

Oak Lodge Primary School

Meeting the Needs of Pupils with Special Educational Needs and Disabilities

The School Offer

Oak Lodge Primary School is an inclusive school and may offer the following range of provision to support children with communication and interaction, cognition and learning difficulties, social, mental and emotional health problems or sensory 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.

Information and Guidance:

Who should I contact to discuss the concerns or needs of my child?

Class teacher / form tutor /
subject teacher

Special Educational Needs
Coordinator (SENCO)

Mrs E Thompson

Email:
admin@oaklodge.bromley.sch.uk

He / she 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.

Contributing to devising personalised learning plans to prioritise and focus on the next steps required for your child to improve learning.

Applying the school's SEN policy.

If you have concerns about your child you should speak to your child's class teacher / form tutor first. You may then be directed to the SENCO.

She is responsible for

- Coordinating provision for children with SEN and developing the school's SEN policy
- 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

<p>Head teacher : Mr M Apsley</p> <p>SEN Governor: Mrs A Medhurst</p> <p>Email: admin@oaklodge.bromley.sch.uk</p>	<p>school who can offer advice and support to help pupils overcome any difficulties</p> <ul style="list-style-type: none"> • Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs. <p>He is responsible for:</p> <ul style="list-style-type: none"> ○ The day to day management of all aspects of the school, including the provision made for pupils with SEN <p>She is responsible for:</p> <ul style="list-style-type: none"> • Supporting school to evaluate and develop quality and impact of provision for pupils with SEN across the school.
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Assessment, Planning and Review

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

Ongoing monitoring takes place by class teachers to identify pupils who are not making progress or who have behaviour needs which are affecting their ability to engage in learning activities. Quality first teaching is the first 'intervention'.

After discussions with key staff and parents' additional support will be put into place to provide enhanced resources and targeted small group and / or individual support to help overcome any difficulties. The views of the pupil or young person about their support will be given consideration at this stage. This additional support is documented in a provision map. This additional support is reviewed at least termly. Progress against the targets is measured and new targets are agreed. The impact of support offered is considered along with the progress towards targets set. If progress is made then the support is reduced and monitoring continues to ensure progress is maintained and continued.

If sufficient progress is not seen, support arrangements will be updated and revised accordingly. If not involved already, this might include referral to external agencies. The child may be entered on the Special Educational Needs Register.

This additional support is documented in an individual provision map or behaviour support plan. In consultation with the SENCO and parents, short term targets are agreed which prioritise key areas of learning or behaviour to address and by which progress can be measured. Where external agencies are involved, their advice and recommendations are included in these support programmes. Actions

agreed take into account each pupil's strengths as well as their difficulties.

In some cases teaching assistant support may be allocated. This 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.

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 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.

Tests and Examinations: Access Arrangements

For some pupils additional arrangements and adjustments can be made to enable them to fully access a range of tests. This might include rest breaks or the use of a scribe or reader. In some cases extra time may be applied for. The SENCO will inform you about eligibility and applications for these arrangements.

Curriculum and Teaching Methods (including groupings and interventions)

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

Teachers are well 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. Differentiation 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.

Intervention

Access to learning and the curriculum

Access to learning support staff

- In all year groups
- Regular intervention programmes in class
- Learning support groups
- Intensive programmes for key skills

Strategies/programmes to support speech and language

- Speech and Language Therapist advice disseminated to & followed by teaching staff
- Specific differentiation or modification of resources

<ul style="list-style-type: none"> • Speech therapy individual or group work delivered by support staff following speech therapist advice • Vocabulary books for pre-learning of concept and topic words
<p>Strategies to support/develop literacy inc. reading</p> <ul style="list-style-type: none"> • Focused reading programmes and clubs • Phonics catch-up programme – teacher led • Small group intervention programmes • Access to specialist dyslexia structured programme
<p>Strategies to support/develop numeracy</p> <ul style="list-style-type: none"> • Small group intervention programmes • Ability setting • Use of 'Five Minute Box' in catch-up groups
<p>Provision to facilitate/support access to the curriculum</p> <ul style="list-style-type: none"> • Support of Family Worker
<p>Strategies/support to develop independent learning</p> <ul style="list-style-type: none"> • Mentoring by peers, support staff or teaching staff • Homework club • Alternative recording methods • Visual timetables for class & individuals • Steps to success used in every lesson
<p>Pastoral Support</p>
<p>Strategies to support the development of pupils' social skills and enhance self-esteem</p> <ul style="list-style-type: none"> • Small group programmes • Lunch-time club • Mentoring • Regular 'celebration of success' opportunities • 'Drawing and talking' - Play therapy with a trained counsellor
<p>Mentoring activities</p> <ul style="list-style-type: none"> • Nurture chats by Listening ear staff • Playground pals • Buddy systems • Play leader
<p>Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)</p> <ul style="list-style-type: none"> • Transition support, visits and events • Reduced or modified time-table • Photo-stories, especially for transition • Regular contact & liaison with parents
<p>Strategies to support / modify behaviour</p> <ul style="list-style-type: none"> • School sanctions and reward system as set out in School Behaviour policy • PSP report process • Behaviour Support Service • Mentoring
<p>Support/supervision at unstructured times of the day including personal care</p> <ul style="list-style-type: none"> • Break-time SEN staff on duty • Lunch-club safe-haven • Trained staff supervising during break periods
<p>Planning, assessment, evaluation and next steps</p> <ul style="list-style-type: none"> • Regular reviews with Parents

