



Bishop John Robinson
Church of England Primary School

SEND Information Report

Be the best we can;

Join in Learning, Play and Prayer;

Remember God's Word

"Jesus is the Anchor of my Soul." Hebrews 6:19



The Diocese of
Southwark


ROYAL borough of
GREENWICH

Mission Statement

We want all adults and children to: **Be the best they can** in order to have best possible start in life and to make the most of the gifts God has given. To achieve this, we teach everyone *"Whatever you do, work at it with all your heart"* (Colossians 3:23) by;

- Set ambitious targets for all pupils and staff
- Continually look for ways to improve
- Have high expectations of behaviour for all

We encourage children to: **Join in Learning**, to promote academic excellence and to inspire everyone to value the importance of education in wider society. The bible teaches us God will *"Instruct us in the way of knowledge and wisdom and lead us along straight paths"* (Proverbs 4:11). To achieve this we;

- Provide an engaging curriculum with opportunities for learning in a variety of contexts
- Strive for all lessons to be focussed and engaging to allow all children to achieve
- Support deeper levels of understanding so that children can apply learning to different settings

For children to: **Join in Play** is important at BJR because Play is essential for everyone's social and emotional development. It is a vital life skill which helps children to form the adult they will become building trust, forgiveness and resilience. Play is the foundation for learning compassion and the Golden Rule *"Do to others as you would have them do to you"* (Luke 6:31). To promote positive play we;

- Have dedicated staff who promote play EVERY PLAYTIME
- Promote the importance of play through PLAY DAYS
- Invest in the playground as a learning resource

We want the school community to: **Join in Prayer** as Christians believe that this is fundamental to developing a relationship with God as well as giving thanks and praise. We should *"Always be joyful. Never stop praying. Whatever happens, give thanks, because it is God's will."* (Thessalonians 5:16-18). We encourage this though;

- High quality collective worship for all children
- Daily acts of prayer
- Valuing the essential role of our School Chaplain

We believe that we should: **Remember God's Word**, as this is at the very Foundation of being a Christian school. In promoting a practical understanding and application of Christian Values we strive to; *"Train up a child in the way they should go, And when they are old they will not depart from it"* (Proverbs 22:6) through;

- Providing High quality RE teaching and daily collective worship for all children
- Regular visits to church and other places of worship

In all aspects of school life, our school vision is key to ensuring that Bishop John Robinson CofE Primary School offers to best education money can't buy. Our history and naval links, our entire spiritual and ethical ethos, and our approach to the school's curriculum is rooted in our individual and corporate identity: *"Jesus is the anchor of my soul."* (Hebrews 6:19).



Special Educational Needs and Disability (SEND) Profile

The Code of Practice defines SEN as:

‘A child or young person has SEN 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 a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age:
- or
- 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 school’.

Currently a data-base is kept of pupils with additional needs. These are either deemed to be SEN Support, EHCP (Education, Health and Care Plan) or Monitoring.

- 51 pupils on our data base have SEN (23.2% of the school population)
- 4 pupils have EHC plans (2% of the school population)
- 55 pupils are at SEN Support (25% of the school population)

The national average of a school population for SEN is 18%; SEN Support pupils is 13.6% and pupils with an EHCP is 4.8%.

At BJR, the most common type of need for those with an EHC plan is Autistic Spectrum Disorders and for those with SEN support, Speech, Language and Communication needs.

What support can you expect for your child?

At Bishop John Robinson, we are committed to meeting the needs of all pupils including those with special educational needs. There is an expectation that all pupils, regardless of their specific needs, should be offered inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community.

Bishop John Robinson CofE Primary is a school where the hopes and ambitions for children with special educational needs and disabilities are the same as those for all children without SEND. We are passionate about every single child being challenged and making their best progress in order to succeed and be ready for the next stage of their educational journey.

We believe that the provision for children with Special Educational Needs or Disability (SEND) is the responsibility of the whole school. A child with SEND has a right to have their needs met and have full access to the curriculum. In partnership with parents we aim to maximise the potential of every child within our school and raise their self-esteem.

We offer a wide range of interventions, ensure that our staff are well trained and we consult effectively with specialist agencies. This report outlines the school's practice and provision.

How do we achieve this?

Information and Guidance: Who should I contact to discuss the concerns or needs of my child?

