

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY AND INFORMATION REPORT: SCHOOL OFFER ROBERT BROWNING PRIMARY SCHOOL

(REVIEWED SEPTEMBER 2025)

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:

<https://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.

Please see links below to the Southwark SEND Education Provision strategy and its launch.

<https://localoffer.southwark.gov.uk/education/the-send-strategy-in-action/>

<https://localoffer.southwark.gov.uk/education/send-education-provision-strategy/>

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 SEND Code of Practice can be found on the Department for Education's website:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Following the consultation green paper in 2022, the government published its response in March 2023 outlining the steps they will take to improve SEND and alternative provision in England. The full white paper can be found here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1139561/SEND_and_alternative_provision_improvement_plan.pdf

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 post-16 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.

Our core values at Robert Browning are:

Respect, Kindness, Creativity, Independence and Resilience

INFORMATION ON POLICIES, PEOPLE AND STATUTORY GUIDANCE

WHERE CAN I FIND MORE INFORMATION ABOUT ROBERT BROWNING PRIMARY SCHOOL?

- Please see our federation website which has links to our policies including the Equalities Policy including the Accessibility Plan, Behaviour Policy (including Anti-Bullying information), Learning and Teaching Policy (including Assessment information), EYFS Welcome Pack and Attendance Policy
<http://thebridgesfederation.org.uk/>

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 children with ADHD
- Visual and hearing impairment
- Range of medical needs

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.

- The Co-Head of School/SENCO Anna Mulhern, can be contacted on the school number 02077083456, or by emailing the office@robertbrowning.southwark.sch.uk

They are responsible for coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.

You may also wish to speak with:

- The Class Teacher
- The Inclusion Officer Lena Oliveira
- The Learning Mentors Shanaz Rahman and Vincent Brown
- The Executive Headteacher Kate Wooder
- The Governor responsible for SEND

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

- Quality first teaching within the whole class
- Targeted small group support within the classroom
- Individual TEACCH work to develop children's independence
- Booster/ catch up groups
- Small phonics groups
- Lunch club
- Fine motor skills practice
- Access to touch typing in class
- Social skills/Friendship groups
- Learning Mentor Support 1:1 or groups
- Speech and Language target work set up and reviewed by the speech and language therapist
- Working memory strategies
- Precision teaching and Spelling strategies interventions
- Cued Articulation support 1:1
- Drawing and Talking sessions
- Lego therapy sessions
- Bucket game/Attention and Listening groups (Attention Autism)
- Groundwork social skills groups
- Life skills groups
- Play therapy (specialist play therapist)
- Intensive interaction or 1:1 Special time interventions
- Access to sensory/soft play room and sensory/movement breaks
- Sensory circuits
- Personalised social stories drafted by school staff or outside professionals
- Use of Comic Strip Conversations
- Additional Support through a EHC plan
- ELSA (Emotional Literacy Support Assistant) 1:1 sessions

- **Resource Base for Children with Autism – Rainbow Class**

Southwark Special Education Needs Department allocates the 14 places within our specialist Resource Base for children who have an EHC Plan with a diagnosis of autism. Places are not allocated by Robert Browning Primary School or through the usual admissions procedures.

- Integration into the mainstream class
- Personalised timetable

- Small group teaching
- A range of small group support
- Resource base classroom, playground, sensory room and soft play
- Specialist groups: attention autism, intensive interaction, 5 minutes' special time, PECS, Lego therapy, write dance, cooking, sensory circuit, life skills etc.
- Speech and Language groups

We have a network of professionals who we work closely with who we can request support from through a referral form, the advice and support they give us will be included in the child's Individual Education Plan Action Plan. The professional network consists of:

- Educational Psychologist (EP)
- Speech and Language Therapist (SaLT)
- Occupational Therapist (OT)
- Family Early Help Family Support Officer
- Children's Centre Family Support Worker Under 5s
- Social Workers
- Autism Support Team
- Community Paediatrician
- Child and Adolescence Mental Health (CAMHS)
- Play therapy
- SENDIP (Special Education Needs Inclusion Practitioner)
- Social Communication Clinic
- Visual Impairment Team
- Hearing Impairment Team
- School Nurse
- Physiotherapist
- Summerhouse Behaviour Support service
- Young Carers (IMAGO)
- Groundwork (Mental Health Support Team – MHST) – group and individual sessions
- Cherry Garden School
- Southwark SEND consultants
- Tower Bridge Primary School
- Robert Browning Primary School

HOW IS ROBERT BROWNING ACCESSIBLE TO CHILDREN WITH SEND?

