



SEND Information Report

All Bromley Schools are committed to and adopt a similar approach to meeting the needs of all pupils including those with special educational needs. There is a shared 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.

Unicorn School is an inclusive school and may offer the following range of provision to support children with SEND. (See details in the tables below).

The range of support deployed will be tailored to individual need following thorough assessment by internal or external agencies. It is designed to promote pupils working towards becoming independent and resilient learners and should not be seen in isolation.

Information and Guidance:

This guidance is to be shared with all stakeholders who are able to discuss any additional statements or ask relevant questions at any time.

Who should I contact to discuss the concerns or needs of my child?

[Please see tables below](#)

<p>Class teacher / form tutor / subject teacher</p>	<p>He / she is responsible for:</p> <p>Providing your child with Quality First Teaching by planning, delivering and evaluating high quality lessons.</p> <p>Adapting and refining the curriculum to respond to strengths and needs of all pupils. Checking on the progress of your child and identifying, planning and delivery of any additional support.</p> <p>Contributing to devising personalised learning plans (PSA) to prioritise and focus on the next steps required for your child to improve learning.</p> <p>Applying the school's SEN policy.</p> <p>If you have concerns about your child you should speak to your child's class teacher first. You may then be directed to the Inclusion Lead.</p>
<p>Inclusion Lead</p> <p>Miss Clare Bevan</p> <p>Email: via the school office</p> <p>Unicorn@mslt.org.uk</p>	<p>The Inclusion Lead is responsible for</p> <ul style="list-style-type: none"> • Coordinating provision for children with SEND and developing the school's SEND policy. This might include Specific learning Difficulties (SPLD) • Moderate learning Difficulties (MLD) • Speech, Language and Communication (SLC) • Social Emotional Mental Health (SEMH) • Visual Impairment (VI) • Hearing Impairment (HI) • Physical Difficulties (PD) <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 doing • Consulted about planning successful movement (transition) to a new class or school
<p>Head teacher</p> <p>Miss Vicky Elvines</p>	

<p>SEND Governor:</p> <p>Mr Wasim Butt</p> <p>Email: via the school office Unicorn@mslt.org.uk</p>	<ul style="list-style-type: none"> • Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties • Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs. <p>The Head Teacher is responsible for:</p> <ul style="list-style-type: none"> • The day to day management of all aspects of the school, including the provision made for pupils with SEND <p>The SEND Governor is responsible for:</p> <ul style="list-style-type: none"> • Supporting school to evaluate and develop quality and impact of provision for pupils with SEND across the school.
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Assessment, Planning and 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 progress or who have behaviour needs which are affecting their ability to engage in learning activities.

After discussions with key staff and parents additional support may be put into place to provide enhanced resources and targeted small group and / or individual support to help overcome any difficulties. The views of the pupil or young person about their support will be given consideration at this stage.

This additional support may be documented in an individual targeted support plan for your child. In consultation with the Inclusion Lead and parents, short term targets are agreed which prioritise key areas of learning or behaviour to address and by which progress can be measured.

Where external agencies are involved, their advice and recommendations are included in these support programmes. Actions agreed take into account each pupil's strengths as well as their difficulties.

In some cases, teaching assistant support may be allocated for timetabled sessions. This support is deployed to ensure your child can engage in lessons and in wider school activities and to facilitate independent learning to support transition to adulthood.

You will be invited to a review alongside relevant external agencies and, when appropriate, your child. The impact of support offered is considered along with the progress towards targets set.

Support arrangements will be updated and revised accordingly. If not involved already, this might include referral to external agencies. The outcomes of these meetings will be formally recorded.

If your child is continuing to have significant difficulties, further external expertise may be requested. Additional funding is available for children who meet the criteria. This can be accessed using the Local Authority process and the guidance in the Banded Funding Criteria. Where this is agreed, a Pupil Resource Agreement will be drawn up and implemented with the school's Educational Psychologist and other professionals where appropriate. Further details about this process will be explained in the LA Local Offer.

