



Robert Browning Primary School

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY AND INFORMATION REPORT: SCHOOL OFFER (REVIEWED SEPTEMBER 2024)

Please find the link to Southwark Council's Local Offer here, it provides information to parents and young people about Special Educational Needs and Disability services available for 0-25 year olds:

<http://localoffer.southwark.gov.uk/> You can also follow Southwark's Local Offer on Twitter @LocalOfferSwk for daily updates on what is on in the local area.

THE 2014 CODE OF PRACTICE AND THE CHILDREN AND FAMILIES ACT 2014:

The Special Educational Needs and Disability Code of Practice: 0 to 25 years (September 2014) aims to secure, for children and young people with special educational needs and disability, the outcomes from education, health and social care which will make the biggest difference to their lives.

The views, wishes and feelings of the child or young person and the child's parents must be regarded.

The importance of the child or young person and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions.

The need to support the young person and the child's parents, in order to facilitate the development of the child or young person and to help them to achieve the best possible outcomes, preparing them effectively for adulthood.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website: www.education.gov.uk/schools/pupilsupport/sen Definitions of Special Educational Needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or young person has a learning difficulty or disability if they: a) have a significantly greater difficulty in learning than the majority of others of the same age; or b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

There are four broad categories of need:

1. communication and interaction
2. cognition and learning
3. social, emotional and mental health difficulties
4. sensory and/or physical needs

VISION AND MISSION

Robert Browning Primary School is an inclusive school; our vision is to provide an education that enables all children to reach their learning potential through addressing any barriers to learning a child may have. We treat all children as individuals and look at how best to meet the needs of each child. We will take steps to ensure disabled pupils and parents are not treated less favourably than other pupils.

INFORMATION ON POLICIES, PEOPLE AND STATUTORY GUIDANCE

WHAT TYPES OF SPECIAL EDUCATIONAL NEEDS AND DISABILITIES ARE PROVIDED FOR AT ROBERT BROWNING?

At Robert Browning we support children with a range of needs including:

- Speech and language difficulties
- Social Communication difficulties such as autism
- Specific learning difficulties e.g. dyslexia
- Social emotional and behavioural difficulties including ADHD
- Visual and hearing impairment

We use a range of resources to assess the needs of all of our children and a range of interventions and Specialist services to meet those needs and impact on attainment and progress.

WHO ARE THE BEST PEOPLE TO TALK TO IN THIS SCHOOL ABOUT MY CHILD'S DIFFICULTIES WITH LEARNING AND SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)?

There are many members of staff that you can talk to discuss your child's difficulties with learning. You can contact our Inclusion Team via the school office or on 020 7708 3456

Co-Head and SENCO Anna Mulhern

Inclusion Officer: Helena Oliveira

You may also wish to speak with:

- The Class Teacher
- The Learning Mentors Vincent Brown and Shanaz Rahman
 - The Headteacher Sarah Manley/Co-Head Maureen Chance
- The Executive Headteacher Kate Wooder
- The Governor responsible for SEND

WHAT ARE THE DIFFERENT TYPES OF SUPPORT AVAILABLE TO CHILDREN WITH SEND AT ROBERT BROWNING?

- Quality first teaching within the whole class
- Targeted small group support within the classroom
- Individual box work to develop children's independence based on the TEACCH approach

- Booster/ catch up groups
- Small phonics groups
- Lunch club
- Fine and gross motor skills groups
- Touch typing groups and access to touch typing in class
- Social skills/Friendship groups
- Learning Mentor Support
- Speech and Language groups set up and reviewed by the speech and language therapist
- Working memory/ beat dyslexia groups
- Precision teaching and Spelling strategies interventions
- Cued Articulation groups
- Lego therapy sessions
- Little Stars Attention (Attention Autism) and Listening groups
- Emotional Literacy sessions-ELSA
 - Groundwork group sessions and whole class sessions such as Brain Buddies
- Speech Bubble Drama emotional literacy sessions (EYFS & KS1)
- Self Esteem/Self Confidence groups run by learning mentors
- Intensive interaction or 1:1 Special time interventions
- Sensory Circuits and sensory/movement breaks
- Personalised social stories drafted by school staff or outside professionals
- Play Therapy support in school
- Drawing and Talking (group and individual sessions)
- Use of Comic Strip Conversations
- Additional Support through a EHC plan

EXTRA CURRICULAR ACTIVITIES

We offer Breakfast Club, extra-curricular clubs and After School Care. All children are welcome to attend these and a member of support staff is provided when children need extra support.

