

# James Dixon Primary School

James Dixon  
Primary



## **Special Educational Needs**

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## **Information Report**

# James Dixon Primary School

*Learning to be the best I can*

All schools are committed to adopting 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 ensure they can actively participate in the wider aspect of school life.

At James Dixon, we strive to create a sense of community and belonging for all our pupils. We have an inclusive ethos with high expectations and aspirational yet achievable targets ensuring that we enable all children to achieve their full potential in all areas of their personal development.

Educational inclusion is about equal opportunities for all members of the school community. We are a reflective school, continually adapting our practice in order to meet the needs of our pupils, staff and community members. All our children should play a positive role in society where diversity is recognised, respected and celebrated. We believe that every person should be valued equally and should have the same opportunity to realise his or her potential.

We carefully monitor the achievement of different groups of learners in order to make appropriate provision for ever-changing needs. We use varied strategies and teaching styles to ensure that all pupils are provided with an exciting, enjoyable and accessible curriculum which allows them to develop and progress at their own level.



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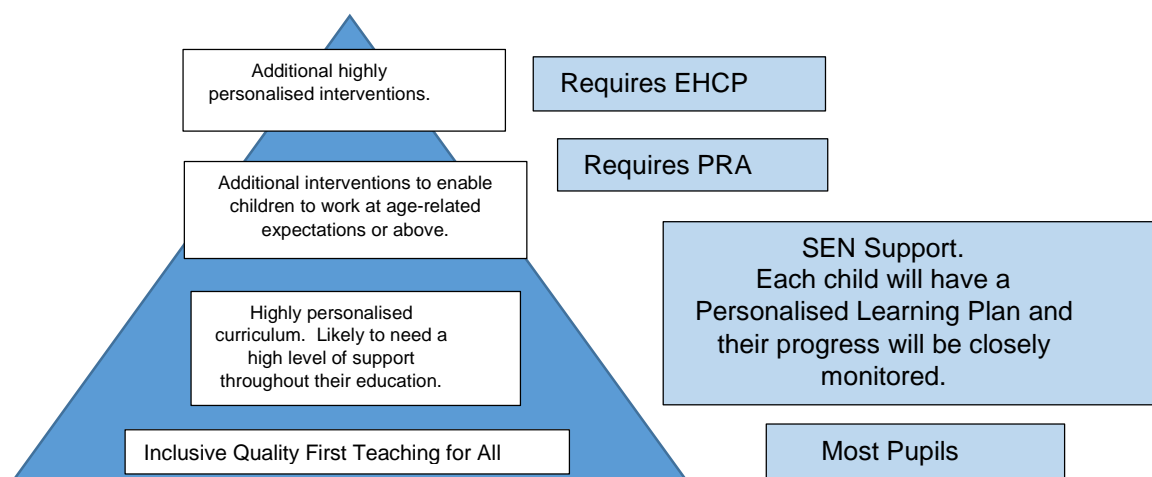
## How do we identify children?

Class teachers are responsible for identifying pupils who are not making appropriate progress. Formal meetings are held each term with class teachers and senior leaders to look at the progress of all pupils across the school.

The needs of most children will be met by a highly inclusive quality first teaching. It is the responsibility of the class teacher to adapt the curriculum to meet the needs of individual children. However, there may be times when children require provision that is 'additional to' and 'different from' their peers. This may mean they require a Personalised Learning Plan that will show how they are being supported. In some cases, they may require a Pupil Resource Agreement (PRA) or a child with complex needs may require an Education Health Care Plan (EHCP).

## What will happen if my child is identified?

If your child is identified as not making appropriate progress then the class teacher will meet with the Special Educational Needs Co-ordinator (SENCo) and appropriate interventions will be put in place. These will be recorded on a Personalised Learning Plan which will be shared with Parents/Carers. The impact of additional support will be reviewed regularly and you will be kept informed of the progress your child is making.



In some cases, it may be necessary to increase or change the nature and level of support to help your child make progress. This may involve seeking help and advice from a range of specialist agencies such as the Educational Psychology Service or the Speech and Language Service. A referral for support from an outside agency will only be made with your consent.

If your child does not make appropriate progress despite an increased level of support, the decision may be made to request a Pupil Resource Agreement (PRA). A PRA can provide funding for specialist support such as sessions with a Speech and Language Therapist or intervention with a specialist teacher. It will be designed to meet the individual's needs. In some cases the decision may be made to request an Education Health Care Plan. The SENCO will discuss this process with you and explain how it may benefit your child.

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## How might my child be supported?

Teaching is adapted to meet the diverse range of needs in each class. Daily planning takes into account the needs and requirements of individual pupils. Differentiation is approached in a range of ways to support access and ensure all pupils can experience success and challenge in their learning. Flexible grouping arrangements and support from additional adults are used to support groups and individuals with their learning. For children with medical needs Individual Care Plans are written with Parents and overseen by the SENCO.

