

## Meeting the Needs of Pupils with Special Educational Needs and Disabilities (SEND)

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.



### Langley Park School for Boys Meeting the Needs of Pupils with Special Educational Needs and Disabilities

#### SEND INFORMATION REPORT

Langley Park School for Boys (LPSB) is an inclusive school working towards the ethos of Quality First Teaching. LPSB offers the following range of provision to support children with communication and interaction, cognition and learning difficulties, social, mental and emotional health problems, sensory or physical needs.

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, resilient learners and should not be seen in isolation.

The SEN Co-ordinator (SENCO) at LPSB is Mr R Guy. The Learning Support Manager, responsible for the day to day operation of the department is, Mrs M O'Grady. The Additional Educational Needs co-ordinator (AENCO) with responsibility for students with additional educational needs but without an Education Health and Care Plan (EHCP) is Ms J von Waskowski. The Learning Support Department currently consists of a dyslexia specialist teacher, a literacy teacher/exam assessor, SENCO assistant, two administrators (one part time) and 25 teaching assistants with a wide variety of specialisms. The SEND Governor is Mr L Blomstrand. To contact any of the above please ring: 0208 639 4700 or email [office@lpsb.org.uk](mailto:office@lpsb.org.uk) and your enquiry will be forwarded and promptly attended to.

Langley Park School for Boys has a specialist provision for students on the autistic spectrum. This provision is **fully integrated** and all suitable students must have a diagnosis of Autistic Spectrum Disorder and be academically able to access the mainstream curriculum. Places are extremely limited and all applications are dealt with directly by the Local Authority. Admissions are agreed in collaboration with the school at a Placement Selection Panel administered by the Local Authority.

This report was drawn up in co-production with a number of parents and students and discussed during annual review meetings to ensure the information is easily accessible and understood. In doing this, the school has given due consideration to the guidance contained in 6.81 of the Special Educational Needs and Disability Code of Practice 2014.

There are a range of formal meetings throughout the year when parents are invited into school to meet with staff to discuss educational matters; but parents are welcome at any time to contact the school if they have a concern on any matter. Parents are kept in touch with events and activities within school via the weekly newsletter and the Learning Support Department shares information to parents provided by a wide range of organisations on a regular basis.

### **ASSESSMENT, PLANNING AND REVIEW**

- All students will receive official academic progress reports once a term
- Ongoing monitoring takes place by class teachers/form tutors to identify pupils who are not making progress or whose needs are affecting their ability to engage in learning activities.
- After discussions with key staff and parents, it may be decided that additional support 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 own support will be given consideration at this stage.
- This additional support is documented in an individual provision map/ IEP / Pupil Support Agreement. 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.
- A small minority of pupils may require additional funding to meet their needs. A formal assessment process is in place for schools to obtain targeted financial support via a Pupil Resource Agreement (PRA).
- In some cases, teaching assistant support may be allocated. This support is deployed to ensure your child can engage in lessons and wider school activities and to facilitate independent learning to support transition to adulthood.
- A comprehensive audit is carried out annually to plot students' progress and plan further intervention as required. Screening tools are used as appropriate to help identify individual need.
- Parents of students will have the opportunity to meet with the Learning Support Manager/AENCO on official parents' consultation evenings and at other times by arrangement.

### **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 reader, scribe or word processor. More detailed information can be found in the Access Arrangement Policy and Procedures document on the school VLE (Virtual Learning Environment) which is accessible to parents and students currently on roll.

### **ACCESS TO LEARNING AND THE CURRICULUM**

LPSB fully supports the ethos of Quality First Teaching.

#### **Staffing Expertise**

An ongoing programme of training/staff inset 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.

- All teachers are provided with relevant information about children with SEND or additional learning needs.
- Our SENCO, Learning Support Manager and AENCO will keep abreast of current local/national initiatives and policy to support pupils with SEND and will welcome opportunities for sharing good practice with other local schools.