We encourage our children with SEND to join in with all our schools activities. We also provide support for our children with SEND to attend residential visits.

WHAT PASTORAL SUPPORT IS AVAILABLE TO SUPPORT CHILDREN'S EMOTIONAL AND SOCIAL DEVELOPMENT AND TO PREVENT BULLYING?

- Our behaviour policy, available on our policy page, on our website, highlights our clear structured approach to supporting children's behaviour and learning.

- Maureen Chance, Co-Head is responsible for behaviour across the school. The Learning Mentor's role is to support children whose behaviour and social emotional skills are preventing them from reaching their learning potential. The Learning Mentors will bring the parents, class teacher and teaching assistants to work together to break down those barriers to learning, offer advice and strategies to use at home and school.

Specially trained support staff are skilled to break down activities into smaller steps as needed.

We have three Emotional Literacy Support Assistants (ELSAs) Angela Patabendige, Flore Ramku and Vincent Brown.

- We use ABC (Antecedent , Behaviour, Consequence) charts to identify and evaluate children's behaviours so that we can support the child in the most effective way.

- We use comic strip conversations when children find it difficult to explain situations. We write social stories to support children to overcome a challenge they are facing.

- Small groups are run by the learning mentors, to develop children's social communication and turn taking skills, support emotional well-being and friendships. One to one talk and draw sessions are also available.

- Emotion boards in classes are used to identify those children who may need emotional support on a particular day; learning mentors are then able to support those children accordingly. This also helps children to recognize and understand different feelings.

- Learning mentors run a weekly siblings group for children with a sibling with significant additional needs. They also run a Friday Fun group for children with poor attendance as an incentive for coming to school.

- Anna Mulhern (Co-Head/SENCO), Laurie St Luce (Office Manager), Andrina Phillips (Reception Teacher), Vincent Brown and Shanaz Rahman (Learning Mentors) are all trained Mental Health First Aiders.

- Lunch club is led daily by learning mentors and teaching assistants and is available during the lunch break for all children to access, this is held inside with opportunity to develop social skills.

- Children with more significant behavioural needs may spend time in the Pupil Development Centre (PDC) at certain times of the day. They are supported by the learning mentors.

- As a school we have created a positive culture to prevent bullying and tackle it when it occurs. All forms of bullying are tackled promptly and firmly, our anti-bullying information can be found in our behaviour policy.

MULTI AGENCY WORK

- We work with many professionals and other schools to ensure that we continue to provide excellent support to all families.
- We actively engage with outside agencies to become involved in our school and have regular meetings with the school nurse, members of the Early Help Team and Educational Psychologist.
- The attendance team meet weekly any issues are then followed up with parent/carer meetings and visits as required.
- We work with a range of external support services including:
 - Educational Psychologist (EP)
 - Speech and Language Therapist (SaLT)
 - Groundwork (Mental Health and Wellbeing Support)

- Occupational Therapist (OT)
- Family Early Help Family Support Officer (FSO)
- Children's Centre Family Support Worker Under 5s
- Social Workers
- Autism Support Team
- Paediatrician
- Child and Adolescence Mental Health (CAMHS)
- SENDIP (Special Education Needs Inclusion Practitioner)
- Social Communication Clinic
- Visual Impairment Team
- Hearing Impairment Team
- School Nurse
- Physiotherapist
- Play Therapist
- Summerhouse Pupil Referral Unit
- Cherry Garden School
- Snowsfields Primary School
- Tower Bridge Primary School

All of these services work with the school to support children, teachers and families. They come into assess, support, train and report back to us regularly and can be contacted for advice when needed. The SENCO has a close working relationship with these services.