If required we also offer different forms of additional provision, specialist resources and equipment. These can include:

- Small intervention groups
- Access to specific resources
- Counselling
- One to One Tutoring (Year 6)
- Speech and Language groups
- Social Skills groups
- Lunchtime club
- Specific intervention groups run across the Key Stages
- Stair lift on the ground floor stairs to the hall
- Soundfield system in some classrooms and the hall

These additional provisions are overseen by the SENCO and are implemented by our team of teachers and teaching assistants. All additional provisions are designed to match the needs of the child and cover the four areas of need under the SEND Code of Practice:

**Communication and Interaction:** We have a Speech and Language room which is used to run interventions by our specialist TA. We have a Speech and Language Therapist that works closely with the school to offer advice and set targets for children who need support in this area.

**Cognition and Learning:** Intervention groups are run across the school to support the learning of our children. The Read, Write, Inc programme is run across Key Stage 1 and enables us to teach English in smaller groups.

**Social, Emotion and Mental Health Needs:** We have Peer Mediators and Play Leaders who can offer support at lunch time. We also run a number of social skills groups, a lunchtime club and have a School Counsellor. Individual behaviour Plans maybe written and discussed with parents to decide on strategies to best support the child.

**Sensory and/or Physical Needs:** A Soundfield system is fitted in the hall and in some classes. We have a stair lift on the ground floor to provide access to the hall.

We have a focus on outdoor learning and children will have access to our school garden and Forest School, which encourages the children to explore and work together.

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

If you have any concerns then speak to the class teacher first. Depending on the outcomes of these discussions you may have a follow up meeting with the Phase leader or the SENCo.

Your child's class teacher is responsible for:

- 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 delivering any additional support required.
- Contributing to Personalised Learning Plans to prioritise and focus on the next steps required for your child to improve his/her learning.
- Applying the school's Special Educational Needs and Disability (SEND) Policy.

Robin Entwistle leads our SEND team; Ana Tomsa is Deputy SENCo. They are responsible for:

- Coordinating provision for children with special educational needs and developing the schools SEND policy.
- Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome their difficulties.
- Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of different needs within the school.
- Ensuring that parents are:
  - 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 their child's progress
  - Consulted about planning successful movement (transition) to a new class or school.

Michelle Aldred is our Executive Head Teacher. She is responsible for:

- The day to day management of all aspects of the school, including the provision made for pupils with SEND.

Len Blomstrand is our Chair of Governors with responsibility for SEND. He is responsible for supporting the school to evaluate and develop quality and impact of provision for pupils with SEND across the school.

Contact: [admin@jamesdixon.bromley.sch.uk](mailto:admin@jamesdixon.bromley.sch.uk)

# James Dixon Primary School

*Learning to be the best I can*

## How skilled are our staff at meeting the needs of your child?

Our SENCo actively engages in a range of opportunities to share best practice and keep abreast of current, local and national initiatives and policy to support pupils with SEND.

Our school also seeks advice and guidance from local special schools and other relevant agencies to help school staff meet the needs of your child. The SENCo will review, evaluate and develop the provision for all SEND children.

We have staff with expertise in many areas including:

- Autism and Social Communication Difficulties
- Speech and Language Development
- Dyslexia
- English and Maths Tuition
- Counselling
- We also have a Family Worker who is available to support, offer advice and provide information to parents
- Read, Write Inc programme
- English as an Additional Language Teacher
- Speech and Language Therapy
- Forest School
- Play Leaders
- School Counsellor



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## How is progress monitored and supported?

For children with a PRA or an Education, Health, Care Plan an Annual Review meeting will be held. The children's short term targets will be on Personalised Learning Plan that will be reviewed and written each term.

For most children who have special educational needs, their needs will be met in class by quality first teaching and targeted interventions. These children will have a Personalised Learning Plan that will outline their provision and support. These plans are reviewed and written each term. In some cases if a child is not responding to the provision set out then this will be reviewed earlier. If this is necessary the SENCo will discuss any issues with parents.

For many children, targets will be connected to learning and for other children they may be to do with social interaction, communicating with children and adults, emotional difficulties, overcoming physical issues such as fine motor control... the list is endless! The most important point is this:

**Targets depend on the needs of the child**

The impact of additional support will be reviewed termly and discussed at Parents Evening.

In some cases, it may be necessary to increase or change the nature and level of support to help your child make progress.

How your child is progressing will be monitored and assessed. If necessary, changes will be made to the provision to ensure progress is being made. If there are concerns that progress is not being made further assessments may take place and you will be invited to discuss the concerns and if appropriate your child will be involved too.

Difficulties in relation to social and emotional wellbeing may also trigger a need for additional support.



Our teachers and teaching assistants are skilled and supported to meet the diverse range of needs in each class. Daily planning takes into account individual pupils' needs and requirements. Differentiation 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 used alongside Kagan Strategies have opportunities for both ability and mixed settings in order to maximise learning opportunities for all. Additional adults are used flexibly to help groups and individual pupils with a long term goal of encouraging and developing individual learning skills.

