



Bishop John Robinson
Church of England Primary School

Special Educational and Additional Needs, including Disabilities Information Report
September 2020

Question	School Response	Examples of good practice in our setting
<p>What are the kinds of special educational needs for which provision is made at the school?</p>	<p>Children’s SEN (according to the SEN Code of Practice 2014) are thought of in the following four broad areas of need and support and are provided for in our school:</p> <ol style="list-style-type: none"> 1. Communication and interaction 2. Cognition and learning 3. Social, emotional and mental health 4. Sensory and/or physical needs <p>As of September 2020, we have 64 children receiving some form of SEN Support.</p>	
<p>How accessible is the school environment?</p>	<p>There is wheelchair access and disabled toilet facilities throughout the school.</p> <p>There are ramps situated at the main entrance to the school.</p> <p>There are double doors strategically placed around the building to allow wheelchair access.</p> <p>As a school we are happy to discuss individual access requirements.</p>	
<p>How are children identified as having special educational needs?</p>	<div data-bbox="571 917 963 1141" data-label="Diagram"> <pre> graph TD Assess((Assess)) --> Plan((Plan)) Plan --> Do((Do)) Do --> Review((Review)) Review --> Assess </pre> </div> <p>Underpinning ALL our provision in school is the graduated approach cycle of: Assess, Plan, Do and Review. This early intervention process is on-going throughout the school year and formally at Pupil Progress meetings.</p>	<p>Children are identified as having SEN in a variety of ways e.g.</p> <ul style="list-style-type: none"> • Concerns raised by parents • Concerns raised by teachers • Concerns raised by the child • Changes in the child’s behaviour or self-esteem is affecting progress • A child finds learning difficult • Child performing well below age related expectations • Information received from outside agencies and pre-schools. <p>All teachers are responsible for every child in their care, including those with special educational needs.</p>
<p>How are parents and carers supported if they think that their child has SEN?</p>	<p>We have an “open door” policy. Parents have a good relationship with staff and they are always encouraged to speak to their child’s class teacher if there are any concerns.</p> <p>The Headteacher, Mr Harris, is at the gate each morning, meeting and greeting parents and he will direct parents to the school office</p>	<p>The process:</p> <ul style="list-style-type: none"> • Speak to the class teacher • Make an appointment to meet the SENCO. Your child’s needs will be discussed and recorded. • SENCO will work with the class teacher to identify an area of need and set individual targets.

	<p>where the office staff will arrange a meeting with the appropriate member of staff.</p> <p>At Bishop John Robinson, we invite parents to speak to the class teacher in the first instance and if there are further concerns parents and carers are referred to the Inclusion Lead, Miss Biney.</p>	<ul style="list-style-type: none"> • Additional support will be given to your child if necessary. • Review of targets and the progress that has been made • If targets have not been met, the targets are broken down into smaller steps. • If there are concerns about progress, the SENCO will make an appointment with parents to discuss the involvement of outside agencies. • Outside agency involvement – new targets set • If there are still concerns about progress, a meeting will be set up to discuss an assessment for an Education, Health Care Plan.
<p>How are parents/carers kept informed about the support the school have put in place?</p>	<p>‘Quality First’ inclusive practice is clearly defined in our school and we expect all staff to deliver this. Should additional support be required, this is undertaken after consultation with the relevant staff, the child and their family. All interventions are monitored for impact and outcomes are defined at the start of any intervention. Parents are encouraged to contribute to the formulation and review of the SE/AN Support Plan.</p>	<p>Through discussion with parents and the child, a personal Special Education and / or Additional Needs (SE/AN) Support Plan will be put in place outlining the support, staffing and interventions to be carried out. Children may be supported in small groups or as individuals where and when appropriate. We use provision mapping with interventions planned for children by the class teacher in liaison with the Inclusion Lead. The impact of the interventions and the child’s progress is monitored by the school and discussed with the parents. It may then be modified as best suits the child’s needs. We have teaching assistants assigned in a variety of ways which best support all children with SEN. Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.</p>
<p>How is the curriculum differentiated and matched to children’s needs?</p>	<p>Differentiation is embedded in our curriculum and practice. We have a tailored personalised creative curriculum. Meetings help us to monitor this and reflect on the next best steps. All our teachers are clear on the expectations of Quality First Teaching and this is monitored regularly by the leadership team.</p>	<ul style="list-style-type: none"> • A variety of teaching strategies are used to suit the needs of different learners through visual, auditory and kinaesthetic strategies. • A cross curricular approach is taken to planning. An emphasis is placed on outdoor learning and creativity. We encourage children to become independent learners. Children take part in whole class, individual, grouped and paired learning with a focus on inclusion. • Lessons are differentiated and at times may be personalised for individual children. • Differentiation may be by task (setting different tasks for children of different abilities) by the amount of adult or peer support or by outcome (using open ended tasks and allowing pupil response at different levels).
<p>How is progress measured?</p>	<p>As a school we measure children’s progress in learning against National expectations and age related expectations. We have rigorous monitoring in place to track the progress all our pupils make in all areas of the curriculum. Our staff are vigilant at supporting and raising any concerns. We use data and other forms</p>	<p>We track children’s progress every term from Nursery through to Year 6 to ensure that we can carefully monitor progress and attainment. Children who are not making expected progress are identified and a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression.</p> <p>Our process is as follows:</p>

