

**La Fontaine Academy**  
**SEND Information Report**  
**Written March 2021 by Inclusion team**

Bromley Schools adopt a similar approach to meeting the needs of all pupils including those with Special Educational Needs and Disability. At La Fontaine Academy we have the same shared expectation that all pupils, regardless of their specific needs, should be offered a wholly inclusive environment and learning 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. La Fontaine is an inclusive school and offers the following range of provision across the four areas of Special Educational needs to support children with:

- communication and interaction needs
- cognition and learning difficulties
- social and emotional and mental health needs
- sensory difficulties or physical needs.

Support offered will be tailored to individual need, following comprehensive assessment by internal and/or external agencies. Support is intended to promote pupils' independence, self-awareness and self-esteem and foster resilience in learning and be seen in the wider context of excellent classroom teaching.

<b>Information, support and Guidance: Who do I contact if I have concerns or questions about my child?</b>	
<p><b>Class teacher</b> <b>Subject teacher</b></p>	<p>He / she is responsible for:</p> <ul style="list-style-type: none"> <li>• Adapting the curriculum to respond to strengths and needs of all pupils.</li> </ul> <p>Checking on the progress of your child and identifying, planning and delivery of any additional support.</p> <ul style="list-style-type: none"> <li>• Contributing to SEN support plans to prioritise and focus on the next steps required for your child to improve learning.</li> <li>• Applying the school's SEN policy. If you have concerns about your child you should first speak to your child's class teacher. You may then be directed to the SENCO.</li> </ul>
<p><b>Special Educational Needs Coordinator (SENDCO)</b>            Ms Stephanie Rose  <i>(can be contacted at office@lafontaineacademy.org)</i></p>	<p>The SENCO is responsible for</p> <ul style="list-style-type: none"> <li>• Line Managing the SEN staff and developing the school's SEN policy.</li> <li>• Reporting to Governors</li> <li>• Providing advice and organising training to ensure that all staff are skilled and confident about meeting a range of needs.</li> <li>• Coordinating day to day provision for children with SEN</li> <li>• Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties.</li> </ul>
<p><b>Head Teacher</b>            Ms Sarah Mitchell</p>	<p>She is responsible for:</p> <ul style="list-style-type: none"> <li>• The day to day management of all aspects of the school, including the provision made for pupils with SEN</li> </ul>
<p><b>SEN Governor</b>  <b>Mrs Laura Tully</b>            (can be contacted via our Governance Clerk:  <a href="mailto:lynn.bruce@stepacademytrust.org">lynn.bruce@stepacademytrust.org</a>)</p>	<p>She is responsible for:</p> <ul style="list-style-type: none"> <li>• Supporting school to evaluate and develop quality and impact of provision for pupils with SEN across the school.</li> </ul>
<b>Assessment, Planning and Review</b>	

Class teachers identify pupils who are not making progress or who have needs which are affecting their ability to engage or make progress in learning activities. After discussions with parents, additional support can be put into place to provide focused support to help overcome any difficulties.

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. Alternatively, the school or parents can apply to the Local Authority for an EHCP (Education Health and Care Plan). Further details about these processes will be explained in the LA Local Offer. <https://www.bromley.gov.uk/LocalOffer>

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, creating effective learning environments, securing pupils' motivation and concentration, setting suitable targets for learning, planning for pupils to fully participate in all activities and developing understanding through the use of available senses and experiences. Teachers and LSAs receive regular CPD sessions in teaching / supporting children with SEN needs.

### Access to learning and the curriculum

#### Access to learning support staff

- In all year groups – this is either a LSA, trained to support children with specific needs, or through an 'additional teacher' model, where a qualified teacher or trainee teacher works alongside teachers in the year group to provide additional support and intervention
- 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

- Whole class reading programmes in class
- Thorough teaching of phonics using the Sounds-Write scheme in groups and class
- Extra Individual reading sessions
- Focused reading programmes including on-line platforms
- Phonics catch-up programme

