SEND Information Report

Person(s) Responsible:	Kate Lawrence SENCo Rachel Knott Assistant SENCO
Formally adopted by the Governing Body:	September 2025
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Written by Kate Lawrence and Rachel Knott in consultation with Parent, Carers, Senior Leadership Team, Governors and Pupils.

To be read in conjunction with:
SEND and Inclusion Policy
Behaviour Policy
Accessibility Plan

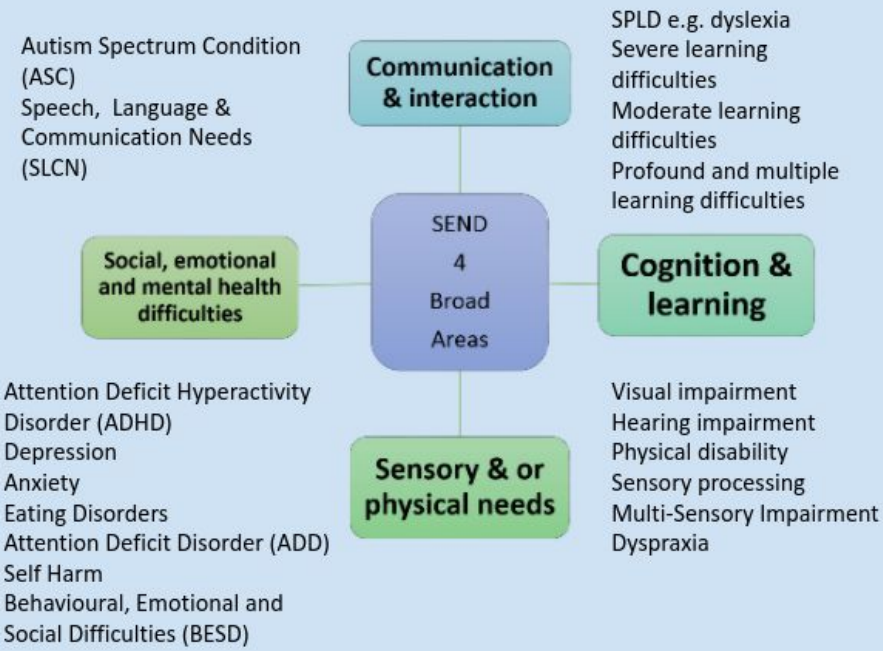
What is SEND and what does it mean at Biggin Hill Primary School?

SEND stands for Special Educational Needs and Disabilities. We use the definition in the 2014 Special Educational Needs and Disability Code of Practice (June 2014): A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability that prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

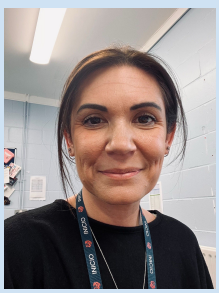
At Biggin Hill Primary School we provide additional and/or different provision for a range of needs, including but not limited to:



In addition to the needs mentioned above we recognise that not all additional or special educational needs will have a diagnosis or official name attached to it. It is our aim to identify these needs and provide additional support or adapt the provision available to support your child to reach their full potential.

Meet the Team

Mrs Lawrence
Headteacher and SENCO



Miss Knott
Assistant SENCO

Mrs Kath Sargeant
Family Liaison and Mental Health Lead

How does Biggin Hill Primary School work in partnership with our parents and carers?

At the heart of the care and support we provide for our children is the communication and partnership between our school, parents and carers. A strong relationship starts with good communication; this is provided through our open door policy.

Headteacher and SENCO

Our Headteacher supports and embraces each family and their individual needs. She can be called upon for consultation and reassurance for parents if they express concerns. She is able to support both parents and children through times of transition. She will provide a link between families and members of staff if it is needed.

Class Teachers

The class teacher will always be the first point of contact for our parents and carers. They hold the expert knowledge about their children and will be the link between the SENCO and our parents/carers. Teachers will raise any concerns with parents or carers in conjunction with the SENCO.

'The door is always open' with our inclusion team. They can be connected via:

bhpsinclusion@iniciotrust.org

Assistant SENCO

Our assistant SENCO- Rachel Knott is there to support our families and enable our student to succeed. A face to face meeting can be organised to discuss any concerns raised by class teachers or parents/carers. The inclusion team will arrange review meetings and liaise with all parties required to attend.

Family Liaison and Mental Health Lead

As our Family Liaison, Mrs Sargeant, supports our families who may need a helping hand. Mrs Sargeant is available for all parents to approach on the school gate every morning and afternoon. She is also contactable by phone and through meetings with children and families.

