



Special Educational Needs (SEN) Information Report

Our SEN policy and information report aims to:

- Set out how our schools will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

At the BJS Federation of Schools all pupils, regardless of their individual needs, are offered inclusive teaching which will enable them to make the best possible progress and ensure that they are a valued member of the wider school community. Our provision supports children with a range of needs such as: communication and interaction, cognition and learning, social, mental, health, sensory or physical difficulties.

The policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities.
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.
- The Equality Act 2010, which protects individuals from unfair treatment.

In BJS Federation of Schools we work within the Lambeth guidance on Provision for children with SEN in mainstream schools. We also follow our 'Equality and Disability' policy and 'Accessibility' plans which are available on request.

Who are the people within the federation who support children with Special Educational Needs?

Our inclusion team is based across all three schools in the BJS Federation, Kathryn Congdon (Executive SENCo) works across all three schools supporting and working alongside;

- At Bonneville- Mr Frank Connelly (Senior Assistant Head for Inclusion)
- At Jessop- Mr Kenneth Baffoe (Head of school) and Mrs Antonia Jenkins (Assistant Head)
- At Stockwell- Mrs Cidalia Fraga-Levandeira (Assistant Head of Inclusion)

Contact details:

Kathryn Congdon: Kcongdon@bjsfederationofschools.co.uk

Bonneville Primary Phone: 02086731183 email: admin@bonneville-primary.lambeth.sch.uk	Jessop Primary Phone: 02072742333 email: kbaffoe@jessop.lambeth.sch.uk ajenkins@jessop.lambeth.sch.uk	Stockwell Primary Phone: 02072747687 email: clericalofficer2@stockwell-primary.lambeth.sch.uk
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What should I do if I am concerned about my child's progress or special educational needs? ○

Initially please speak to the class teacher.

- If you have further concerns contact the relevant Inclusion team member using the details above.

How does the BJS Federation decide whether a child has a special educational need and what extra help they require?

- If a child has a previously identified need, the school they attend will liaise with the services currently involved and request all relevant information.
- If a parent or staff member identifies a need, the school will liaise with the parent to identify the best way to support the pupil and help them to move forward.
- Children's progress is regularly assessed to ensure early intervention and appropriate support is provided.
- Children who are not progressing at the expected rate will be identified and supported by a member of our Intervention team.
- Where a child has a specific need, the school may consult external specialist providers and enlist their support as appropriate.
- The "Ordinarily Available Provision" (OAP) set out by the Local Authority outlines all of the support that schools should provide from their own resources for pupils including those with SEN needs. More information on the OAP can be found <https://www.lambethschools.co.uk/Article/67376>

- If a child has a high level of need and does not progress, despite significant intervention, they may be eligible for an Education, Health and Care needs Assessment (EHCNA), which takes into account the child or young person's special educational need, together with any health or social care needs that they may have. The BJS Federation will support families in regular meetings throughout this process.
- When considering whether a child is eligible to apply for an EHCNA, the school will review the support in place and follow guidance from the Local Authority (LA). If an application is submitted, it will be reviewed by the LA, who will inform the school and family of the outcome of the application. If the family are not satisfied with the outcome, they may choose to make an appeal to the LA.
- If the LA agree to carry out the EHCNA then a child could be issued with an Educational Health and care plan (EHCP) a legal document entitling the child to additional funding for support.

How will I know how my child is doing and how will you help me to support my child's learning?

- Class teachers are available to discuss how your child is doing; please make an appointment either in person or collection via the office.
- Parents evening takes place twice a year. These meetings allow you to monitor the progress of your child and discuss, with the teacher, ways to support their learning at home. All parents of children with an Education Health Care Plan (EHCP) are offered extended meetings.
- Individual reports are distributed at the end of the year. The report will outline the progress of your child and how you can support them in the next academic year.
- Pupils with an EHCP have an annual review once per year. Parents and teachers use these meetings to review the progress and attainment of the pupil and discuss ways to continue development.
- Pupils with an EHCP also have a review meeting with the SENCO and relevant professionals when they move to a new phase of education. During the meeting, progress is reviewed and new targets set. Handover meetings are arranged to share information about the child as they move into their new setting.
- Class teachers or subject specialists offer parent workshops to demonstrate ways to support your child at home.

How will my child be involved and consulted?

- All pupils with an EHCP and those with a high level of SEN support have pupil passports. Targets are set by teachers alongside pupils and support staff. Individual targets are shared with parents and carers through meetings, email and/or a communication book.
- At annual reviews, pupils present their progress against their IETs and contribute ideas as to how they can continue to develop in the next academic year.
- Pupils can complete an 'All about me' passport that is handed to the next teacher in preparation for the coming year.