WHAT EQUIPMENT AND FACILITIES ARE AVAILABLE FOR CHILDREN WITH SEND?

- Laptops and iPads are available for children to use to support their learning and communication skills these have learning programmes and apps available including Clicker 7 and Communicate in Print.
- A range of resources including move and sit cushions, theraputty and ear defenders are used to support children's learning, attention and sensory needs.
- Visual supports made in communicate in print, are used in the form of visual timetables and now and next boards.

WHAT ARRANGEMENTS ARE MADE FOR THE ADMISSION OF A DISABLED CHILD? HOW DO WE ENSURE EQUAL ACCESS FOR CHILDREN WITH DISABILITIES?

- Those pupils with Education Health and Care Plans (EHCPs) have a separate admissions procedure overseen by Southwark's SEN team. Applications for children with special needs or with a disability will be treated fairly. Admissions to the Resource Base for children with Autism also have a separate admissions procedure and places are agreed by Southwark after consultation.
- Those pupils who have SEND, but do not have an EHCP, are admitted via the normal school admissions criteria. Detailed information and guidance of how to apply for a place at Robert Browning Primary both if your child has an EHC plan or statement of special educational needs, or if your child has special needs but does not have a statement, can be found on the following link: <http://www.southwark.gov.uk/schooladmissions>
- Any Special Needs that are identified on admission are discussed with parents allowing the school to provide support to and put into place support mechanisms to cater for the child's Special Educational Needs or Disabilities.
- A Risk Assessment will be carried out to ensure children with a disability are able to access the building and curriculum.
- An Individual Education Action Plan will be written which will highlight where adjustments need to be made for example moving around the building/ up and down the stairs at quieter times.

Robert Browning School strives to be as accessible as possible we have special facilities such as:

- An accessible shower room suitable for wheelchair users
- Disabled Toilets on every floor
- An accessible lift suitable for wheelchair users

HOW WILL TRANSITIONS BE MANAGED FOR CHILDREN WITH SEND?

- Children transitioning from a local nursery may be visited by a member of staff in their current setting. Children will be invited to visit the Reception or Nursery class with their families as part of the enrolment process. Children new to the school in EYFS will receive a home visit from our EYFS team.
- Children transitioning to a new class will spend time in their class, meeting their class teacher and becoming familiar with new SEND support staff.
- Children take home a transition book with photos to be shared during the summer holiday to prepare for the New Year group and staff members.
- Children joining Robert Browning from year 1 upwards follow a settling in programme to support them through this transition.
- For children with an EHCP we will discuss with you, your preference of school and which schools may be most suitable for your child at their Year 5 Annual Review
- Secondary schools are invited to the Annual Review meeting of children with an EHCP in Y6.
- Transition books are made for children with an EHCP transitioning to secondary school
- Additional visits are arranged for children transitioning to secondary school as required, these may include visiting the new school with a familiar TA or Learning Mentor.
- For children in Year 6 who do not have an EHCP we can make a referral to a local authority SENDIP (Special Education Needs Inclusion Practitioner) who will support the young person and their family through the transition process; this may include visiting the family at home or having a joint meeting with the secondary school to ensure the appropriate provision is in place for the young person when they start.
- Nurseries are also able to make referrals to the SENDIP for children transitioning into Reception class.

HOW DO WE SUPPORT CHILDREN WITH CONTINENCE NEEDS?

- For children who have continence needs a meeting will be arranged with the parents and the School Inclusion team to identify the child's toileting needs, and a plan will be put in place to develop the child's independent toileting. Advice will be sought from other professionals as required.
- The toileting will be included in the child's IEP action plan and this will be reviewed at least termly.
- Staff working with children with continence needs will be fully aware of the child's individual toileting plan.
- Staff will inform another member of staff that they are taking/ a child is requesting to use the toilet with adult support.
- Staff will log on the toileting sheet how often the child is using the toilet each day.
- There is a disabled toilet on each floor of the building if required.