<p>Class Teacher</p>	<p>He/she is responsible for:</p> <ul style="list-style-type: none"> • Providing high quality teaching including adapting and refining the curriculum to meet the needs of all children. • Checking on the progress of your child and identifying, planning and delivering any additional support your child may need to support their progress. • When appropriate, writing special educational and/ or additional needs plans to prioritise and focus on the individual child's learning needs. Setting smart targets and identifying interventions and strategies to meet those targets and reviewing progress on a termly basis. • On a termly basis reviewing the class provision map which identifies any pupil who is receiving additional to and different from support. • Regularly reviewing class interventions. These detail assessment outcomes, bespoke targets based on assessment outcomes and highlight the impact of the intervention. • Setting SMART targets for each additional intervention. • Meeting with and keeping parents informed of any interventions their child might be accessing. • Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so that they can achieve the best possible progress. This may involve the use of additional adults or outside specialists. This will be overseen by the school SENCO. • Attending Pupil Progress Review meetings with the Headteacher, Assistant Headteachers, SENCO and where appropriate subject leaders to discuss the progress of all children, including groups and individuals. At the meetings staff will discuss how to close the gap for attainment or accelerate progress where necessary. • Meeting with the SENCO on a termly basis (and more frequently as required) to discuss the specific needs, progress and provision
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<p>Inclusion Lead and SENCO: Mrs Ijagbone</p>	<p>for our pupils with SEND. Making reasonable adjustments to pupil provision as appropriate.</p> <ul style="list-style-type: none"> • Termly meetings with the SENCo to review EHC plans as appropriate. • Attending professional's meetings with engaged agencies as appropriate. • Ensuring that the school's SEND procedures, policy and SEND information report is followed in their daily classroom practice and for all pupils they teach with SEND. <p>If you have concerns about your child, you should first speak to your child's class teacher. You may then be directed to the Inclusion Lead and SENCO.</p> <p>Inclusion Lead and SENCO responsibilities:</p> <ul style="list-style-type: none"> • The day to day operation of the SEND policy and the management of the provision made for pupils with SEND. • Overseeing and coordinating the provision for children with SEND. • Setting up and maintaining on a termly basis, class provision maps which provide an overview of the pupils who are receiving any additional to and different from support. • Setting up and maintaining the school's intervention tracking system on a half termly and termly basis to monitor the impact and progress of pupils accessing additional interventions. This includes making adjustments to interventions as required. • Advising staff on the graduated approach to providing SEND support. • Advising staff on strategies and provision to ensure QFT for SEND pupils. • Maintaining and updating the records of pupils with SEND. • Maintaining and disseminating notes from all professional meetings. • Supporting teaching staff with the reviewing and writing SEAN/D support plans. • Providing and accessing specialist support and training for staff in school to ensure that they are skilled and confident about meeting a range of needs. This includes leading meetings for both teaching and support staff. • The line management of teaching assistants (as appropriate) and learning support assistants. • Liaising with a range of outside agencies who can offer advice and support to all staff to enable them help pupils overcome any difficulties. These agencies include the Educational Psychologist, Speech and Language Therapist, Community Paediatricians and Occupational Therapists (this involves completing detailed referrals and reports to give a full and comprehensive picture of the children's needs). • Ensuring the school's SEND register is up to date. This is reviewed on an ongoing basis.
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	<ul style="list-style-type: none"> • Writing termly class SEND action plans which detail the specific needs and the additional provision which in place to support pupil progress, as well identifying key actions (next steps) in response to pupil needs. • Liaising with other schools for transition e.g. to secondary school. • Liaising with specialist schools to seek advice and guidance for specific pupils. • Accessing LA initiatives as appropriate. • Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively. • Assessing or organising further assessments of children where there are additional concerns. This may involve referrals to outside agencies. • Tracking and analysing the progress and attainment of SEND children across the school. • Writing Individual Health Care Plans in collaboration with parents, school staff and medical professionals as appropriate. • Attending review meetings with parents, school staff and other professionals. • Supporting staff to develop high quality first teaching and to evaluate the impact of the provision for pupils with SEND across the school. • To monitor that agreed actions and practices to support pupils are in place. • Writing Education Health Care assessment applications as well as leading the termly EHC Plans reviews (amending outcomes and provision as required) this includes working in partnership with a number of professionals as well as with parents. • Applying for additional support for SEND pupils, including additional funding applications. <p>-Ensuring that parents are:</p> <ul style="list-style-type: none"> • 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 progressing. • Attending review meetings with engaged agencies. • Consulted about planning successful transitions to a new class or school.
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The Graduated Approach – Assess, Plan Do, 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 expected progress.

Pupil Progress Review meetings take place termly to discuss and track pupil progress.

Following further assessments and after discussions with the class teacher, Inclusion Lead / SENCO, parents as appropriate, additional support may be put in place to help overcome any identified difficulties. This additional support is documented by the school through a class provision map, and where appropriate in SEAN Support Plan.

In consultation with the class teacher, Inclusion Lead / SENCO, Assistant Headteachers and Headteacher (and parents as appropriate) an agreed course of action is implemented and a review meeting is put in place to assess the impact of the additional support and intervention. Where external agencies are involved, their advice and recommendations are included in this planning.

