will attend a transition day at their new school
- Records will be passed on as soon as possible.
- Secondary school staff will introduce themselves to prospective pupils during meetings at Farnborough Primary
- Participation in specialist holiday workshops to prepare for secondary transition.

Transferring to a different school:

- We will contact the school's SENDCo 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
- Timely handover of pupil file to new school.