HOW DO WE SUPPORT CHILDREN WITH MEDICAL CONDITIONS OR TAKING MEDICATION?

- The child's medical condition will form part of the child's EHCP or their IEP Action Plan, so that all staff working with the child are aware of the child's medical condition. EHCPs are reviewed annually at the Annual Review, IEP Action Plans are reviewed termly. Information about a child's medical condition can also be accessed in the school office.

- A meeting with the school Inclusion team and school nurse will be arranged. The school nurse will write an individual care plan and will review this annually. The individual care plan will also clearly define what constitutes an emergency and explain what to do, including ensuring that all relevant staff are aware of emergency symptoms and procedures.
- The Co-Head/SENCO is responsible for ensuring staff are suitably trained to meet the needs of individual children with a medical condition and that new staff working within a class are informed.
- Medicines will only be administered at school when it would be detrimental to a child's health or school attendance not to do so.
- Only prescribed medication can be administered.
- No child under 16 will be given prescription medicines without their parent's written consent.
- Where clinically possible, medicines should be prescribed in dose frequencies that enable them to be taken outside school hours
- We will only accept prescribed medicines that are in-date, labelled, provided in the original container as dispensed by a pharmacist and include instructions for administration, dosage and storage. The exception to this is insulin which must still be in date, but will generally be available to schools inside an insulin pen or a pump, rather than in its original container
- All medicines will be stored safely. Children will know where their medicines are at all times and be able to access them immediately. Medicines and devices such as asthma inhalers, blood glucose testing meters and adrenaline pens will always be readily available to children and not locked away. Controlled drugs that have been prescribed for a pupil will be securely stored in a non-portable container and only named staff should have access.
- The school will keep a record of all medicines administered to individual children, stating what, how and how much was administered, when and by whom. Any side effects of the medication to be administered at school should be noted
- We will remind parents when medication is approaching use by date so that new medication can be brought in. • When no longer required, medicines should be returned to the parent to arrange for safe disposal. Sharps boxes should always be used for the disposal of needles and other sharps
- Risk Assessments are completed for all outings. These include children with medical conditions and details of the medication needed to be taken on the outing.
- When no longer required, medicines should be returned to the parent to arrange for safe disposal. Sharps boxes should always be used for the disposal of needles and other sharps
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LOOKED AFTER CHILDREN

Regular Personal Education Meetings (PEPs) are held in school to support any looked after children we may have. Their progress is monitored carefully and support is put into place where needed. Good communication exists between carers, social services and the school in order to support and plan for the needs of our looked after children. This process is managed by our Deputy Head.

INFORMATION ABOUT EARLY IDENTIFICATION, ASSESSMENT AND INTERVENTION

WHAT SHOULD I DO IF I THINK MY CHILD MAY HAVE SPECIAL EDUCATIONAL NEEDS?

- Please make an appointment with your child's class teacher and a member of the Inclusion team, you know your child best and any concerns you have will be taken seriously. We will discuss any concerns you have regarding your child's learning and behaviour, any additional support your child is receiving in school and the impact of this support and our next steps, which will be written into an Individual Education Plan Action Plan.

HOW WILL THE SCHOOL LET ME KNOW IF THEY HAVE ANY CONCERNS ABOUT THE PROGRESS MY CHILD IS MAKING?

- There are pupil review meetings twice a year when you will discuss with the class teacher the progress your child is making.
- The class teacher may arrange a meeting with you to discuss the areas that your child is not making progress in. They may also invite the Co-Head/SENCO, Inclusion Officer or Learning Mentor to discuss what support is going to be put in place. They may also discuss referrals to other professionals who can support with your child's learning.
- Children with an EHCP will also have their progress reviewed during their annual review.