Tests and Examinations: Access Arrangements

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 or word processor. The Inclusion Lead 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?

Teachers are well skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account individual pupils' needs and requirements. Adaptation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning.

Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all.

Additional adults are used flexibly to help groups and individual pupils with a long-term goal of developing independent learning skills for all. Monitoring takes place to avoid pupils becoming over reliant and dependent on this adult support.

Support for SEND at Unicorn Primary School

Access to learning and the curriculum

Access to learning support staff when appropriate

- Targeted short term intervention groups
- Short, sharp Intensive programmes for key skills

Strategies/programmes to support speech and language where recommended by clinical decision

- Screening of all reception age children or those new to the school in KS1, from Love to Communicate

- Speech and Language Therapist advice disseminated to & followed by teaching staff

- Speech therapy individual or group work delivered by support staff following speech therapist advice
- Vocabulary books for pre-learning of concept and topic words
- Use of Clicker 7 ICT programme
- Coloured paper and exercise books for those children who may have Visual Stress.
Touch typing using BBC Bitesize Dance Mat typing

Strategies to support/develop literacy including reading

- Focused reading programmes in Y1 and Y2 for those working below age related expectations.
- Phonics catch-up programme – small group intervention
- Additional support to edit and improve writing
- Small group support with TA trained in Dyslexic strategies in KS2

Strategies to support/develop numeracy

- Small group intervention programmes
- Use of Numicon (a type of maths equipment)
- Spotighting sessions with class teacher and/or Teaching Assistants
- Precision Teaching scheme for TA's
- 1:1 programmes such as Power of 2
- PIXL therapies

Strategies/support to develop independent learning

- Mentoring by peers, support staff or teaching staff
- Alternative recording methods eg Clicker 7 , use of i-pads, lap tops
- Visual timetables for class & individuals
- Chatterbox (Social Skills)
Use of zones of regulation to develop resilience to challenge.

Pastoral Support

Strategies to support the development of pupils' social skills and enhance self-esteem

- Small group programmes eg Chatterbox and groups led by Love to Communicate
- Play therapist
 - Mentoring-Bromley Wellbeing 1:1 sessions.
 - Workshops delivered by Bromley y to develop friendships and confidence.

Mentoring activities

- Nurture chats by Pastoral staff and soft start to the day when needed.
- Playground pals
- Buddy systems

Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)

- Transition support, visits and events
- Reduced or modified time-table
- Photo-stories, especially for transition
- Regular contact & liaison with parents

Strategies to support modify behaviour

- School sanctions and reward system as set out in School Behaviour and relationships policy
- Individual behaviour plans
- Behaviour Support Service if the child is at risk of exclusion.
- Mentoring

Staff trained in positive handling (X5)

Support/supervision at unstructured times of the day

Break-time SEN staff on duty

Trained staff supervising during break periods

Planning, assessment, evaluation and next steps

- Regular reviews with Parents
- Pupil progress reviews termly
- Support plans for pupils who have needs but don't have specific targets from other agencies
- Lessons and homework differentiated to take account of individual needs

Personal and medical care

- Identified medical administrative staff available for pupils through-out the day
- Care plans for pupils with medical need
- System for administration of medication
- Support staff to assist pupils with personal care as specified by clinical plans
- Modified toilet facilities for individual needs
- Hygiene room with hoist and changing table.

Increasing accessibility - getting about

Access to strategies/programmes to support occupational /physiotherapy needs

- Advice of professionals disseminated and followed
- Use of any recommended equipment eg move and sit cushions, weighted blankets
- Funky fingers;
- Sensory circuits

Access to modified equipment and IT (including sound-field systems, enlarged text; magnifiers coloured paper and overlays)

- Specialist equipment as required on an individual basis to access the curriculum
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- Software to support learning eg Clicker 7
- Lap-tops; Alpha-smarts and i-pads as appropriate to age and need of child,
- Eye Gaze.

