

Bromley Pensnett Primary School SEND Information Report

September 2023



Welcome to Bromley Pensnett Primary School



Hello, my name is Mrs Nicola Tolen and I am delighted to be the Special Educational Needs and Disabilities Co-Ordinator (SENDCo) at Bromley Pensnett Primary School.

I work with children, teachers, parents/carers and agencies to ensure that the needs of our pupils are met and that every child is able to achieve the very best they can. If you have a concern about your child, I would welcome you to come and speak to me or your child's class teacher.

Mrs Nicola Tolen - SENDCo

Tel: 01384 210290

Email: enquiry@bromley.drbignitemat.org

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Special Educational Needs (SEN)



At Bromley Pensnett, we are a highly inclusive school and provide support for children with a wide range of additional needs, these include:

- Autism
- Dyslexia
- Dyscalculia
- Dyspraxia
- Visual Stress
- Hearing Impairment
- Visual Impairment
- ADHD
- Moderate Learning Difficulties
- Speech, Communication and Language Difficulties
- Social, emotional and mental health difficulties
- A range of medical needs

These needs will be categorised under the SEND Code of Practice 2015 areas of need:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health Difficulties
- Sensory and Physical Disabilities

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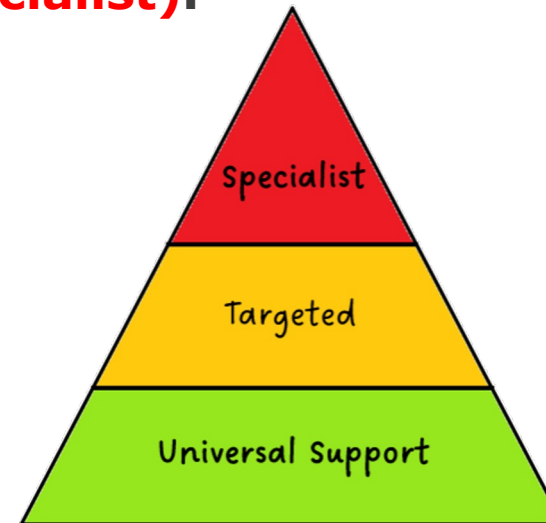
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Special Educational Needs (SEN)

At Bromley Pensnett, we are committed to the early identification and assessment of pupils with special educational needs to facilitate learning for all.

A four-part cycle, known as the graduated response is used to support with the identification of pupils with SEND. This starts at whole-school level with teachers monitoring the progress of the all pupils in their class. We refer to the different stages as **Wave 1 (Universal)**, **Wave 2 (Targeted)** and **Wave 3 (Specialist)**.



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Special Educational Needs (SEN)






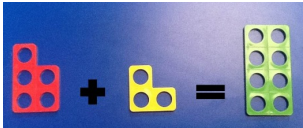


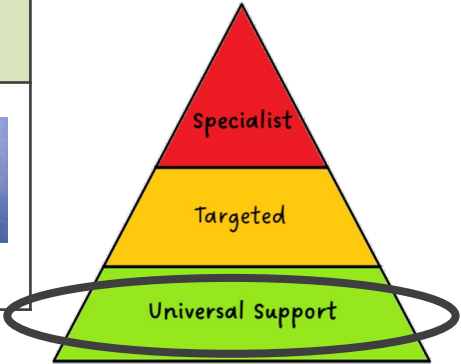
Wave 1 - Universal

Teachers plan to meet the needs of all pupils through effective assessment and knowing the strengths and barriers to learning of their pupils. All staff have high expectations of all pupils and are committed to offering a broad and balanced curriculum. Adjustments are made through adaptive high-quality teaching so that all children can access learning.

All teachers are able to make creative adaptations to classroom practice, enabling children with special needs to learn inclusively and meaningfully, alongside their peers. All children have access to a high standard of quality first teaching through whole class teaching.

Some examples of the quality first teaching strategies used include:

Visual Supports	Scaffolding	Adapted pencils	Coloured overlays	Word banks	Manipulatives
					



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Special Educational Needs (SEN)

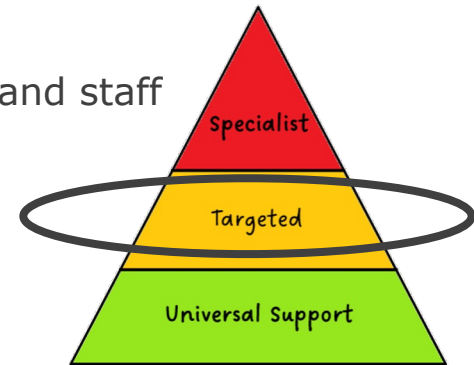
Wave 2 - Targeted

At Bromley Pensnett, we recognise that some children require more support than the Universal level of support in order to make progress. This can include implementing small group interventions to support pupils in overcoming barriers to learning that they may be experiencing. This type of intervention is 'over and above' that provided through differentiated classroom teaching and is specific work targeted at meeting identified needs. This intervention is specific and time-limited.

