



SEN provision for Children and Young People at Bishop John Robinson Primary school

All schools are supported to be as inclusive as possible, with the needs of pupils' with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

The four broad 'areas of need' are defined as:

Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, and Sensory and Physical Needs.

Our school SENCo (Special Educational Needs Co-ordinator) is Mrs Richardson. She has dedicated time each week to support children and families. If you would like to see her, an appointment can be made through our school office. She is also available at the start and the end of most days for informal conversations. Mrs Richardson will also be available on all parents evening to support and discuss specific children.

Our SEN Governors are Rev. Jane Yeadon and Ugo Eluwah, who can be contacted via the school office.

### September 2017

As part of the Children and Families Act 2013, Local Authorities are required to publish a 'Local Offer' which sets out support that is available for children and young people with SEN in the local area.

Greenwich's Local Offer is available on the Greenwich Website and tells parents how to access services in their area and what to expect from these services.

<https://www.greenwichcommunitydirectory.org.uk/kb5/greenwich/fsd/localoffer.page?localofferchannel=0>

Alongside this, schools are required to publish information about their arrangements for identifying, assessing and making provision for pupils with SEN.

This is the Local offer for Bishop John Robinson Primary School. It describes the arrangements we make that are 'additional and different' for pupils with SEN. This information has been produced collaboratively and will be reviewed annually.

The following information outlines the support and provision pupils with SEN can expect at Bishop John Robinson Primary School.



At Bishop John Robinson Primary School we believe that all children are entitled to have their needs met and to have access to high quality teaching within the mainstream.

### The Bishop John Robinson Primary School Offer

ALL pupils will access:

High quality teaching and enrichment activities within the school day, as well as access to clubs, trips and residential visits.

ALL pupils will have lessons planned and taught by qualified teachers.

Some pupils with additional SEN needs will access:

- Small group work
- 1:1 catch up for English and/or maths
- Specialist external advice
- Speech and language groups
- Social skills groups

A few pupils with complex or significant needs will access:

- Sensory room sessions
- Attention Autism sessions
- Sensory circuit
- TEACHH Activities
- Horse Riding
- Music therapy
- Occupational therapy
- Special trips and visits to access the curriculum in the outside world
- Specialist external advice
- Drawing and Talking Therapy

### **More information about Bishop John Robinson School's Offer of SEN provision:**

How does the school know when a pupil has learning difficulties or special educational needs?

- Some children start school with a diagnosis or with specialist support
- Some children will be identified on entry by school staff and referred for specialist support.
- Some children's need will be identified through tracking systems, testing and day to day observation by the class teacher or SENCO. These children may have needs



which can be met through differentiated teaching, small group work and/or catch up in school. Other children may need a more complex programme of support to help them to meet their full potential.

#### How is the curriculum matched to pupil's needs?

- Teachers and teaching assistants plan the curriculum to meet the needs of the pupils, they do this through differentiation, to ensure that the curriculum being taught is suitable for the needs of each individual child.
- Class teacher's regularly discuss with the SENCO plans for children with identified SEN.
- Lessons are differentiated in various ways and children may be supported by adults, completing different task or using different/additional resources to support their learning.

#### How does the school know whether pupils are making progress?

- Progress is closely tracked and monitored by class teachers, teaching assistants, the SENCo and the Headteacher.
- Termly pupil progress are held between teachers and the Headteacher, where progress is discussed and any child not making progress can be raised with the SENCo.
- Regular tracking meetings are also held in leadership team meetings by our senior leaders (Maths lead, English Lead and Pupil Premium Champion).

#### How are parents/carers informed about how their child is doing?

- Parents have regular communication with class teachers and teaching assistants.
- SEN reviews with the SENCO and external professionals are held for some children with SEN.
- We plan regular termly parents' evenings with a written record of progress.
- We provide full written reports annually.

#### What arrangements does the school make to support pupils transferring from another school?

- All children and their parents have an induction session in which they meet the Headteacher, are shown around the school and supported by a buddy in their class.



- For children with SEN, a meeting will be held between the SENCOs and information will be shared about the child's needs.

How is support organised for pupils with identified special educational needs?

- Children are supported in class, or in small groups. Some children receive catch up sessions in English and/or maths in the afternoons.
- Some children receive funding which is used to provide a higher level of support.
- A range of external specialists work with the school in order to provide training, advice and assessment for children with higher needs.
- The support is overseen and organised by the SENCO, who manages the support staff and arranges their training.

How are decisions made about how much support individual pupils receive

- Progress is tracked and some children will receive catch up for English or maths.
- Support may be provided within lessons where needed.
- Teaching assistants may be deployed to teach small groups in English, maths, social skills groups or speech and language.
- If progress is not made then children's needs are assessed and external advice may be sought.
- Some children will receive high needs funding and a higher level of support is implemented.