Other forms of communication

We also offer many other ways to work in partnership with our parents and carers.
These include:

Every six weeks, a SEND Bulletin is sent out which includes the Local Offer, tips and guidance for supporting children at home, key websites and apps, dates for the diary and contact details of the SEND Team.

Outreach sessions covering different areas of Inclusion, Pupil and Parent workshops.

Live updates through our Inclusion pages via our website.

Drop in sessions to meet with the SENCO to discuss progress, find out about new resources or available support.

Parent support groups to meet, engage with and support other parents of SEND children.

Termly Parent - Teacher consultations

Online software to ensure transparency of support

How does Biggin Hill Primary School identify educational needs and/or disabilities?

Support and provision at Biggin Hill Primary School is underpinned by the graduated response of assess, plan, do, review. Factors taken into consideration are:

Is the issue sudden or long term?

Has High Quality Teaching made an impact?

Vulnerabilities

Who shares the concern?

SEMH needs

Pupil and family views

Is there an unmet or unidentified medical need?

Previous learning trajectory

Assess: Assessment is key to understanding a child's progress. We draw upon the class teacher's experiences and observations as well as the progress and attainment of the child when deciding if he or she has Special Educational Needs. In line with the Code of Practice, this information is put into the context of the child's development compared to the progress, attainment and behaviours of their peers and national data. Included in the assessment process are the views of parents and children as well as external agencies such as (but not limited to) Educational Psychologists, Speech and Language Therapists, Occupational Therapists and Paediatricians. In addition, children may be identified as needing SEND Support through half termly Pupil Progress meetings, observations by the inclusion team, meetings between the inclusion team and Class Teacher or concerns raised by parents or carers. Our assessment informs planning for the appropriate action to be taken; and where appropriate placing a child on the SEND register as requiring SEND Support or monitoring.

Plan: Parents are formally notified if their child requires SEND Support as a result of the assessment process. Following this decision, a Provision Map will be formulated identifying specific targets, and outlining the child's needs and additional provision and/or support agreed in consultation with the, parents and child. Provision Maps will be provided to all staff working with the child to ensure continuity of support and provision.

Do: Implementation of the agreed provision map will take place as soon as it is agreed. The class teacher, with the support and advice of the SENCO or Assistant SENCO, will ensure all support and provision outlined on the provision map is put in place and timetabled effectively through either Quality First Teaching or a range of interventions (see intervention menu). Careful consideration into the provision provided to the child will include who will provide the support, how it is provided and where it will take place. The SENCO and Assistant SENCO is available to support and guide class teachers to ensure that the provision begins in a timely fashion and that the identified needs can be addressed and supported accordingly.

Review: Provision maps, Education Health Care Plans and Funded Inclusion Plans will all be formally reviewed with the child at the centre of the process. EHCPs and FIPs must be reviewed annually in consultation with the Local Authority, parents/carers and child. Provision Maps will be reviewed at least termly, however we understand that a child's needs can change rapidly and therefore will review and adapt provision maps more frequently than 3 times per year if required. Provision maps reviews can involved the SENCO, Assistant SENCO , class teacher, parent/carer and child. The views of the parents/carers and child are key in planning next steps throughout the review process and will be instrumental in how the cycle continues.

Creating a learning environment with PRIDE!

We strive to create a learning environment for all pupils using PRIDE - Positivity, Respect, Inclusivity, Discovery and Endeavour. Our values are at the centre of the high quality teaching in each class to ensure that every child feels valued and included. This is achieved through our flexible and proactive use of time, space, resources and support networks.

Children are encouraged to be independent in both their academic and social emotional and mental health development. This is first established in the classroom where children are provided with the tools they need to be successful according to their need. This may be in the form of visual or concentration aids, academic support such as writing frames, number cards etc or a space may be provided in a particular area for the child to work. As an inclusive school we aim to ensure that our children access as much quality first teaching from their teacher as possible by making the environment accessible to all.

Following the process of assess, plan, do, review, high quality teaching for some of our children with special educational needs may not be enough and additional educational provision will need to be made. We offer a wide range of interventions delivered by our skilled Learning Support Assistants, Class Teachers and Assistant SENCO. Our menu is vast, accessible to all ages, and has clear progression year on year.

Examples of our interventions include:

- Numicon
- Paired reading
- Social skills
- Speed up handwriting
- Funky fingers fine motor skills
- Emotional regulation
- Working memory

For a full list of interventions please refer to our Intervention Menu available on our website.

Interventions are started initially on a 6 week programme and discussed at half termly Pupil Progress Meetings between the class teacher, Assistant SENCO and Headteacher at the end of the first block. This is to ensure that the intervention is having a positive impact and correctly matched to the child. Parents and carers will be informed, via Edukey or email, what the next steps for their child will be and are invited to discuss with their class teacher should a meeting be desired.