	of assessment to identify additional needs and celebrate achievement.	<ul style="list-style-type: none"> • Quality first teaching • Reasonable Adjustments • Identifying SEN support • Giving SEN support • Involving parents and pupils in planning and reviewing progress • Using the graduated approach • SEN Support with external agency input • Access Arrangements <p>Parents are involved in every step of the process.</p>
How are parents/carers kept informed about their child's progress?	We regularly share progress feedback with all our pupils and their families. In addition, we have a number of opportunities where parents/carers can meet with staff to discuss their child's progress.	<p>We have:</p> <ul style="list-style-type: none"> • An "open door" policy • Formal parent consultation meetings every term • Progress review meetings • Written reports in July • Newsletters, emails to parents and information on our website, as well as informal chats and meetings. • Reading record books, homework books, Google Classroom and Class Dojo provide regular feedback to parents.
How are parents/carers helped to support their child's learning?	Using a 'home information sheet', we regularly share what can be done by families at home to support the learning at school. This is reinforced by updates on the curriculum shared through our newsletter and website. We host curriculum and learning events to help families understand the learning we expect and how to best support their child's need. Should more regular contact be required, our staff will make suitable arrangements to ensure this is put in place. We believe in supporting the development of parenting skills and deliver workshops in collaboration with other agencies.	<p>Parent workshops in core subjects to inform parents about how to support their child.</p> <p>A home information sheet is produced at the start of each half-term which outlines the intended learning week by week and provides ideas how parents can support children at home.</p> <p>Support for parents to support homework is also available via Google Classroom and Class Dojo.</p>
How are wellbeing, personal and medical needs supported in school?	All our staff are regularly trained to provide a high standard of pastoral support. Relevant staff are trained to support medical needs and in some cases all staff receive training. We have a medical policy in place. Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions, is fully understood and in place by all staff. We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence.	<p>We pride ourselves in having a caring and supportive staff and receive excellent support from our school Governing Body.</p> <p>As a Church school we nurture children's emotional and spiritual well-being in a caring environment which teaches them Christian values. We have PSHE lessons, circle times, and prayer boxes in classes. The School Council and House Representatives also have a high priority. We take part in interschool competitions. There are opportunities for children to attend before and after school clubs.</p> <p>We have an administration of medicine policy.</p> <p>All staff are trained in behaviour difficulties and are fully informed about children who may need extra support.</p>
How do children contribute to the everyday life of the school? How are their views gathered?	Pupil voice is central to our ethos and is encouraged in a variety of ways and regularly. Children with SEN are frequently given the opportunity to discuss their individual progress with their class teachers and are integral to the target setting process.	Pupil views are actively sought and children are regularly consulted to ascertain their views of themselves as learners.