If required more specific interventions are available to support groups and individuals.

If it is decided to provide your child with additional support we will inform you of this and you will be given a copy of their Personalised Learning Plan.

All additional support is carefully planned to support your child overcome their difficulties.

Advice will also be given on how you can support your child at home.

If at any time you would like to discuss the support your child is receiving then make an appointment to see the SENCo.

## **What adaptations are made to the Curriculum and Learning Environment to enable pupils with SEND to have access?**

We have an inclusive ethos and strive to ensure that pupils with SEND can take part in a range of extra-curricular activities the school offers including educational visits and residential trips. Depending on your child's needs a meeting before the trip to decide on how they will be best supported will be held.

Depending upon the specific needs of your child to ensure they are able to access the curriculum and learning environment a more personalised plan or individual care plan will be drawn up in consultation with you. This will be reviewed and updated on a regular basis. It may be necessary to gain advice from outside agencies such as an Educational Psychologist. This will only happen after your consent has been given.

## **How will my child be supported with transition?**

Children and young people with SEND can become particularly anxious about 'moving on' so we seek to support successful transition by:

- **When they start our school**

We will contact the child's current provision and make arrangements to visit the child and gain information from their key worker. Where appropriate, we will make a transition booklet to give to the child and parents will have opportunities to visit the school before they start.

- **When moving between classes and phases**

An information sharing meeting will take place with the receiving teacher. If appropriate, there will be opportunities for your child to visit the new class and meet the teacher and other key staff. A transition pack is made for children who are particularly vulnerable.

- **When moving to secondary school**

Our SENCo will make contact with the Year 7 leader or SENCO once a school has been named to start planning for transition. Multi-agency meetings may be arranged to create a more detailed transition plan. Successful arrangements and interventions currently used to support your child will be shared with the receiving school and additional visits to the new setting may be planned to help your child become familiar with the new setting and to reduce any anxieties.

- **When moving to another school**

We will contact the school SENCo and share information about the support that your child receives with us. It may be necessary for them to come and visit or your child to visit their new school to ensure the transition goes smoothly.



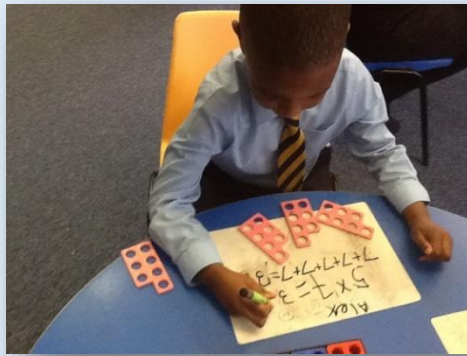
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Specialist Provision Unit for children with complex needs. What is our approach to teaching these children?

Within our school we have a Complex Needs Specialist Provision Unit. All children have an Education Health Care Plan and are placed by Bromley but are very much part of our school.

Friendly Class is a smaller class with a high level of adult support. The curriculum is designed to meet the needs of children with complex difficulties and enable them to progress with their learning.



**My child already attends James Dixon, can they have a place?**

Children are placed in Specialist Provision by Bromley and not by our school. They must have an Education Health Care Plan and the Specialist Provision Class at James Dixon named on it.

**Can my child have support from Specialist Provision?**

The staff within Specialist Provision work closely with the other staff at our school and are always on hand to offer training and advice to other staff members.

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## How do we work in partnership with Parents/Carers and Pupils?

The views of parents/carers and children are an extremely important part of the process of identification and support of a child with Special Educational Needs. The school aims to work in partnership with you to do the very best for your child. Regular meetings will take place to discuss your child's needs, targets, progress and provision. Parents/carers and children (where appropriate) will be involved at every stage and all aspects of the process will be explained to you.

Our SENCo, Mr Entwistle will be happy to discuss any issues or concerns you have.



Our Family Liaison Officer, Yvonne Blunn is also available to offer support to parents or carers as well as the children.

## What do I do if I have a complaint?

We urge Parents/Carers with any concerns regarding the SEND Policy or the provision made for their child at James Dixon to speak to us as soon as possible. In the first instance, please speak to the class teacher or the SENCo. If you feel that your child's needs are still not being met, you should make an appointment to see the Head Teacher. If concerns are still unresolved parents may wish to contact the Information, Support and Advice or engage with the school complaints procedure.

## Who can I contact for more information?

Please speak to our SENCo with any questions, queries or for advice on:

- 0208 778 6101
- [admin@jamesdixon.bromley.sch.uk](mailto:admin@jamesdixon.bromley.sch.uk)
- Make an appointment via the school office

Alternatively have a look at Bromley's local offer for SEND.

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

Support and advice for parents can also be found at:

**Bromley Parent Voice** - <http://www.bromleyparentvoice.org.uk>

Information, Advice & Support Service (IASS) – <http://www.bromley.gov.uk/parentpartnership>