<u>Learning spaces</u>

We have a variety of different spaces where children can access and complete their learning. This includes adapted spaces within the classroom, corridor spaces with soft seating and beanbags, ‘Breathing Spaces’, ‘The Hangar’ and ‘The Launchpad’. Children with special educational needs can be directed to use these areas, or make the choice themselves.

‘The Hangar’ and ‘The Launchpad’ are low sensory classrooms, specially adapted to provide our children with social communication or social, emotional and mental health needs, a safe and secure place to access their learning. Within ‘The Hangar’ there are areas for independent or supported learning, hideaway spaces, a calming area and a range of resources to support learning and wellbeing. ‘The Launchpad’ provides continuous provision for KS1 pupils with complex needs.

Learning beyond the classroom

At Biggin Hill Primary School we recognise that learning takes place outside of the classroom walls and it is imperative that our children with SEND have equal opportunities to access this. During playtime and lunchtime, 'The Hangar' is open to our most vulnerable children to be used as a safe space away from the playground. Children who access these provisions will have the opportunity to learn social skills such as turn taking, emotional regulation and have the opportunity to socialise with children across the school. We use this as an opportune time to support our children in understanding their needs in a journey of self-discovery with our Learning Support Assistants.

Extra Curricular Activities

Extra-curricular activities are made accessible for all children at Biggin Hill Primary School. We offer a wide range of activities from Creation Station and Fizz Pop to football and art to multisports. All children are welcomed to attend extra-curricular activities and necessary changes are made in order to make this possible should provision be required.

Biggin Hill Xtra

Time before and after the school day is incredibly important and ensuring the transition to and from school is smooth is one of our priorities. Our before and after school club is available to all children, and in the main used as childcare provision for our working parents. However, it is also available for those students who find transitioning straight into the classroom a challenge, or those who need some 'down time' before going home at the end of the day. This is available by special request and at the discretion of the Senior Leadership Team.

Mentoring and Counselling

A mentoring programme is available for our children who need extra support and nurture from a trusted adult. Mrs Sargeant is on hand to support and coach children through particularly anxious points in their school and home lives. This work extends to our vulnerable families ranging from informal sessions to CAF (child and family) meetings. We also work closely with the Bromley Mentoring Service if our children need a particular role model in their lives or mentoring through a challenging time.

How are SEND children supported at Biggin Hill Primary School?

Life for an SEND child at Biggin Hill Primary School is inclusive, welcoming and accessible. We support our children in many different ways:

Adult support

Differentiated curriculum

Alternative lunch and break time provision

Trained Reading Recovery teacher

Use of IT equipment

Mentoring

Adapted environment

Counselling

Scaffolds

Visual supports

Timetables

Breathing spaces

Calming areas

Sensory room

Interventions

Regular reviews

Pupil voice

Skilled Learning Support Assistants

Friendship guidance

Life skills

Support through transition

External agencies

Physical resources

<u>External Agencies/Teachers</u>

Bromley Speech and Language
Educational Psychologist
Bromley Phoenix Centre
Vision and Hearing Team
Bromley Wellbeing
Occupational Therapy
CAMHS

<u>Learning Support Assistants</u>

Our LSAs regularly receive professional development through:

- Online courses
- Local Authority workshops and forums
- Face to face training sessions
- Peer observations
- Formal observations
- Performance management

How is the effectiveness of teaching, provision and intervention evaluated at Biggin Hill Primary School?

Responding to children with special education needs or disabilities needs to be a flexible and fluid process and we need to ensure that the provision and support in place is effective. In addition to Pupil Progress Reviews, Assess, Plan, Do, Review cycles and Annual Reviews, this is achieved in the following ways:

Pupil Spotlight

Pupil Spotlights support Class Teachers, Subject Leaders and the inclusion team in ensuring that the correct support is in place for particular children. We can obtain information from a variety of times and locations throughout the day and evaluate the outcomes against targets previously set.

Pupil and Parent Voice

Pupil and Parent voice is crucial in understanding how our families feel they are being supported. This feeds directly into our provision available.

Book Looks, Learning Walks and Lesson Observations

Subject Leaders and the Senior Leadership Team carry out weekly learning walks, book looks and observations of lessons. Feedback from learning walks is given to Class Teachers for them to reflect and evaluate the impact of their quality first teaching.

What next?

These tools are used to evaluate SEND within BHPS as a whole and also on a pupil by pupil basis. SEND at Biggin Hill is continuously reviewed and updated in response to our findings.
For individual pupils, the evidence collected is crucial to the development of our children with two possible outcomes: progress is being made and the provision and support in place results in positive outcomes or further provision/support needs to be put in place.