How does the school know if the extra support is helping pupils to make progress?

- Progress is regularly tracked and recorded
- Review meetings are held with teachers and parents to discuss individual pupil's progress
- Teaching assistants are reviewed and receive appraisal meetings annually.

How are parents/carers informed about their child's needs and what support they are receiving?

- Parents will be invited to an initial meeting to discuss their child's needs, this will involve the SENCO and class teacher.
- External professionals may be involved and will meet parents to gather information and seek views, before assessments are made.



SEND Information Report

- Parents will be invited to meetings through the year and will be encouraged to talk to the teacher and/or SENCO if they have any concerns.
- Reviews and Annual reviews will be timetabled and parents and professionals will discuss children to assess progress and support.

How does the school involve parents/carers in planning to meet their child's needs?

- Parent evenings are held termly for all pupils.
- Meetings with the teacher, SENCO and/or a relevant external professionals.
- Parent workshops are also arranged to support parents understanding of different teaching approaches used by the school eg phonics, maths, language groups etc.
- Annual reviews are held for pupils with high needs.

What expertise and training do the staff who support SEN pupils have?

- All staff are trained internally by the SENCO or visiting external professionals.
- Staff may attend specialist courses which are held at external venues.

What specialist support or services does the school access for pupils with SEN?

Educational psychology service

Speech and language therapy service

Social Communication Team

Specialist nurses (eg diabetes, cystic fibrosis, epilepsy nurse etc)

School nurse

Occupational therapy

Music therapy

ASD Outreach

STEPS

Waterside Outreach

CAMHS

RDA



What support is available for children with more complex needs?

At Bishop John Robinson Primary School we have a dedicated classroom, set up and organised to meet the needs of children with more complex needs. This room is staffed by a qualified teacher, Mrs Donoghue-Freeburn, who is supported by Teaching Assistants'.

Within Wisdom Room children follow a very tight routine which is designed to meet their individual specific needs it includes:

- Low stimulation environment
- Individual workstations
- Offsite visits
- Horse Riding
- Social Skills groups
- Speech and language groups
- TEACHH Activities
- Sensory Stories/Story box
- Word Up Programme
- Sensory activities

How are classrooms and other areas of the school adapted to meet pupil's individual needs?

All of our classrooms are on one level and are wheel chair accessible.

We have:

- disabled toilets
- A sensory room
- A dedicated first aid area
- All classrooms have overhead projectors and smart boards
- Chromebooks for use by all

In our school, we believe in Total Communication to support ALL learners, in ALL areas of the school. Within the school you will see:

- Staff wearing lanyards with visual symbols on them



- Visual symbols on all resources, allowing children to find resources easily and foster independence
- Visual timetables, to support children with routines.
- Workstations set up in classes to support some children with their learning.

Some children will also have Now and Next Board or Working Towards board. If you child uses symbols or visuals as part of their communication, school can help with providing the symbols you require at home.

What arrangements are made to support pupils with SEN taking part in after school activities outside the classroom, including school journeys?

- All children are included in trips and visits as well as residential visits. We provide teaching assistant support and appropriate transport to enable this to happen, we also ask for parental support where possible. All visits are risk assessed and appropriate safety measures are put into place.
- All of our children, including those with SEN have the opportunity to attend a range of after school clubs.
- Specific after school clubs are arranged for children with more complex needs.

How will the school prepare and support pupils who are transferring to a new school?

- Staff may visit the new school with the child.
- All information will be transferred.
- The SENCO will be invited to observe the child at current school and invited to attend a review and planning meeting.

How does the School support pupil's overall well-being?

- We provide many enrichment activities including after school clubs and trips.
- We ensure that children's individual needs are met in whatever way is relevant.
- We conduct home visits for new starters in the EYFS.
- Pupils go for local walks and we teach the children to keep themselves safe.
- Children attend their annual review meetings to share their views.
- External professionals will support where necessary to advise children and families who have particular concerns or requirements.



How does the school prepare their pupils for their next stage of education and for adult life?

In the following ways:

- Supporting parents with the application to secondary school
- Transition visits
- Transition books including photographs and timetables
- Parents meetings
- Sharing information between schools and families
- Holding early review meetings which both schools attend
- Seeking pupils views throughout

Arrangements for the admission of disabled pupils

- We are a fully inclusive school which admits all pupils including those with SEN and disabilities.
- We have a range of specialist facilities, including a sensory room, disabled toilets and accessible classrooms.
- Meetings will be held with parents, children and specialists in order to plan admission and ensure that the facilities and resources are in place to enable the child to access the curriculum.
- Appropriate support will be provided.
- Training will be provided for staff.
- Regular reviews will be planned, which include the pupil's views.

If you have any more questions about the provision provided for children at Bishop John Robinson Primary School, please speak initially to your child's class teacher, then to Mrs Richardson or Mr Maslin.