	Children are represented by their peers on the school council and their House Representatives.	
What expertise and specialist services are available through the school?	<p>The school accesses specialist support through the Early Intervention Team. The SEN Assessment and Review Service, the SEND Outreach Support Services, the SEND Partnership Support Service and our Educational Psychologist are accessed for advice and support.</p> <p>We access medical and any other professionals as appropriate. We work closely with outside agencies and medical professionals. E.g. CAMHS, Speech and Language Therapy (SALT), SALT (Speech & Language Specialist Therapists), Occupational Therapy (OT), Community Paediatrics and Support Team for Education in Primary and Secondary School (STEPS).</p>	<p>We have a number of established relationships with a variety of professionals and these are recorded on our provision map. We liaise closely with medical specialists and professionals in Social Care.</p> <p>All external partners we work with are vetted in terms of safeguarding and when buying in additional services we monitor the impact of any intervention against cost, to ensure a value for money service.</p>
What training do staff receive?	<p>We are committed to developing the ongoing expertise of our staff. We regularly invest time and money in training our staff to enhance their skills & knowledge in the delivery of Quality First Teaching and interventions. All members of staff are updated on matters concerning children with special educational needs and disabilities, when relevant. Individual members of staff at Bishop John Robinson have or are working towards the following formal accreditation:</p> <ul style="list-style-type: none"> • National SENCO award • SEN Diploma. Staff also have certification and/or training in many areas, including: • Dyslexia (We are working towards the Dyslexia and Autism Friendly accreditation). • Autism Spectrum • Phonics • Speech and Language, including Word Up! • Behaviour Support • Attachment • Bereavement • Counselling • Anger Management • Child Protection and Safeguarding • Prevent 	<p>To ensure best practice we offer training to staff to support their roles, staff have also had training in catheterisation, administering Buccal, STEPS. Bucket, Sensory Circuit, Colourful Semantics, ELSA and Lego Therapy</p>
How are school trips and activities outside the classroom organised? How does the school ensure that pupils with SEND are included?	<p>Our Inclusion Policy promotes involvement of all our pupils in all aspects of the curriculum including activities outside the classroom. Risk assessments are carried out and procedures are put in place to enable all children to participate. If a child has a supporting TA, he/she will accompany them on the trip. If there is no TA, and it is deemed that an intensive level of support is required, a parent or carer may be asked to accompany their child during the activity.</p>	<p>As an inclusive school with the aim for ALL children to thrive, we always ensure that trips planned are accessible to all children, whether it be physical accessibility or accessing the learning on the trip.</p> <p>Trips are planned a term in advance and sites being visited are contacted to ensure that all the needs of the children in the group can be met – wheelchair access, changing rooms and learning activities are differentiated etc. Transport</p>

	Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met; where applicable parents/carers are consulted and involved in planning.	to the sites are also assessed and alternative transport may be organised if required.
How are children supported when changing schools or transferring to other education, employment or training?	We have a robust induction programme in place for welcoming new pupils to our school. Our Provision Management systems (Personal Profiles) record what aspects of our environment help children learn and this information is passed on in transition. We have very good relationships with the settings our children move onto.	Meetings are held with pre-school settings, parents, the Local Authority SEN team and with other local schools. Information is passed on and meetings are held to ensure that children transition to secondary school smoothly.
How are resources matched to children's needs?	We operate a whole school approach to provide for pupils with SEN; high "quality first" teaching and additional interventions are defined through dialogue across the school contributing to our provision management approach. This approach enables us to regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our pupils.	Resources are planned for, dependent on the delegated budget, and as part of the School Improvement and relevant Development Plans. Additional staff support is planned where necessary.
How does the school decide how much support is provided?	The class teacher, alongside the SENCO will discuss the child's needs and what support would be appropriate. Different children will require different levels of support in order to bridge the gap to achieve age expected levels. This will be through on-going discussions with parents.	Having consulted with children and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach and is recorded on Individual Support Plans.
How are parents and carers involved in discussions and planning?	<p>Parent questionnaires.</p> <ul style="list-style-type: none"> • For children with SEN, parents are encouraged to contribute to the review of the Support Plans • Where a child has a Statement of SEN or an EHCP parents contribute to Annual Reviews. • Parents are provided opportunities to share any concerns with relevant outside professionals 	<p>We are committed to working with parents and carers to identify their child's needs and support. Parents and carers are involved throughout the process in a number of ways:</p> <p>All parents and carers are invited to attend Parents' Evenings every term where they can discuss the progress their child has made and talk about the next steps in their learning journey</p> <p>We have an "Open Door" policy and we invite parents and carers to speak to us at any time. Teaching staff are available after school for a quick informal chat if need be. If parents need to discuss a concern or issue, they can make an appointment to speak to the class teacher or the Inclusion Lead more formally.</p> <p>For parents of children who have a SE/AN Support Plan or a EHC Plan, formal meetings are held at least once every term (a minimum of 3 times during each academic year). Meetings may take place more often if the outcomes have been achieved or if their child's needs have changed significantly since the previous meeting. All professionals who support these children are also invited to attend these review meetings.</p>