HOW ARE CHILDREN WITH SPECIAL EDUCATIONAL NEEDS IDENTIFIED AND HOW IS EXTRA SUPPORT ALLOCATED TO DIFFERENT CHILDREN?

- The children's progress is continually monitored and support will be put in place at a classroom level when the children require it.
- Support within school will be added as required including Learning Mentor Support.
- Children requiring additional support will be at a SEN Support level.
- School will regularly communicate with you about your child's needs and this will be recorded on their IEP Action Plan.
- If a child continues to not make the expected progress in one or more areas of learning, in consultation with parents, referrals will be made to a range of professionals e.g. Educational Psychologist, Speech and Language Therapist or Paediatrician etc.
- If your child cannot be supported within the school's current provision or current interventions and not working, then a request will be submitted for an Education Health Care Plan (EHCP) following consultation with parents and will involve input from a range of other relevant professionals.
- Access arrangements for Key stage 2 test will be applied for, for children with an EHCP or additional support needs (e.g. children with a visual impairment, or a diagnosis of dyslexia) examples of these access arrangements include extra time to complete the test, or breaks provided within the test.

APPROACHES TO TEACHING AND LEARNING

HOW WILL TEACHING BE ADAPTED FOR MY CHILD WITH SEND?

- The class teacher will differentiate their planning to meet the needs of all the children within the class.
- The class teachers use many visual supports and a kinaesthetic approach to learning.
- Small group support and resources will be allocated to ensure the children succeed in the lesson.
- Specially trained support staff are skilled to break down activities into smaller steps as needed.
- The class teacher will liaise with the inclusion team to ensure that all recommendations and strategies recommended are put into place.

HOW WILL WE MEASURE THE PROGRESS OF YOUR CHILD IN SCHOOL?

- The children's progress is continually monitored and it is benchmarked each term in reading, writing and maths.
- Children working below the national curriculum performance descriptors will be assessed using p levels.
- Children with EHCP's progress will be assessed within a step (indicated as bronze, silver or gold). This is evidenced on the p level sheets and nation curriculum descriptors.
- Children with EHCP's additionally will be assessed in speaking, listening and PSHE (personal, social and health education)

- At the end of Reception, the children are assessed against the early learning goals, this is recorded as emerging or expected. If children are working below the early learning goals their phase of development in months is also recorded.
- In Reception, year 1 and (some children in) year 2 the children's phonic knowledge will be assessed twice a term. At the end of year 1 all children take part in a phonics screening of real and nonsense words.
- In year 4 children are assessed on their times tables knowledge.
- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results that are published nationally.
- Individual Education Action Plans are reviewed each term and a new plan made.
- Children with EHCPs are reviewed annually with parents, staff and other professionals working with the child.

HOW WILL WE GATHER THE VIEWS OF CHILDREN WITH SEN AND INVOLVE THEM IN THEIR EDUCATION?

- All children throughout each term are invited to meet with their teacher to discuss what learning they have enjoyed and what they would like to learn next.
- Curriculum leaders consult with children from each class termly to gather their views on their learning each term.
- When writing an EHCP all children's views are gathered.
- All children with an EHCP are invited to contribute to their annual review either in person or through an evaluation.

HOW ARE STAFF IN SCHOOL SUPPORTED TO WORK WITH CHILDREN WITH A SEND, AND WHAT TRAINING DO THEY RECEIVE?

- School staff work closely with the SENCO, Inclusion Officer and Learning Mentors to ensure their planning meets the needs of all the children in their class including those with SEND.
- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as ASD and speech and language difficulties.
- Staff work closely with the Speech and Language Therapist, Occupational Therapist, Autism Support team, Visual Impairment Team and Educational Psychologist on the individual plans for the children.

INFORMATION ON ENSURING A WHOLE FAMILY APPROACH

WHAT IS THE SCHOOL EARLY HELP OFFER FOR CHILDREN AND FAMILIES?