How do you assess and review my child's progress?

- Teachers assess the attainment of each pupil daily by measuring small steps of progress.
- Every term, pupils are assessed; this is recorded on a data system: Classroom Monitor and SIMS.
- Pupil progress meetings, led by the Senior Leadership Team, take place each term to monitor the progress of every child and identify those who require additional support.
- Any assessments carried out by external specialists are shared with the school and with parents.
- Summative assessments are completed at the end of each term.
- Assessment is moderated by the leadership team termly.
- Each term, pupils with an EHCP and those with pupil passports have a pupil progress meeting led by the inclusion team.

How is teaching and the curriculum adapted to my child's needs?

- BJS Federation of Schools is an inclusive school that constantly strives to ensure that all pupils, regardless of their personal differences, are taught using a range of strategies and are able to access the curriculum and reach their full potential.
- Every class teacher is committed to providing quality first teaching. Pupils are supported through careful planning, differentiation and assessment. Staff adapt resources and approaches according to the needs of the pupils.
- Pupils who are not making expected progress will be supported through additional interventions. Pupils with an EHCP will also be supported through additional interventions, including those identified in the plan.

- Staff have been trained to use a multi-sensory approach to ensure all pupils are able to fully access the curriculum.
- Where necessary, pupils are provided with personalised resources to enhance their learning.

How we support children with Speech, Language and Communication needs:

- Pupils who display a speech, language and communication difficulty are referred to the schools' speech and language therapy service (SALT).
 - Providing their need meets the SALT criteria, they will be assessed by a speech and language therapist and given specific language targets.
 - A member of staff, who has been trained by the speech and language therapist, will conduct weekly sessions focusing on the targets set.
- The speech and language therapist will review pupil progress regularly against their personal targets.

How we support children with their handwriting and fine/gross motor skills:

- Pupils work on their fine/gross motor skills on a weekly basis in class and, where necessary, during individual or group sessions.
- Following interventions in school, a referral to an occupational therapist may be appropriate.

How do you ensure that provision for children with SEND is effective?

At BJS Federation of Schools, we have a wide range of procedures to evaluate the provision for all pupils, including those with SEN. These include, but are not limited to; learning walks, reviewing pupils' books, pupil progress meetings and regular contact between the SENCO/ Assistant Heads and Class Teachers. The member of the governing body responsible for SEN Tina Wakefield meets with Kathryn Congdon termly and regular meetings are held with the Executive Head.

What support is there for my child's emotional well-being?

- Personal, Social, Health, Citizenship and Economic education (PSHCE) is delivered through our bespoke programme where lessons are delivered in class weekly.
- Daily Assemblies celebrate diversity and support development of self
- House points build personal and collective responsibility.
- Circle times, led by the class teacher are arranged on a regular basis to address pupil wellbeing.
- BJS Federation of Schools has a Learning Support Team who work closely with the children in and out of class these include a family link worker Stephanie Serbis (Jessop) and Thelma Bonsu (Stockwell)

How accessible is the school premises to children with SEND?

All schools in the federation are willing to make reasonable accessibility adjustments where appropriate.

Bonneville

Is comprised of three buildings, a large main victorian school building which houses Years 1-6 and two separate buildings which house the nursery and reception classes. The main school building is arranged over three floors with large stone staircases linking the floors. All classrooms open off large spacious corridors or hallways. Entrances to the buildings have ramps. Nursery is housed in a portacabin which has a ramp for access to and from the playground. The reception class is housed in a single story Victorian building which has ramps to access the playground.

Jessop

Is a large school comprising of one building arranged over three floors, all classrooms open from large central hallways. There is a lift from the ground floor enabling access to all levels of the school. The school has ramps to enter and leave the building and doorways to communal areas such as the dining room and halls open by wide double doors. Early years are based on the ground floor and have direct access to the Early years playground. Year 1 classrooms open directly to the playground.

Stockwell

Is a large site comprising of three buildings, the main school building arranged over three floors which houses all classes, a single story building which houses the main school hall and the inclusion hub which is arranged over three floors and houses specialist teachers, small group spaces and offices. The main school has a lift which allows access to all three floors, all classrooms open from large hallways. There is step free access to the building.

How do you promote positive behaviour?

We have very high expectations of behaviour within the Federation schools and have clear strategies in place throughout school to help generate positive behaviour at all times. Much emphasis is placed on high quality PSHE (Personal, Social and Health Education) which is delivered in class and also within daily assemblies. Children are taught to respect differing needs and backgrounds, including those relating to religious and cultural differences, sexuality as well as those with special educational needs.

- Positive behaviour is consistently promoted through the Federation ethos Excellence Everyday, Everywhere for Everyone.
- All pupils participate in going for gold across the whole school
- Celebration assemblies are held weekly
- Children earn house points building collective and individual responsibility.
- Pupil voice and peer mediation supports the building of restorative conversations.