<p>How can parents and carers get involved in the school more generally?</p>	<ul style="list-style-type: none"> • Parent workshops • Parents as Partners • Attend class assemblies • Attendance at other school events e.g. sports day, productions etc. 	<p>We work hard to keep our parents involved in what happens in school. This is also done informally by Making sure parents feel listened to – open door policy. Give feedback daily on behaviour – praise, achievements and disruption Help parents to support homework – Contact via Google Classroom and Class Dojo. Setting up class blogs.</p>
<p>Who can parents/carers contact for further information?</p>	<p>First point of contact will always be the child’s class teacher to share your concerns. Parents/carers can also arrange to meet Miss Biney, the Inclusion Lead, by making an appointment via the school office. Please see below for details of the Greenwich “Local Offer”.</p>	<p>We liaise well with the Local Authority and we do well to support and direct parents/carers to the appropriate departments if the need arises.</p>
<p>How are parents and carers supported to decide whether Bishop John Robinson is the right school for their child?</p>	<p>We encourage parents to come and talk to us about any concerns they may have about their child or the provision being made for them. Please contact Mr Harris, Headteacher or Miss Biney, Inclusion Lead. Parents who are still concerned following that discussion should follow the school complaints procedure as set out on the school website. At the time of writing, no complaints have been received concerning SEN.</p>	<p>We have a clear Admissions Policy, which guides parents/carers. We have a detailed school prospectus We encourage school visits. We host coffee mornings</p> <p>Meetings with the Headteacher and Inclusion Lead in conjunction with the above support parents in their decision to place their children in our care. These meetings allow parents to discuss the specific needs of their children, if any, and then we, as a school, inform them of how we can cater to their needs.</p>
<p>How does the school evaluate the effectiveness of its provision for pupils with SEN/D?</p>	<p>Our Governors play an active role in monitoring the quality of our special educational needs provision, as does the Headteacher, Senior Leadership Team, including the Inclusion Lead. All interventions that are put in place are research informed, evidence based and measured to monitor impact and attendance against expected rate of progress. Where we feel something isn’t working, we are quick to respond and find alternatives through dialogue with the child and their family. All our additional support programmes are overseen by the Inclusion Lead and all our teachers have experience of inclusion and special educational needs.</p>	<p>The progress of children is regularly evaluated and interventions to support their learning put in place. Resources to support their learning are used and the budget is carefully planned to meet their needs. The school has a robust school self-evaluation schedule consisting of lesson observations and learning walks which includes an evaluation of the effectiveness of SEN provision. Continuity of care is ensured through good communication and supervision at all times, including during breaks and lunchtimes and at school clubs.</p>
<p>How does the governing body involve other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with SEN and in supporting the families of such pupils?</p>	<p>The governing body work as a team to oversee the school and ensure that our school provides a good quality education for all our children.</p>	<p>Working with the Headteacher and other members of staff, the Governors act as a link between the school and the community.</p>