We offer a range of support for families in school:

- Office staff, the leadership team and learning mentors are available at the beginning and end of every day to check in with or meet with parents. Amongst other things, we may remind them of important dates (meetings, events etc.) or offer emotional support and reassurance for anxious parents
 - Referrals can be made to Groundwork Mental Health Support Service to support children presenting with anxiety or challenging behaviours. The Groundwork team are available on Tuesdays to meet with parents and discuss any concerns.
- In addition to paid breakfast club, we have free bagels/toast and cereal from Magic Breakfast on offer for all children and fresh fruit available at break times
- We will offer clean uniform, swimming kits or PE kits for those families who need it
- We follow up children's absence daily, conduct home visits if necessary and meet with parents if we are concerned. See Attendance policy for further information

- Learning mentors are available to support those children who arrive late to school with settling; along with office staff, they may also support those children who are collected late
- In addition to our programme of parent workshops, learning mentors hold regular coffee mornings for parents to drop in and discuss any concerns they have, particularly in relation to behaviour, social/emotional support and SEND
- Newsletters, information boards in the office etc. signpost a whole range of services from summer play activities to food banks to after school clubs.
- Stay and Play sessions for parents are held regularly in Nursery and Reception. This is an opportunity to build relationships, talk to parents and model quality play
- The Inclusion Team support families with resources for home; these may include reward charts, getting dressed charts, social stories or other visual resources
- Learning mentors will support children in KS2 with personal hygiene. We also have the Red Box project who can provide free period products.
- In school, midday staff, learning mentors and other support staff ensure children are making healthy choices at lunchtimes (reward certificates,) they may encourage fussy eaters to try new foods and help children to develop their independence when feeding themselves. They also encourage good table manners and conversation at mealtimes. • Homework projects are planned to encourage families to work together and talk about children's learning. We are able to offer resources to those families who need them to help them complete the projects.
- We can link up parents to support one another
- We are able to offer support to families who have English as an additional language or those who are less literate, for example, help completing Disability Living Allowance applications
- Support is also available for families via the Family Early Help service. Referrals will only be made with parental consent.

INFORMATION ON WHERE TO FIND FURTHER SUPPORT

WHAT SUPPORT DO WE HAVE FOR YOU AS A PARENT OF SEND?

- Weekly school newsletters Federation website information <http://thebridgesfederation.org.uk/>
- Text messaging service/Scholarpack app
- Parent Information board (visible on entry to the school office)
- Termly pupil parent meetings with class teacher
- Parent workshops are held regularly by school staff and outside professionals on ways to support your children at home.
- The class teacher will happily arrange additional meetings with you discuss your child's progress.
- The Inclusion team is readily available to meet with you to discuss any questions you may have.
- You will have the opportunity to meet with other professionals working with your child.
- Annual review for children with a EHCP There are also additional support services available for parents:
 - Contact a family offer advice and support for families with disabled children, more information can be found here <http://www.cafamily.org.uk/>
 - Southwark Information, Advice and Support Team (SIAS) formerly known as parent partnership, their work included support for families with the process of applying for EHC plans their website link is <http://localoffer.southwark.gov.uk/information-advice-and-support/>

- Southwark Council's Local Offer here, it provides information to parents and young people about Special Educational Needs and Disability services available for 0-25 year olds: <http://localoffer.southwark.gov.uk/>

COMPLAINTS PROCEDURES

HOW CAN I LET THE SCHOOL KNOW THAT I AM CONCERNED ABOUT THE PROGRESS MY CHILD IS MAKING OR THE PROVISION MY CHILD IS RECEIVING?

- Make an appointment to speak with the child's class teacher to share your concerns and to discuss the progress that your child is making.
- You may also wish to speak with a member of the Inclusion team including the Co-Head/SENCO (Anna Mulhern) in the first instance, who will deal with these appropriately. Contact the office any time during working office hours to make an appointment.
- A copy of the complaints procedure is available on the school website and at the school office.
- If you do not feel that your concern has been resolved and you want to make a complaint, you should do so in the first instance by writing to the Executive Headteacher, Kate Wooder and then to the Chair of Governors.