In some cases, and for pupils who already have an Education Health and Care Plan, SEN/D Teaching Assistant may be allocated. The level of support will be determined by the complexity and severity of the individual child's needs. There will be an expectation that pupils should develop independent learning skills as far as possible and not become reliant on adult supervision and support.

Children, who have SEAN Support Plans will have a termly review meeting, to review targets, progress and provision. In some circumstances, parents and external agencies will meet to review the impact of interventions and recommendations which have been made by a specific professional (e.g. EP, SLT, OT). The impact of support offered is considered along with the progress towards the targets set. Support arrangements will be updated and revised accordingly. If not already involved, this might include a referral to an external agency.

Tests and Examinations: Access Arrangement

For some pupils, additional arrangements and adjustments can be made to enable them to fully access a range of tests. This might include additional time; rest breaks or the use of a scribe for the KS2 SATs for example. The class teacher with support from the SENCO/Inclusion and Assessment Leads 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?

- All children are entitled to Quality First Teaching.
- Teachers will have the highest possible expectations for your child and all the children in their class.
- Teachers are skilled at adapting their teaching to meet the diverse range of needs in each class.
- Daily planning takes into account individual pupils 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. This may include providing additional materials/resources/ support/adapted activities. This may also include putting in place specific strategies to support your child with their learning progress.
- Grouping arrangements are organised flexibly with opportunities for both ability and mixed ability groups to learn together to maximise learning opportunities for all.
- Additional adults are used flexibly to help groups and individual pupils, with the long term goal of developing independent learning skills.
- Ongoing monitoring takes place to avoid pupils becoming over reliant and dependent on this adult support.
- Some interventions may change as progress and needs are monitored and reviewed.
- Where interventions involving 1:1 teaching or group teaching occur away from the main classroom the teacher still retains responsibility for the child.

Access: What arrangements are made to enable my child to benefit and take advantage of the full school curriculum and extra curriculum activities?

We have an accessibility plan in place to ensure that pupils with SEN and Disability can take part in all aspects of school life and that the school buildings and outdoor spaces are adapted. The school's accessibility plan is updated annually and can be viewed on the school website.

Access arrangements currently include:

- Wheel Chair access - no steps leading into the main building or in the main building. Moveable ramp used for access to the playground.
- Medical room with mobility bed with sink for catheterisation.
- Disabled toilet facilities.
- Sensory diet resources – sensory room including chew toys, fidgets and wobble cushions and sensory circuit time.
- Writing slopes, pen and pencil grips and specific handwriting and fine motor skills programmes and exercises are available as required. These supports are recommended by the OT service and/or other medical professionals.
- Adjustments to timetables for some individual children in order to enable them to manage the school day better.
- The use of electric equipment and software as appropriate.
- Individualised access and/or medical care plan will be introduced, depending on the needs of the child.

Staffing Expertise: How skilled are staff in meeting the needs of my child?

There is an on-going programme of training in place to ensure that all teachers and support staff have the appropriate skills and knowledge to support the provision and progress for children with SEND. This is achieved through performance management (identifying any training needs), continuing professional development and induction programmes.

- The school uses specialists and outside agencies such as the Speech and Language Therapy Service, Educational Psychologist Service, Occupational Therapy and medical professionals to deliver training and support for staff.
- Teachers and support staff may also access outside courses led by the LA to develop their SEND skills and knowledge.
- The SENCO / Inclusion Lead actively engages in a range of opportunities to share best practice and keep abreast of current local and national initiatives and policy to support pupils with SEN.
- The SENCo attends the termly SENCO cluster briefings.
- Where appropriate we also seek advice and guidance from local specialist schools and specialist agencies to support with the reviewing and development of provision for pupils who have the most complex needs

External partnerships: What support from outside does the school use to help my child?

The school works with a number of external agencies to seek specialist advice and support to ensure that the needs of all our children are fully understood and met. **These agencies include:**

Agency	Description of support
The Educational Psychology Service	<ul style="list-style-type: none"> • termly caseload review meetings with the SENCO • pupil observations and 1:1 assessment (including literacy, numeracy, cognitive, emotional and social skills assessments) • consultations and review meetings with the SENCo, class teachers, support staff and parents • reports and recommendations following assessments with reviews to discuss impact and next steps • EHC assessments and reviews • guidance and advise for staff including bespoke training in response to school needs • staff training
The Speech and Language Therapy Service	<ul style="list-style-type: none"> • termly caseload review meetings with the SENCO • 1:1 initial assessments and reviews • writes and reviews individual speech and language care plans which set specific targets and skills identifying key strategies and activities for pupils to enable them to achieve their targets • EHC assessments and reviews • consultations with staff including providing advice and guidance on the delivery of care plans