<ul style="list-style-type: none"> <li>• Small group intervention programmes as needed</li> </ul>
<p><u>Strategies to support/develop numeracy</u></p> <ul style="list-style-type: none"> <li>• Small group intervention programmes</li> <li>• Use of ICT programmes in class to reinforce strategies</li> <li>• Use of manipulatives to support learning</li> <li>• Pre teaching and post teaching sessions with Class Teacher/TA</li> </ul>
<p><u>Strategies/support to develop independent learning</u></p> <ul style="list-style-type: none"> <li>• Mentoring support staff, teaching staff,</li> <li>• Alternative recording methods</li> <li>• Visual timetables for class &amp; individuals</li> <li>• Scaffolded/differentiated activities</li> <li>• Home projects initiative</li> </ul>
<p><b>Development of learning behaviour and social and emotional Well-being</b></p>
<p><u>Strategies to support the development of pupils' social skills and enhance self-esteem</u></p> <ul style="list-style-type: none"> <li>• Small group programmes including social skills and Lego Therapy groups</li> <li>• Opportunities for quiet time at lunch times</li> <li>• Circle of Friends and emotions barometer/Zones of Emotional Regulation work</li> <li>• Regular 'celebration of success' opportunities</li> </ul>
<p><u>Mentoring activities</u></p> <ul style="list-style-type: none"> <li>• Daily check-ins by pastoral staff</li> <li>• Reflective coaching conversations and opportunities to reflect on choices</li> </ul>
<p><u>Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)</u></p> <ul style="list-style-type: none"> <li>• Transition support, visits and events</li> <li>• Reduced or modified time-table</li> <li>• Social-stories, especially for transition</li> <li>• Regular contact &amp; liaison with parents</li> <li>• Social skills groups</li> <li>• Social stories</li> <li>• Access to work stations in class</li> </ul>
<p><u>Strategies to support or modify behaviour</u></p> <ul style="list-style-type: none"> <li>• School sanctions and reward system as set out in School Behaviour policy</li> <li>• Teaching of Personal Health and Social Education (PHSE) as part of the curriculum and assemblies</li> <li>• Specific reward charts of targeted behaviour</li> <li>• Mentoring</li> <li>• Home/school contact books</li> </ul>
<p><u>Support/supervision at unstructured times of the day</u></p> <ul style="list-style-type: none"> <li>• Break-time SEN staff available for pupils</li> <li>• Opportunities for quiet time at Lunch time</li> <li>• Trained staff supervising during break periods</li> </ul>
<p><u>Planning, assessment, evaluation and next steps</u></p> <ul style="list-style-type: none"> <li>• Regular reviews with parents</li> <li>• Pupil progress reviews each half term</li> <li>• Lessons tailored and scaffolded to take account of individual needs</li> <li>• Individual SEN Support Plans for all pupils with additional needs.</li> <li>• SENDCo, class teacher and Leadership Team available to meet with parents.</li> </ul>
<p><u>Personal and medical care</u></p> <ul style="list-style-type: none"> <li>• Identified medical administrative staff available for pupils through-out the day</li> <li>• Care plans for pupils with medical needs</li> <li>• Systems for administration of medication</li> <li>• Support staff to assist pupils with personal care as specified by clinical plans</li> </ul>

**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
- SEN Team
- Sensory Support Service and Speech and Language Service
- Complex Needs Team
- Paediatricians
- CAMHS
- Occupational Therapy/Physiotherapy
- Bromley Wellbeing
- Bromley Parent Voice

**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.

**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 Bromley healthcare link: <a href="#">Click here</a>
<b>Community Paediatricians</b>	Phoenix Children’s Resource Centre 40, Masons Hill, Bromley BR2 9HS 0208 4669988 Email link: <a href="#">Click here</a>
<b>Occupational Therapy / Physiotherapy</b>	Phoenix Children’s resource Centre 40 Masons Hill, Bromley BR2 9JG Tel: 020 8315 4697/ 4720 Email link: <a href="#">Click here</a>

<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 Website link: <a href="#">Click here</a>
<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. Bromley Virtual School Tel: 020 8313 4016 E-mail: <a href="#">Click here</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 Website link: <a href="#">Click here</a>
<b>Bromley Parent Voice</b>	A voluntary group supporting parents and carers of children and young people (0 – 25) with SEND 07803 287838 Website link: <a href="#">Click here</a> Email link: <a href="#">Click here</a>
<b>Bromley Children's project</b>	Central Library, High Street, Bromley, BR1 1EX Tel: 020 8461 7259 Email link: <a href="#">Click here</a>

#### **Making a complaint**

Our aim at La Fontaine Academy is to support all children and their families in terms of learning and well-being. If you are not satisfied with an aspect of the provision at La Fontaine Academy, please address your concerns initially to a member of the school team. For further detailed information, please refer to Complaints Policy and Procedure, which can be found on the La Fontaine Academy website. <https://lafontaineacademy.org/policies/> Pages 7 and 8

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

#### **The London Borough Bromley Local Offer**

<http://www.bromley.gov.uk/localoffer>

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

<https://bromleyiass.org.uk/>

#### **Bromley Parent Voice:**

[www.bromleyparentvoice.org.uk/](http://www.bromleyparentvoice.org.uk/)