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 however this does not provide access to the roof playground.
- There is wheelchair access into the school office/ ground floor
- Disabled parking is available near the school office.
- We ensure that equipment used is accessible to all children regardless of their needs.
- The Breakfast club provision is accessible to all children including those with SEND.
- Extracurricular activities are accessible for children with SEND.
- Adjustments will be made to enable children with SEND take part in school outings.
- The school accessibility plan is available to read on our policy page.

WHAT EQUIPMENT AND FACILITIES ARE AVAILABLE FOR CHILDREN WITH SEND?

- A state of the art Soft Play room including a ball pit, trampoline and a vibrating wall. A smaller sensory room on the top floor
- Laptops/chromebooks 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 SPECIAL EDUCATIONAL NEEDS AND DISABILITIES?

- Those pupils with Education Health and Care Plans (EHCPs) have a separate admissions procedure overseen by Southwark's SEND team. Applications for children with special needs or with a disability will be treated fairly.
- 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 if s/he has special needs but does not have an EHCP, 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 or where support needs to be in place, for example, moving around the building/ up and down the stairs at quieter times.

HOW WILL TRANSITIONS BE MANAGED FOR CHILDREN WITH SEND?

- Children transitioning from a local nursery will 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.
- Where possible, children will also be visited at home before they join.
- 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 Tower Bridge from year 1 upwards follow a settling in programme to support them through this transition.
- At the Year 5 Annual Review we will discuss with you, your preference of school and which schools may be most suitable for your child.
- 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 from Robert Browning.
- 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.

- For children in Year 6 who may have SEND or may be considered vulnerable for other reasons, we can make a referral for early intervention support, coordinated by Southwark SEN consultants who work closely with both secondary and primary schools to ensure a smooth transition.
- Nurseries are also able to make referrals to the SENDIP for children transitioning into Reception class.
- Receiving schools for children with EHCPs moving to a new school (not in year 6) will be invited to the Annual Review or transition meeting.
- Transition books are made for children with an EHCP transitioning to a new school (not in year 6)

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 sort from other professionals as required, for example, the school nursing continence team.
- 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 near the school office if required.
- See intimate care policy for full details

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.
- A medical risk assessment will be written by school staff and agreed and signed by parents. Where this involves administration of medication this is to avoid any possibility of a child receiving medication both at home and at school in error. Any such event needs to be immediately reported so that the child can receive appropriate medical attention, as required
- The Co-Head of School for Inclusion 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 which enable them to be taken outside school hours
- We will only accept prescribed medicines that are in-date, labeled, 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 and in strictly in accordance with product instructions. 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. Where a child needs two or more prescribed medicines, each should be in a separate container.
- 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. This will be confirmed in writing and signed by both parties. Sharps boxes should always be used for the disposal of needles and other sharps
- Any event where medication is misplaced or not accounted for should be reported promptly and investigated as an incident by the leadership team.
- 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.

Additional requirements for controlled drugs (e.g. ADHD stimulant medication)

- Controlled drugs that have been prescribed for a pupil will be locked and stored in a non-portable container and only named staff should have access.
- Staff may administer a controlled drug to the child for whom it has been prescribed, in accordance with the prescriber's instructions
- A record will be kept of all administration of controlled medication, which should preferably be done by two members of staff, for the purpose of verification, stating what, how and how much was administered, when and by whom
- A record will be kept of the amount of the controlled drug held before and after each administration
- Any concerns about side effects of medication administered at school should be promptly reported by the school to the parent/carer and, ideally, the prescribing clinician
- Pupils will not carry or manage their own medication for ADHD at school if it is a Controlled Drug
- Any event where inconsistencies in Controlled Drug records are discovered or if there are concerns that medication is missing should be immediately reported to the Head of School.