<ul style="list-style-type: none"> • Pupil progress reviews termly • Support plans for pupils who have needs but don't have specific targets from other agencies • All lessons and homework differentiated to take account of individual needs • Provision plans 	
Increasing accessibility - getting about	
Access to strategies/programmes to support occupational /physiotherapy needs	
<ul style="list-style-type: none"> • Advice of professionals disseminated and followed • Use of any recommended equipment • Handwriting support 	
Access to modified equipment and ITC (including sound-field systems, enlarged text; magnifiers)	
<ul style="list-style-type: none"> • Specialist equipment as required on an individual basis to access the curriculum • Sound-field systems • Software to support learning • Lap-tops as appropriate to age and need of child 	
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:	
<ul style="list-style-type: none"> • Educational Psychologist • School Nurse • Educational Welfare Officer • Social Communication Team • Behavioural Support • Speech and Language 	
Access to Medical Interventions	
<ul style="list-style-type: none"> • Use of individualised Care Plans • Referral to Paediatrician • Referrals to CAMHS • Referral via pastoral team to Bromley Y and associated agencies • Access to whole staff training if required via School Nurse 	
Liaison/Communication with Professionals/Parents, attendance at meetings and preparation of reports	
<ul style="list-style-type: none"> • Regular meetings as required • SENCO available at all Parents Evenings • Referrals to outside agencies as required • Speech and Language Therapist for specific individual pupils • Sensory support; Educational Psychologist; School Nurse; Social Communication Team all attend school at regular intervals to see specific pupils 	
Agency	Description of Support
Inclusion Support Service <ul style="list-style-type: none"> • Educational Psychology Service Our attached Educational Psychologist is: Ms J Cygielski <ul style="list-style-type: none"> • Social Communication Team • SEN Team • Sensory Support Service 	School may refer as required and implement recommendations following specialist assessment
Speech and Language Therapy	School may refer as required and implement recommendations

	<p>needs, awaiting assessment or post diagnosis of assessment. Our Family Support Worker is available to attend diagnostic assessments with parents and offer a follow up meeting within two weeks of the diagnostic meeting.</p> <p>CASPA delivers quarterly workshops for parents and carers which are user-led, focus on the needs of families and include a wide range of autism-specific topics. The workshops offer peer support and signposting. In addition Bromley Mencap provides a weekly drop-in for families.</p> <p>To contact the service please telephone our Helpline on 020 8466 0790'</p>
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For children with complex SEND, the frequency of such provision may result in the school applying for additional funding to support a child, known as Exceptional Needs Funding.

<p>Transition</p> <p>How will the school help my child move to a new class / year group or to a different school?</p>
<p>Children and young people with SEN can become particularly anxious about “moving on” so we seek to support successful transition by:</p> <p>When moving to another school:</p> <p>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</p> <p>We will ensure that all records are passed on as soon as possible</p> <p>When moving classes / forms in school:</p> <p>An information sharing meeting will take place with the new teacher</p>

Opportunities to visit the new class / teacher

A 'Social Story' photo book that outlines the differences and similarities in the next year. The child has a copy of the book to look at during the holiday.

Some children may be invited to come into school on the Inset Day before school starts for a short visit, to familiarise themselves with the classroom, cloakroom and class teacher.

In Year 6-7 transition

The SENCO and/or class teacher will attend the Primary/Secondary Transition day meeting to discuss the specific need of your child and the nature and level of support which has had the most impact.

On 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.

Staffing Expertise

How skilled are 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 :

Support staff training for strategies to best support children during different times of the school day.

Our SENCO actively engages with local opportunities to share best practice and keep abreast of current local and national initiatives and policy to support pupils with SEN.

The school also seeks advice and guidance from local special schools to review, evaluate and develop provision for pupils who have the most complex needs.

We also have staff with specialised expertise in school including:

- **Training for Pupils with Autism**
- **Speech and Language expertise**
- **Emotional Support Assistants**
- **Trained Speech and Language therapists**
- **Trained Counsellors**

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

The first person to talk to should be your child's class teacher.

If they are unable to answer your query, you can talk the Phase Leader for your child's phase, Mrs Payne in the EYFS, Miss Pitts in Key Stage 1, Mrs Jackson in Lower Key Stage 2 or Miss Taylor in Upper Key Stage 2. If they are unable to help, you can talk to the Phase Managers to the different area, which are Mrs Thompson for EYFS, Mrs Allen for Key Stage 1, Mr Houghton for Lower Key Stage 2 and Miss Loveless for Upper Key Stage 2. If you still need support, Mrs Thompson Head of Lower School or Mrs Lowton Head of Middle and Upper School will be happy to talk to you.

If you are still unhappy then you can talk to Mr Apsley, Headteacher.

FURTHER INFORMATION about support and services for pupils and their families can be found in:

Web link to: The Local Authority Local Offer

IASS iass@bromley.gov.uk

The DfE Code of Practice