#### **Provision to facilitate/support access to the curriculum**

- Access to TA support in lessons if appropriate
- Access to Netbooks/Alpha-smarts if appropriate
- Homework clubs

### **Strategies/programmes to support speech and language**

- 1:1 or small group sessions with TA to focus on range of skills
- Small group or 1:1 support delivered by a registered Speech and Language Therapist (restricted service).
- If possible, school will support students/parents at clinic appointments

### **Strategies/support to promote student voice of SEND students**

- Students attend the annual review meetings and submit a written report
- The Learning Support Department offers an open door policy for SEND students
- Social skills groups offer opportunities to share ideas and feelings and students take part in surveys
- Students are offered 1:1 sessions with keyworker as appropriate
- Students can share their interests in the department newspaper, The Sunil Eye

### **Strategies/support to develop independent learning**

- Study skills/revision workshops

### **Strategies to support/develop literacy including reading**

- All new year 7 students are assessed using the Access Computerised Reading Tests which tests pupils' reading comprehension at word, sentence and text levels. Spelling tests are also conducted at this time.
- Further reading assessments are carried out throughout the years as appropriate.
- Registration Readers paired reading scheme with 6<sup>th</sup> formers and year 7 students
- Word Shark computer programme uses games to reinforce word recognition and spelling. Programme devised to target dyslexic students but equally good for all learners.
- Read & Write Gold text-help software provides literacy support for those with dyslexia, literacy difficulties, English Language Learners and those who struggle with reading and writing.
- Dragon speech recognition software
- PiXL Code systematic synthetic phonics programme
- Reduced class sizes in English for students who have not achieved level 4 at KS2
- Extra literacy sessions with teacher or literacy support assistant
- Access to specialist dyslexia teaching support if appropriate
- TRUGS (Teaching Reading Using Games)
- Alpha to Omega Phonics Programme
- Library sessions and access to library facilities after school
- Small group or 1:1 sessions with specialist teacher and/or teaching assistant to review learning
- Students with Pupil Premium/Catch up Premium may also have access to specialist teacher support
- Revision classes for students run at discretion of subject teachers

### **Strategies to support/develop numeracy**

- High level of TA support in lower sets
- Access to specialist TA support
- Specific maths programmes e.g. MyMaths and Mathswatch
- PiXL Club Progress 8 arithmetic/maths progress tracker
- Revision classes for students run at discretion of subject teachers
- Students with Pupil Premium/Catch up Premium may also have access to individual/small group teacher support

## **PASTORAL SUPPORT**

The school has a strong pastoral support network in place which involves all teaching/non-teaching staff. Form Tutors and Heads of Year will offer daily support to students and, if appropriate, students will have access to the following additional interventions. Steps are taken to help ensure all students are included in all aspects of school life.

- Breakfast Club
- Counselling by Pastoral Manager
- 1:1 mentoring
- Peer mentoring Scheme
- Wide variety of extra-curricular clubs (see school website/VLE)
- Behaviour/anger management support
- Close liaison with parents
- Close liaison with Learning Support Department for SEND students taking part on day and residential trips to ensure their needs are carefully considered

Sunil Centre ASD Specialist Provision offers targeted support for ASD students or pupils who are socially vulnerable:

- Break and lunch time supervision
- Diners club
- Interact social skills club
- Daily lunch time clubs
- Boost sports club in collaboration with PE Department
- Access to safe haven and drop-in facilities
- Home-school communication book

### **Increasing accessibility - getting about**

- Access to strategies/programmes to support occupational /physiotherapy needs as required including modified PE lessons/exercise programmes
- Access to modified equipment and ICT on advice from external agencies
- Access to Boost sports inclusion club if appropriate
- PEEPs (Personal Emergency Evacuation Plan) are in place to support children with physical disabilities

### **Access to Medical Interventions**

- EpiPen training given to all school staff
- Photographs of students with medical details provided to staff
- Key staff trained in first aid
- Close liaison with medical agencies including physiotherapy, occupational health, CAMHS

## **TRANSITION**

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 liaise with new school to 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 / tutor groups in school:**

Close liaison with teachers and Head of Year involved. All subject teachers and Teaching Assistants affected will be informed of the move.

Opportunities to visit the new class / teacher if necessary

### **In year 6-7 transition of children with high needs/Education Health and Care Plans (EHCP)**

- The Learning Support Manager and/or a senior member of her team will attend the Primary/Secondary review meeting to discuss specific needs of students and the nature and level of support which has had the most impact.
- In some cases additional multi-agency meetings may be required to create a more detailed “transition” plan for students including additional visits to LPSB.
- Additional Transitional session (s) to support students with ASD by arrangement with Learning Support Department.
- Additional Educational Needs Co-ordinator (AENCO) will attend the annual transition meeting, organised by Bromley LA, where key information is exchanged with primary schools. This is in addition to the school visits carried out by the year 7 leadership.