Partnerships with the following professionals

Liaison/Communication with Professionals/Parents/Carers, attendance at meetings and preparation of reports

- Regular meetings as required
- Inclusion Lead available at all Parent Evenings
- Referrals to outside agencies as required
- Speech and Language Therapist for specific individual pupils
- Sensory support; Educational Psychologist; School Nurse; Social Communication Team (Social Eyes) all attend school at regular intervals to see specific pupils

Access to Medical Interventions

- Use of individualised Care Plans
- Referral to Paediatrician
- Referrals to CAMHS
- Referral via pastoral team to Bromley Y and associated agencies
- Access to whole staff training if required via School Nurse

For children with complex SEND, the frequency of such provision may result in the school applying for additional funding to support a child, known as Exceptional Needs Funding.

Agency	Description of Support
<p>Inclusion Support Service</p> <ul style="list-style-type: none"> • Educational Psychology Service <p>Our attached Educational Psychologist is: Dr Ye Kuang</p> <p>Social Communication Support: Paul Cabb (Social Eyes)</p> <ul style="list-style-type: none"> • SEN Team/ISAT team • Sensory Support (Social Eyes) • BTA-Outreach Service 	<p>Referrals can be made as required to access support and advice and for diagnosis of certain SEN needs such as dyslexia and Autism Spectrum Disorder (ASD)</p>
Speech and Language Therapy	<p>School may refer as required and implement recommendations following specialist assessment</p>
School Nurse	
Occupational / physiotherapy	
Paediatric Services	
CAMHS (Child and Adolescent Mental Health Service)	
MENCAP-including ASD support	

IASS	IASS-Independent Advice Support Service We offer impartial, confidential information advice and support for parents/carers of children with SEN. We offer independent, impartial, confidential advice for all parents/carers with the move from pre-school to primary school and from primary to secondary school. leaflet
Educational Professional responsible for children who are looked after web address	This oversees and monitors provision for children who are in the care of the Local Authority Telephone: 020 8313 4016 Fax: 020 8313 4810 Address: Civic Centre, Stockwell Close, Bromley, BR1 3UH
Voluntary agencies <input type="checkbox"/> Bromley Parent Voice	Excellent voluntary services: Telephone: 0208 315 4749 Mon/Tues and 0208 776 3170 Wed-Fri

Transition

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

Children and young people 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 School SENCDco and share information about special arrangements and support that has been made to help your child achieve their learning goals

We will ensure that all records are passed on as soon as possible

When moving classes / forms in school:

An information sharing meeting will take place with the new teacher

Opportunities to visit the new class / teacher.

Photo's and information booklet where possible.

In year 6-7 transition

The Inclusion Lead and/or class teacher will attend the primary/Secondary Transition Day meeting to discuss specific need of your child and the nature and level of support which has had the most impact.

On some cases additional multi-agency meetings may be arranged to create a more detailed “transition” plan which may include more visits to the new school and/or additional visits from the new school.

Who do I talk to if I am unhappy with my child's support or progress?

1. Class teacher
2. Inclusion manager
3. Deputy head
4. Head
5. Local Governing Body

Should you wish to make a complaint about the support provided to your child by the school, please refer to Unicorn Primary School's Complaints Policy.

Staffing Expertise

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

An ongoing programme of training is in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of children with SEND.

Our Inclusion Lead actively engages with local opportunities to share best practice and keep abreast of current local and national initiatives and policy to support pupils with SEND.

The school also seeks advice and guidance from local special schools to review, evaluate and develop provision for pupils who have the most complex needs.

FURTHER INFORMATION about support and services for pupils and their families can be found in:

The Local Authority Local Offer :

<http://bromley.mylifeportal.co.uk/lbb-local-offer.aspx>

Bromley Parent Partnership

The DfE Code of Practice