Some examples of these types of interventions include:

- Pre-teaching
- Little Wandle Phonics
- Speech and Language Interventions (e.g., WellComm)
- Precision Teaching

These plans are reviewed as part of our parental consultation meetings, where we gain parent, pupil and staff views, as well as reviewing what is working well and what may need to change.



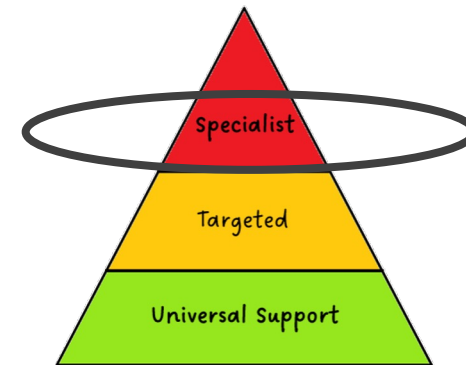
Special Educational Needs (SEN)

Wave 3 - Specialist

Some of our children's needs are so individualised that they require the skills of a specialist external professional to be involved. The external agencies we work with can support the school in identifying specific strategies and provision to put in place within the classroom and school, as well as directly provide interventions when necessary. Some children may require highly personalised provision, which is monitored by the school and external agency. At Bromley Pensnett, we are committed to providing the right support to our pupils alongside encouraging independence and building a pupil's self-esteem and confidence in their learning.

Examples of the external agencies we work with include:

- Autism Outreach Service (AOS)
- Child Adolescent Mental Health Service (CAMHS)
- Dudley's Learning Support Service (LSS)
- Educational Psychology Service (EPS)
- Hearing Impairment Service (HIS)
- Inclusive Pathways
- Physical Impairment and Medical Inclusion Services (PIMIS)
- Reflexions
- Speech and Language Therapy (SALT)
- Sycamore Behaviour Outreach Support
- Visual Impairment Service (VIS)



Identification of SEN

At Bromley Pensnett, we pride ourselves in early identification and assessment of children who we believe have Special Educational Needs. We know and identify children who require extra support when:

- Concerns are raised by parents/carers
- A pupil voices their concerns and/or asks for help
- Teachers raise a concern to the SENDCo through the SEND Referral Pathway
- Analysis of pupil progress data indication a potential concern about progress or wellbeing
- Information from the previous school or setting
- Information shared by the Local Authority or outside agency

When identifying potential SEND, Mrs Tolen will work alongside staff parents/carers and the pupil to understand the barriers and identify strategies for support. This will lead into a graduated response as part of an Assess, Plan, Do, Review (APDR) cycle.



The Graduated Response

Once a child has been identified as requiring more support the next steps are:

- Parents are contacted to arrange a meeting with the class teacher and/or SENDCo to discuss the concerns raised.
- The SENDCo provides advice, guidance and strategies to support the pupil around their primary area of need (see Slide 3). This may be through an observation of the pupil.
- These will be monitored and evaluated through the graduated response: Assess, Plan, Do, Review (APDR).
- If necessary, the pupil may join an intervention group with targeted outcomes to meet their specific need. This will be monitored for impact through the APDR cycle.
- If progress continues to be limited, a referral may be made, with consent from parents, to an external agency (see Slide 7).
- An initial assessment would be made by the professional service and strategies or interventions implemented. This may be through an Individual Support Plan (ISP).
- The impact of this will be monitored by everybody including the pupil, parents, class teacher, SENDCo and the external agency through the APDR cycle.
- In some instances, it may be decided that, in consultation with all those working with the pupil, additional funding and support is required through an Education Health and Care Plan (EHCP).

SEN Provision



At Bromley Pensnett, we ensure that there is appropriate provision for all pupils with special educational needs, including those pupils identified as SEN Support and those with an Education Health and Care Plan (EHCP).

Provision is evaluated termly, tracked through a provision map. This document identifies the interventions that each child is receiving, the targeted outcomes and the progress made towards meeting these outcomes.

All children on the SEND register will have their support reviewed three times a year to identify progress towards outcomes and, where appropriate, new targets are created. This will provide an opportunity to discuss the support and strategies being used and make updates and amendments. This will be completed in collaboration with parents/carers and the pupils' views will also be taken into account in terms of their thoughts about learning or how they feel about school.