Community Paediatricians	<ul style="list-style-type: none"> • staff training <p>Referrals are made directly to the Community Paediatrician, to request an assessment a child's developmental progress and to identify any areas of difficulties. They may make subsequent onward referrals to other professionals and recommendations as appropriate.</p>
The Greenwich SEND Team	<p>The team offers advice and support with regard to SEND and statutory procedures including EHC Plans and with accessing additional support for children. In addition to this they provide training opportunities for staff.</p>
The Children's Occupational Therapy Service	<ul style="list-style-type: none"> • liaises with the school SENCO • 1:1 assessment to identify specific needs • reports with recommendations of how best to support the individual child within the school and home setting • In school observations and advisory visits • parent and staff consultations and reviews • staff training
The Children's Physiotherapy Service	<ul style="list-style-type: none"> • liaises with the school SENCO • 1:1 assessment to identify specific needs • reports with recommendations of how best to support the individual child within the school and home setting • In school observations and advisory visits • parent and staff consultations and reviews • staff training
Family GPs and Local Health Professionals including the school's allocated Nurse	<ul style="list-style-type: none"> • support with the writing of individual health care plans as appropriate • write and review additional health care plans e.g. asthma plans • may make onward referrals to other specialist agencies e.g. SLT, CAMHS, OT, Community Paediatrician liaising with the school SENCO
Greenwich Early Years Inclusion Team	<ul style="list-style-type: none"> • offers support in identifying needs early and planning for additional needs at the Early Years Foundation Stage. It works with Early Year's professionals to remove barriers to inclusion and help make sure all children are fully included in the day-to-day activities at their setting.

CAMHS (Child and Adolescent Mental Health Service)	CAMHS offers diagnostic assessments and therapeutic interventions as appropriate. Referrals are made by the SENCO and/or specialist agencies such the EP.
Greenwich Early Help	The school works with the Greenwich Early Help team who offer guidance and support relating to individual children as well as family cases. This may include the completion of an early help referral and subsequent TAC (team around the child) and/or TAF (team around the family) meetings. This referral may then lead to the involvement of Social Care.
MASH (Multi Agency Hub Help)	This is the agency relating to any safeguarding issues. Initial referrals are made to this hub who then assess each individual case and then directs the school and family to the appropriate agency.

Transition: How will the school help my child to move to a new class/year group or to a different school?

Children with SEND can become particularly anxious about 'moving on' so we seek to support successful transition by:

When moving to another school:

- We will contact the new schools SENCO/Inclusion Lead and share information about special arrangements and support that have been made to help your child achieve their learning goals whilst they attended Bishop John Robinson.
- We will ensure that all records are passed on to the new school as soon as possible.
- As part of the preparations for the transition to Year 7, the SENCO attends a transition meeting which is held annually. It provides the opportunity to meet, share and discuss your child's needs with their receiving school. A 'pen portrait' is given to the child's new school as well as their individual SEND files which details the pupils SEND history.
- The SENCO will liaise with the receiving school via phone calls, e-mails and meetings.
- Many secondary schools offer additional days for children with SEND in the summer term and/or may visit our school to gain a better understanding of your child's needs and put in place any provision necessary prior to their start date. We actively encourage this practise.
- In some cases additional multi- agency meetings i.e. TAC: team around the child OR a TAF: team around the family, may be arranged to devise a more detailed 'transition' plan.
- For those children with an EHCP, their transition programme is carefully managed in consultation with the schools' Educational Psychologist and any other engaged outside agencies as appropriate.
- Social stories may also be used to help your child with understanding transition. The stories are used at both home and at school.

When moving classes in school:

- An information sharing meeting will take place with the new teacher.
- Opportunities to visit the new class and meet the new teacher and support staff are arranged.

- The use of individual transition social stories may be created and sent home with parent/carers to read during the summer holiday period as part of the transition preparation.

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

- [Greenwich's Local Offer of Special Needs](#)

Supporting Pupils at School with Medical Conditions

Bishop John Robinson CofE Primary School recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015). Where children have medical conditions we work closely with the agencies involved. We ensure that all staff in school are aware of these children, their photos and needs are kept in a central place so that anybody working at the school is aware. All medicines such as Epi-pens are kept in a safe place; staff regularly receive training on the administration of Epi-pens. Asthma pumps are kept in a central place in the classroom along with care plans. All medication is regularly checked for date, this is the responsibility of the class teacher and TA.

Governors

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2015.

The Governor with particular responsibility for SEND is Reverend Patrick Eggleston meets with the SENCO at least termly to discuss actions taken by the school.

Safeguarding

Adults responsible for safeguarding at Bishop John Robinson CofE Primary school are:

Sarah Biney (Designated Safeguarding Lead)

Mr Michael Elegbede (Deputy Safeguarding Lead)

Miss Sara Pazola (Deputy Safeguarding Le

Review Framework

The policy will be reviewed annually (or sooner in the event of revised legislation or guidance)

Update and Review

This policy was updated in January 2026. Review in January 2027