Provision in addition to SEND Support is achieved in 2 ways:

Funded Inclusion Plan (FIP)

A FIP is an agreement between the Local Authority, School and Parents where the level of support requires ‘top up’ funding above £6000 per year. This enables pupils needs to be met quickly, in a targeted way and is in place for at least a year whereby the FIP is then reviewed. It is produced in partnership with parents, school and any external agencies involved with the child. Outcomes, support and a banded level of finance is agreed. This must be reviewed annually whereby the outcome would either be to continue with the FIP, cease the FIP or used to support an EHCP application.

Education, Health and Care Plan

For some children, despite receiving additional support in their current education setting, there may be further concerns about the progress they are making and so a request for an EHCP needs assessment can be made. Large quantities of evidence needs to be gathered and submitted to the Local Authority in order to make a decision as to whether a needs assessment is required. If the request for a needs assessment is accepted, the assessment process thereafter will clearly identify special educational needs and allows the Local Authority to decide whether further support should be provided through an Education, Health and Care Plan.

How are pupils with SEND supported through periods of transition?

Periods of transition can be identified and categorised in different ways. There are many short term periods of transition throughout the school day (between lessons, lunch time, assembly etc) as well as more long term transition e.g. from one school year to the next or moving between Key Stages.
Each period of transition needs to be carefully considered for pupils with SEND to ensure it is smooth and the child is as prepared as possible.

Transition within the school day

Many of our pupils with SEND, especially social communication difficulties and levels of anxiety, find transition periods throughout the school day stressful and challenging. We aim to reduce this stress and anxiety by preparing the children as much as possible through the use of visual timetables, individual timetables, now and next boards and social stories.

Transition between year groups and KS1 to KS2

Moving into a new classroom, with a new teacher, can be a highly anxious time for some children. Our SEND children and their families are provided with transition meetings to meet their new class teacher to provide time for them to get to know each other and develop a positive, supportive relationship before the new academic year begins. Current and new class teachers hold transition meetings to discuss each individual child to ensure that current provision and support can begin when the child returns in the new academic year. Children are encouraged to engage with and discuss their transition both with their teacher and parents. Children attend a meet the teacher lesson , in their new classroom, where their new teacher will have activities planned to help the students feel confident about the new year. Some of our SEND children are invited to an enhanced transition which takes place in September on an INSET day. The children and their parents have the opportunity to can come into school to see their new classroom, meet their new teacher, find out where to hang up their coat and bag and where they will be sitting.

Transition into KS3

A key point in any child's education is transitioning to Year 7. We make sure this is an enjoyable time for our pupils with a comprehensive transition package in place. For a child with SEND it is imperative that this move is made seamlessly, and that both primary and secondary schools have the opportunity to communicate. Dedicated meetings are organised between Charles Darwin Secondary School and BHPS whereby all children with SEND are discussed. This process begins for each child when they are in Year 5 to ensure that Charles Darwin is a suitable choice for each child and parents can be properly informed before making the all important decision of which school to choose for their child.
Once a child has been allocated a place at their future secondary school, meetings are held between SENCos from each setting to ensure that provision is in place when the child starts in the new academic year.
Preparation for transition begins at primary level through mentoring sessions, social stories, and question and answer opportunities.
All information held for our children with SEND is securely transferred to the new education setting.

New recruits - Transition into EYFS including preschool

Our aim is to give our children and their families joining us in the Early Years Foundation Stage a secure and safe transition. This is achieved by:

- Personalised meetings with each family
- Visiting the child's preschool or family home
- A thorough questionnaire to learn about the child
- 3 taster sessions in school during the summer term for reception and stay and play sessions for preschool children
- A presentation to each family from the Headteacher introducing the Designated Safeguarding Lead and inclusion team.

Further Information

Bromley Local Offer

For more information on how to support your child or to find links to services to support your child please visit:

Bromley Parent Voice:

http://www.bromleyparentvoice.org.uk/

Information, Advice and Support Services:

https://bromleyiass.org.uk/

Bromley Local Offer

https://www.bromley.gov.uk/children-young-adults-disabilities-learning-needs

Neighbouring Boroughs:

Kent Local Offer:

https://www.kent.gov.uk/education-and-children/special-educational-needs

Surrey Local Offer:

https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page

Croydon Local Offer:

https://localoffer.croydon.gov.uk/kb5/croydon/directory/home.page

Complaints

In you are in anyway unhappy with the support your child or family has received please refer to the headteacher in the first instance and the chair of governors thereafter.

For further information on the complaints procedure please contact adminbhps@iniciotrust.org