



The views of the pupil him/herself will be given consideration. In consultation with class teacher and SENDCO and parents, actions can be agreed with the aim of reducing the barriers to learning so that good progress is made.

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 provided to ensure your child can access learning in lessons and wider school activities and to progress independent learning to support their educational journey.

The impact of support is considered along with the progress towards the achievable targets set. Support measures will be updated and revised accordingly. This might include referral to external agencies.

If a pupil is continuing to have significant difficulties, further external expertise may be requested and additional funding is available for children who meet the criteria. This can be applied for and accessed by the school using the Local Authority process and the guidance in the Banded Funding Criteria.

Where extra funded support is agreed, a Pupil Resource Agreement will be drawn up and implemented with the school's Educational Psychologist and other professionals where appropriate. Further details about this process will be explained in the LA Local Offer.

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 SENCO can inform you about eligibility for these arrangements.

### Curriculum and Quality First Teaching Methods

Our teachers are skilled at adapting teaching and learning methods to meet the diverse range of needs in each class. Daily planning takes into account individual pupil needs. Differentiation is approached in a range of ways to support access to the whole curriculum to ensure that all pupils can experience success and challenge in their learning. Grouping arrangements are organised according to the needs of the activity with opportunities for both ability and mixed setting to expand learning opportunities for the whole class.

This will also include extension or stretch activities for the more able children. Additional adults, if available, are used flexibly to help groups and individual pupils with a long term goal of developing independent learning skills. Monitoring and team working takes place to avoid pupils becoming over reliant and dependent on adult support. Some interventions may change as progress and needs are monitored.

### Access to learning and the curriculum

#### Access to learning support staff

- In most year groups
- Regular intervention programmes in class
- Intensive programmes for key skills

#### Strategies/programmes to support speech and language where recommended by Clinical therapists

- 1:1/Small group Speech and Language sessions in school
- Speech and Language Therapist advice disseminated to and followed by teaching staff e.g. Special Time, Colourful Semantics
- Specific differentiation or modification of resources e.g. use of visuals
- Speech therapy individual or group work delivered by support staff following speech therapist advice

#### Strategies to support/develop literacy including reading

- Guided reading programmes in class
- Thorough teaching of phonics in groups and class
- Extra Individual reading sessions
- Focused reading programmes including on-line platforms
- Phonics catch-up programme
- Small group intervention programmes as needed

#### Strategies to support/develop numeracy

- Small group intervention programmes including maths Mastery catch up programme
- Use of ICT programmes in class to reinforce strategies
- Use of manipulatives to support learning
- Pre teaching and post teaching sessions with Class Teacher/TA

Strategies/support to develop independent learning

- Mentoring support staff, teaching staff,
- Alternative recording methods
- Visual timetables for class & individuals
- Steps to success used in every lesson
- Differentiated activities
- Home projects initiative

**Development of learning behaviour and social and emotional Well-being**

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

- Small group programmes including social skills group
- opportunities for quiet time at lunch times
- Circle of Friends and emotions barometer work
- Regular 'celebration of success' opportunities

Mentoring activities

- Daily check-ins by pastoral staff
- Reflective coaching conversations and opportunities to reflect on choices

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

- Transition support, visits and events
- Reduced or modified time-table
- Social-stories, especially for transition
- Regular contact & liaison with parents
- Social skills groups
- Social stories
- Learning Mentor
- Access to work stations in class

Strategies to support or modify behaviour

- School sanctions and reward system as set out in School Behaviour policy
- Assemblies
- Specific reward charts of targeted behaviour
- Mentoring
- Home/school contact books

Support/supervision at unstructured times of the day

- Break-time SEN staff available for pupils
- Opportunities for quiet time at Lunch time
- Trained staff supervising during break periods
- Listening Ear

Planning, assessment, evaluation and next steps

- Regular reviews with parents
- Pupil progress reviews each half term
- Support plans for pupils who have more complex needs but don't have specific targets from other agencies
- Lessons differentiated to take account of individual needs
- Class and individual Provision Maps where needed
- SENDCo, class teacher and leadership Team available to meet with parents.

Personal and medical care

- Identified medical administrative staff available for pupils through-out the day
- Care plans for pupils with medical needs
- Systems for administration of medication
- Support staff to assist pupils with personal care as specified by clinical plans

**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:

- Inclusion Support Advisory Team
- Educational Psychology Service (Our attached Educational Psychologist is: Jodie Walshe)
- SEN Team
- Sensory Support Service
- Complex Needs Team
- Paediatricians
- CAMHS
- Occupational Therapy/Physiotherapy
- Bromley Wellbeing

**Accessibility What support is there to help my child to get about and develop independence in school?**

Access to strategies/programmes to support occupational /physiotherapy needs

- Advice of professionals distributed and followed
- Use of any recommended equipment
- Exam arrangements e.g. modified print, extra time

Access to modified equipment and IT

- Specialist equipment as required on an individual basis to access the curriculum
- Software to support learning
- Laptop and tablets as appropriate to age and need
- Referral to outside agencies for specialist advice where appropriate

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

Children and young people with SEN 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 SENCO 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

We will try to set up taster sessions at your child’s new school where possible

When moving classes in school:

An information sharing meeting will take place with the new teacher Opportunities to visit the new class / teacher

A social story prior to transition In year 6-7 transition

**Staffing Expertise How skilled are the 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 :

- Epilepsy
- ASD
- Colourful Semantics
- Special time
- ADHD
- Attachment issues
- Social skills
- Various Interventions

School may refer as required and implement recommendations following specialist assessment

<b>Speech and Language Therapy Service</b>	Phoenix Children's resource Centre 40 Masons Hill, Bromley BR2 9JG Tel: 020 8315 4706
<b>Community Paediatricians</b>	Phoenix Children's Resource Centre 40, Masons Hill, Bromley BR2 9HS 0208 4669988
<b>Occupational Therapy / Physiotherapy</b>	Phoenix Children's resource Centre 40 Masons Hill, Bromley BR2 9JG Tel: 020 8315 4697/ 4720
<b>CAMHS (Child and Adolescent Mental Health Service)</b>	Children and Adolescent Mental Health Service Phoenix Children's Resource Centre 40, Masons Hill, Bromley BR2 9HS 0208 4669988
<b>Educational Professional responsible for children who are looked after.</b>	Oversees and monitors provision for children who are in the care of the Local Authority Helen Priest, Head Teacher, Bromley Virtual School Tel: 020 8461 7723 E-mail: <a href="mailto:helen.priest@bromley.gov.uk">helen.priest@bromley.gov.uk</a>
<b>Bromley Community Wellbeing Service</b>	A single point of access for the emotional wellbeing of young people under the age of 18 in Bromley <a href="http://www.bromleywellbeingcyp.org/">www.bromleywellbeingcyp.org/</a>
<b>Bromley Parent Voice</b>	<a href="http://www.bromleyparentvoice.org.uk">www.bromleyparentvoice.org.uk</a>
<b>Bromley Children's project</b>	Central Library, High Street, Bromley, BR1 1EX Tel: 020 8461 7259 Email: <a href="mailto:bcpadmin@bromley.gov.uk">bcpadmin@bromley.gov.uk</a>

Further information about support and services for pupils and their families can be found in:

**The London Borough Bromley Local Offer**

[bromley.mylifeportal.co.uk/lbb-local-offer.aspx](http://bromley.mylifeportal.co.uk/lbb-local-offer.aspx)

**Information, Advice and Support Service (IASS) and Independent Supporters**

<https://bromley.myportal.co.uk/supportandadvice/>

**Bromley Parent Partnership**

**The DFE Code of Practice**