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.
- 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.
- 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.
- Small groups are run by the learning mentors, to develop children's social communication and turn taking skills, support emotional well-being and friendships. Children who have caring responsibilities for family members are supported through these groups. One to one talk and draw sessions are also available.

- Emotion boards based on the zones of regulation outside every class in KS1 and KS2 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.
- Our learning mentors and Co-Heads of School have all successfully completed the Mental Health First Aider training
- We have three fully trained ELSAs (Emotional Literacy Support Assistants) who work with children individually on specific targets relating to social, emotional and mental health worries.
- Our play therapist is also available to support children's emotional and social development.
- Lunch club is led daily by learning mentors and teaching assistants and is available at lunch time 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 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 behavior policy.
- For children who have experienced bereavement, support is available from our learning mentors. Referrals may be made to The Candle Project if needed.
- Where the whole school community is affected by a bereavement, advice can be sought from external agencies such as Educational Psychology, CAMHS or the charity Winston's Wish.
- Children who are experiencing difficult emotions that make them nervous about attending school may be supported by our learning mentors or ELSAs and other young people's mental health services may be referred to for support.

How DOES ROBERT BROWNING EVALUATE THE EFFECTIVENESS OF ITS PROVISION FOR CHILDREN WITH SEND?

- The leadership team and class teacher look carefully at the progress each child with SEND is making each term, to ensure they are making the expected progress and actions are agreed through pupil progress meetings
- The Co-Head of school for Inclusion analyses the attainment and progress of children with EHCPs and SEND termly and adjustments are then made to children's provision as appropriate.
- The Co-Head of school for inclusion contributes to the Head teacher's SEND report pages.
- The school Governor responsible for SEND meets with members of the inclusion team termly, discusses the progress and attainment of children with SEND and meets children and observes SEND intervention groups.

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 kinesthetic 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 pieces 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 Branch Maps.
- Children with EHCPs progress will be assessed within a step (indicated as bronze, silver or gold). This is evidenced using the Branch Maps sheets or national curriculum indicators.
- Children with EHCPs additionally will be assessed using their individual SALT targets.
- Children with EHCPs or children for whom we are making an EHCP application will have individual targets set termly. These targets included reading, writing, maths, a social, emotional and mental health target and a physical/sensory target - these are reviewed and updated termly.
- 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.
- At the end of 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.
- In year 4 children are assessed on their times tables knowledge.
- Individual Education Action Plans are reviewed each term and updated if necessary.
- 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 SEND 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 SEND, AND WHAT TRAINING DO THEY RECEIVE?

- School staff work closely with the Co-Head for Inclusion, 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, play therapist and Educational Psychologist on the individual plans for the children.

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 and referrals made to other professionals where appropriate.

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 of School for Inclusion, 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 Community Paediatrician etc.
- If your child cannot be supported within the school's current provision or current interventions are not working, then a request will be submitted for an Education Health Care Plan (EHC Plan) 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 scribes, enlarged test materials, or breaks provided within the test.

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, 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
- In addition to paid breakfast club for some families in need, we have free bagels 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. We are mindful of pupils absent from school due to mental or physical illness or their special educational needs and/or disabilities and provide them with additional support.

- 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
- We hold parent workshops and meetings throughout the year to support parents to know how to help their children with learning at home. Our school website also has information about our home learning policy and resources.
- 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 and younger siblings are held regularly in Early Years. This is an opportunity to build relationships, talk to parents and model quality play
- Learning mentors 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 feminine hygiene products.
- In school, learning mentors and other support staff ensure children are making healthy choices at lunchtimes (stickers,) 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 a second 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.
- We can make referrals to Food Banks for families in need or can make emergency food parcels of cereal, bagels and fruit if these are needed.
- In some circumstances we are able to write letters to housing in support of a re-housing application. There is no guarantee that these will have a positive impact however.

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/>
- App messaging/Text messaging service
- Parent Information board (located next 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 to 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 an 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?

- 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 of School for Inclusion. You may want to speak with the Executive Headteacher if you continue to have concerns.
- 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
- A copy of the complaints procedure is available on the school website and at the school office.