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Pupil and Parent Voice

We believe that parent/carer-school partnership is key to supporting the needs of our pupils. Parents/carers know their children best and therefore, we ensure we are available to listen and understand when parents' express concerns about their child's development. Throughout our graduated response in identifying and supporting pupils with special educational needs, we work collaboratively with parents/carers to ensure outcomes, next steps and support for our pupils is continually in their best interests.

Assess:

During this information gathering discussions with parents develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns. Where further assessments are required from external professionals, parental consent is obtained.

Review:

A meeting takes place to review the progress made towards the original outcomes. Where a pupil has an Individual Support Plan, we work with our parents/ carers to review the targets set and agree new targets, where required.



Plan:

Together, outcomes and next steps are agreed. Here, we work collaboratively with our parents/carers to identify interventions and support that would benefit a pupil.

Do:

Whilst we implement the agreed plan, we work collaboratively to monitor the impact on the pupil.

For pupils with an Individual Support Plan (ISP), a meeting takes place between school and parents three times a year.

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Mental Health and Wellbeing Support

At Bromley Pensnett, we understand the importance of emotional health and how this can impact our pupils' learning and behaviours.

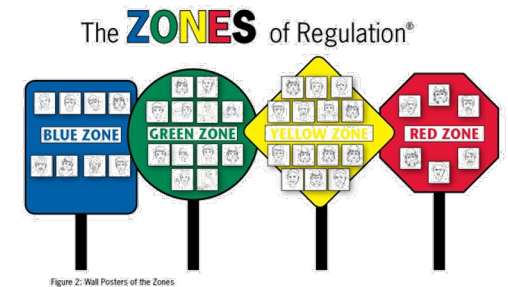
We run social skills groups across the school to support children who find social situations difficult, to build up skills and confidence in dealing with social situations. The school will provide additional assistance to children who need support with understanding and managing their behaviour.

We use the Zones of Regulation as a tool to support children in understanding and managing their emotions.

Where needed, we also work with Sycamore Behaviour Outreach and Inclusive Pathways, who provide support for pupils displaying dysregulated behaviours. Where appropriate, we can provide support with referrals to Dudley's Child Adolescent and Mental Health Services (CAMHS), who provide support for children with social, emotional and mental health differences.

The Inclusion team working closely with the Designated Teacher for Children in Care, if the pupil also has SEND needs, to ensure support is coordinated and meets the needs of the pupil.

At Bromley Pensnett, we have clear policies on bullying, please refer to our Behaviour Policy: [Behaviour Policy](#)



Mental Health and Wellbeing Support

Our Pastoral Team work with pupils and families to support their health, social, emotional and mental wellbeing.



Mr Justin Gray
Headteacher



Mr Ian Parker
Deputy Headteacher



Mrs Nicola Tolen
SENDCo & Designated
Teacher for Children in
Care



Mrs Jo Gresswell
Attendance Officer

Mrs Tolen is the Designated Teacher for Children in Care. If a pupil is in care and has special educational needs, she will work closely with the other members of the Pastoral Team to ensure support is coordinated and meets the needs of the pupil.

At Bromley Pensnett, we have clear policies on bullying. Please refer to:

- Behaviour Policy – [Behaviour Policy](#)
- Anti-Bullying Policy - [Anti-Bullying Policy](#)

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The Orchard – SEN unit



Within our school’s community, we have a specialist unit for children special educational needs. The Orchard provides specialist support for children across the Dudley Borough with primary areas of need being Communication and Interaction and Cognition and Learning.



<p>Who are we?</p> 	<ul style="list-style-type: none"> • A full-time placement for 12 children (Reception to Year Six) with primary areas of need being Communication and Interaction or Cognition and Learning. • We consist of a specialist team made of up educational staff, including one specialist teacher, and two specialist teaching assistants.
<p>What do we do?</p> 	<ul style="list-style-type: none"> • We deliver the National Curriculum, removing speech, language and communication barriers, to enable children to make accelerated progress. • We provide opportunities for children to generalise their speech, language and communication skills and develop their social interactions through integration into mainstream opportunities. • Provide targeted interventions to support and develop each child’s speech, language and communication skills. • We provide a communication friendly environment.
<p>What do I do to refer?</p> 	<ul style="list-style-type: none"> • Places in The Orchard are identified through the Education Health and Care Plan (EHCP) statutory assessment process. • If your child already has an EHCP, places can be identified through a statutory consultation process as a result of an annual/emergency review.