What training and specialist skills do the staff supporting children with SEND have or are having?

- In accordance with BJS Federation of Schools's inclusive policy, staff receive at least annual SEN training related to the need in their class or the school.
- External specialists visit BJS Federation of Schools regularly to support pupils and train staff to work effectively with individuals

What do you do to make the school environment and curriculum accessible for all children?

- All reasonable adjustments are made to ensure physical accessibility, there is a lift at Jessop Primary School.
- Environmental adaptations are made for learners with ASD/sensory needs. For example, having access to individual timetables or setting up a personalised workstation. Pupils may be given access to a personal space in the classroom where visuals are kept to a minimum.

- Pupils are provided with equipment, such as move 'n' sit cushions, to enable them to access the lessons. Equipment is secured through the use of the SEN budget and application for additional grants where possible.
- All pupils have access to laptops, tablets and SEN software.
- Depending on the pupil's need, the school provides support or extra time during formal examinations.
- Lunchtime support is provided for those children who need additional help at mealtimes.

How will my child be included in activities outside of the classroom?

- BJS Federation of Schools has specialist P.E coaches, Spanish, and Music teachers who carefully plan differentiated lessons to ensure all pupils are fully included
- Additional support e.g. Learning Support Assistance, is provided where appropriate
- We will make reasonable adjustments to ensure that pupils can access after school clubs and trips wherever possible.

How will the school prepare my child to join BJS Federation of Schools or transfer to a new school?

- All children new to BJS Federation of Schools are given a tour of the school, introduced to significant staff and provided with a class 'buddy' to spend time with in class and outside in the playground.
- Transition between classes is meticulously planned so that pupils continue to feel safe and secure in their learning environment. The pupils spend time with their new teacher and support staff, have a tour explaining any changes that may take place i.e. walking down a different set of stairs, and take part in personalised sessions to prepare for any change in adults, timetables and environment.
- If your child is moving to another school, our inclusion team will plan a smooth transition by: working closely with the SENCO in the new school, liaising with parents, arranging transition visits and creating personalised resources with the pupil, such as a photo book about the new staff and school.

What specialist services from outside does the school use to help meet children's needs and how do you work together?

BJS Federation of Schools draws on a range of specialist services to meet individual needs as appropriate and brokers collaboration e.g. TAC meetings, to offer the best support. These services include:

- *Speech and Language Therapy*
- *Occupational Therapy*
- *Lambeth Autism Advisory Service*
- *Education Welfare Service*
- *Peripatetic Hearing and Visual services*
- *School Nursing Service and Community Nursing Team*
- *Educational Psychologist*
- *Literacy Support Service- Access2Literacy (Jesop only)*

What will you do if my child has medical needs?

- All medical needs are discussed in detail with the school nurse.
- Pupils are given a care plan which is shared with significant adults working with the child.
- The school has trained first aiders.
- Medical needs are reviewed and monitored by the school nurse.

What should I do if I am unhappy with my child's support or progress?

- If you are concerned about your child's provision or progress please speak to the class teacher.
- If you have further concerns, contact your school's contact person listed at the top of this document– see contact details above.
- For additional support, contact Kathryn Congdon (Executive SENCo) – see contact details above.
- Appointments can be made via the school offices for heads of school ; Mr Kenneth Baffoe (Jessop)/ Ms Zenia McIntosh (Stockwell) or the Executive Headteacher Ms Andrea Parker and applications to Chair of Governors should be made in writing.
- Complaints to the Local Authority can be made via this [website](#).

Where can I go for further advice and support?

- Lambeth Information, Advice & Support Service (LIASS) provides an impartial and confidential service to all parents of children with SEND. Visit their [website](#), email lambethiass@lambeth.gov.uk or telephone 020 7926 1831 or 020 7926 9805.
- The Lambeth Parent Forum are a group of parents and carers of children and young people with additional needs and disabilities aged 0 to 25 in the London Borough of Lambeth. We work with local authorities, education, social care, health and other providers to ensure the services they plan and deliver meet the needs of disabled children and their families. [website](#)
- More information about the Local Offer of services and support for children and young people with special needs and disabilities in Lambeth can be found on the [website](#) or Telephone: 020 7926 9460 or 020 7926 7754 Email: sendsupport@lambeth.gov.uk

Reviewed September 2023

We regularly review and make changes to what we offer and keep this information as up to date as possible.

Feedback This offer is intended to give you clear, accurate and accessible information. If you would like to comment on the content of the offer or make suggestions to improve the information, please email Mrs Kathryn Congdon kcongdon@bjsfederationofschools.co.uk