### **KS3-KS4**

- Support is offered to help students choose GCSE options including meetings with the school’s career advisor. Students needing individual support in making college applications/apprenticeships can be offered assistance from the school’s Pastoral Manager by arrangement.
- Dover Camp residential trip in year 9 is carefully co-ordinated with group leaders to ensure any SEND needs are considered
- Students are prepared for the changes that may lie ahead at KS4 as required based on individual needs.

### **Transition to Sixth Form KS5**

- A programme is put in place to help students who may be anxious about this transitional step. The Learning Support Department works closely with the 6th Form Leadership team to ensure students feel supported at this crucial time

## **DEALING WITH COMPLAINTS**

Any complaints regarding the provision for and treatments of students with SEND are dealt with on an individual basis in a careful and considerate manner. Should parents be dissatisfied with attempts by the Learning Support Department to rectify the situation, parents are free to contact the Deputy Head Teacher and SENCO, Mr R Guy in writing.

## **PARTNERSHIPS WITH EXTERNAL AGENCIES**

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

- **Educational Psychology Service** - Free access to Educational Psychology Service is limited. Referrals made in excess of the statutory service provided will be agreed in accordance with level of need.
- **The Inclusion Support Advisory Service Team (ISAT)** liaises with the school and can offer support and advice as necessary.
- **Sensory Support Service** - Vision Support Service and Hearing Support Service work closely with the school. Advice and support is offered throughout the school year. Both services visit students in school to assess their needs and liaise closely with school staff to ensure strategies and interventions are in place. Any appropriate access arrangements are carefully considered.
- **Speech and Language Therapy**- School will implement recommendations following specialist assessment. School will work with Speech and Language Therapy Clinics and endeavour to follow advice given by that service in school as appropriate.
- **Occupational / Physiotherapy** - The school has full access to these services as and when required.
- **CAMHS** (Child and Adolescent Mental Health Service) - Service engaged via the GP and parents.
- **Children Looked After** - This service oversees and monitors provision for children who are in the care of the Local Authority (LA). The LA where the child was registered remains responsible for that child in loco parentis regardless of where the child currently resides or is educated. NB: At LPSB, Mrs S Bullen (Pastoral Support Manager) has responsibility for children who are looked after and is the designated person responsible for safeguarding issues.
- **Paediatric Services** - Service engaged via GP and parents.

## **USEFUL CONTACTS**

- **Independent Advice and Support Service IASS** (formerly Parent Partnership) offers a free impartial service to parents and carers of children with special educational needs.  
Website: <http://www.bromley.gov.uk/parentpartnership>. Email [iass@bromley.gov.uk](mailto:iass@bromley.gov.uk)  
Phone 01689 881024
- **Bromley Children Project** a borough wide service that supports Bromley families to create a safe, secure environment for all children. A wide range of courses for parents, family centres and individual support available..  
Website: <https://bromley.mylifeportal.co.uk/bcplo/> Email: [bcpadmin@bromley.gov.uk](mailto:bcpadmin@bromley.gov.uk)  
Phone 020 8461 7259
- **Bromley Mencap** works with people with disabilities, their families and carers in Bromley. Their SEND Independent Support Workers can offer specialist support for parents and carers of children with special educational needs.  
Website: <http://www.bromleymencap.org.uk/> Phone 020 8466 0790
- **CASPA Clubs and Services** – Charity offering social activities for children and young people with high functioning autism. A variety of clubs run at The Hawes Down Centre, West Wickham and The Link Social Club, Orpington. Full contact details are available on website.  
Website: <http://www.caspabromley.org.uk/Pages/clubsandservices.aspx>
- **Bromley Wellbeing (Bromley Y)** - Local agency offering free single point access to confidential counselling and therapeutic support to young people between the ages of 0-18 years.  
Website: <http://www.bromleywellbeingcyp.org/your-wellbeing-matters-to-us/>  
Email: [info@bromleyy.org](mailto:info@bromleyy.org) Telephone: 020 8464 9033
- **Bromley Parent Voice** works in partnership to give parents and carers a voice. It also offers support to schools/settings in assistance with SEND information reports and other matters.  
Website: [www.bromleyparentvoice.org.uk](http://www.bromleyparentvoice.org.uk). Email: [info@bromleyparentvoice.org.uk](mailto:info@bromleyparentvoice.org.uk)  
Telephone: 07803 287838 (mobile monitored daily) or 0208 776 3170 (limited)

## **BROMLEY LOCAL OFFER**

- **FURTHER INFORMATION** about support and services for pupils and their families can be found in Bromley Local Offer Web link <http://bromley.mylifeportal.co.uk/lbb-local-offer.aspx>.