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Training

At Bromley Pensnett, we provide training opportunities to ensure all staff feel confident and knowledgeable in supporting our children's needs. We hold regular in-house training opportunities as well as accessing training delivered by specialists. Over the past few years, we have had training in:

Training
Emotion Coaching and Attachment Awareness
Colourful Semantics in Writing
Team Teach and De-escalation
Positive Behaviour Management
Precision Teaching
Visual Impairments
Autism Awareness
Continuums in Writing
Emotional Based School Avoidance
SEND Code of Practice: The Graduated Response & the Four Areas of Need
Zones of Regulation
Continuums: Assessing Pupils with SEND
WellComm
Safeguarding

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Extra-Curricular Activities



As an inclusive school, we will always ensure that children with additional needs are able to take part in every part of our curriculum offer. This includes school trips, social events and after school clubs.

Our school curriculum includes trips to enrich the experiences children have. Our risk assessments are inclusive of SEND children. One to one adult support is provided, where necessary, and individual risk assessments are generated, if appropriate.

Parents are consulted regarding specific needs, including those children with medical needs, so that all children have a safe and enjoyable experience.

All children participate in their class assemblies and other performances, such as musical productions.

If you have any questions, please contact the SENDCo (see slide 2).

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Accessibility



Bromley Pensnett is a 1 form primary school which has the following adaptations to ensure the school is accessible to all

- Accessible parking bays near to school reception
- Showing and changing facilities
- Corridors accessible to all
- Safe spaces for administering medication (medical rooms)
- Separate accessible toilet

For further information, refer to our [Accessibility Plan](#).

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Transition



A number of strategies are in place to enable effective transition. These include:

- Meetings between members of staff so that key information about individual children can be shared.
- Where appropriate, additional transition plans can be put in place for pupils. This may be through the use of a transition book or a social story, detailing their new classroom teacher with photographs to take home.
- Sharing of relevant paperwork to ensure provision can be continued from one setting to the next.

On entry:

- If your child is starting at Bromley Pensnett, we liaise with the nursery school/current school setting to find out as much information as possible about your child's needs. This will include any targets and paperwork or agencies who might have been involved in supporting your child.
- Parents/carers will have the opportunity to visit the school. For children starting in Reception, this will involve an Early Years Foundation Stage (EYFS) Induction Meeting, where you will be provided with a range of information to enable you to settle your child into their first school routine.
- The SENDCo will meet with all new parents/carers of pupils who are known to have SEND.
- Previous school records will be requested immediately.

Please refer to our [Admissions Policy](#) for further information.

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Transition



Secondary transition:

We have a transition programme in place that provides a number of opportunities for pupils and parents to meet with staff in their new school. These opportunities are further enhanced for pupils with SEND through a person-centered approach. This might include 'moving on' photo books, additional visits and/or pupil passports.

For pupils with an Education Health Care Plan (EHCP), the transition process will begin at the year five annual review, where we will support parents to make decisions regarding secondary school choice. Here, we can involve agencies, as appropriate, to ensure information provided is comprehensive but accessible.

Mrs Tolen will arrange to meet with secondary school SENDCos in the Summer Term (prior to transition) to discuss the needs of pupils with SEND and ensure a smooth transition.

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Information



Special Educational Needs and Disabilities Information and Advice Support Services (SENDIASS):

SENDIASS offer independent advice and support to parents and carers of all children and young people with SEND.



07900 161363 or 07929 777744



dudley.sendiass@dudley.gov.uk



[Dudley SENDIASS | Dudley Council](#)

Dudley SEND Local Offer:

The SEND Local Offer is a single place for information, services, support and resources for children and young people aged 0-25 with special educational needs and/or disabilities, their families, parent and carers.

[SEND Local Offer | Dudley CI](#)

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Complaints

If you have any concerns about your child or the support they are receiving, in the first instance please contact the SENDCo on.



01384 210290

enquiry@bromley.drbignitemat.org

If your issue remains unresolved, please refer to our [Complaints Policy](#).

If your child has or is going through the process to have an Education Health Care Plan (EHCP) you can also contact:

Special Educational Needs and Disabilities Information and Advice Support Services (SENDIASS):

SENDIAS offer independent advice and support to parents and carers of all children and young people with SEND.



07900 161363 or 07929 777744



dudley.sendiass@dudley.gov.uk



[Dudley SENDIASS | Dudley Council](#)

Dudley SEND Team:

Parents can talk to their child's Dudley SEND Team SEN Case Officer directly in office hours:



01384 814360



senteam@dudley.gov.uk



[Special Educational Needs and Disabilities \(SEND\) Assessment Team | Dudley CI](#)

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