



Special Educational Needs and (Disabilities) (SEND)

Information Report 2025-26

'Learning is for Everyone'

This SEND Information Report has been co-produced with key stakeholder that include: Pupils, Parents/Carers, Staff and Governors

<u>Approved by:</u>	Mr Martin Hunter (SENCo)	<u>Date:</u> Oct 2025
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Vision Control

Date	Change
October 2025	Policy moved onto new format

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Context of our School:

Raglan Primary School is an inclusive school, which is heavily involved with its local community. It is a two-form entry school with a thriving nursery and an Additionally Resourced Provision (ARP) for children with severe speech and language difficulties. The school day starts at 8.55am (KS2) and 8.50am (KS1) and finishes at 3.20pm (KS1) and 3.25pm (KS2). The children are taught in mixed ability classes with 30 children in the mainstream classes. All year groups in KS2 have a shared TA in the mornings. Year 2 have a TA in each class in the mornings. In Reception and Year 1, the TAs are full time. The classes in the Additionally Resourced Provision are smaller with a higher ratio of adults to support the children's learning. The day is structured into 5 learning periods with 3 lessons in the morning and 2 lessons in the afternoon. The school has a strong network of support for all children and puts their wellbeing at the heart of everything that we do. Where a child is experiencing significant anxiety around school (Emotionally Based School Avoidance) staff work with parents, the SEND Team in school and outside agencies to provide early support and intervention.

If you want to know more about our arrangements for SEND, read our SEND policy alongside this Information Report.

You can find our SEND policy on our website <https://raglanprimary.school/school-policies/>

Note: If there are any terms we have used in this information report that you're unsure of, you can look them up in the Glossary on our website (<https://raglanprimary.school/wp-content/uploads/2024/09/SEND-Glossary-of-Terms-Raglan-Website.pdf>)

1. What types of SEND does the school provide for?

SEND and Inclusion:

Raglan Primary School is an inclusive school and offers a range of provision to support children with different areas of SEND. The UK Government published a Special Educational Needs and Disabilities (SEND) Code of Practice (DfE: 2015) identifying four broad areas of need (<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>)

Communication and Interaction

- Speech, Language and Communication Needs (SLCN)
- ASD (Autistic Spectrum Disorder)
- SCD (Social Communication Difficulties)
- Tourette's Syndrome

Cognition and Learning Difficulties

- SpLD (Specific Learning Difficulties)
- MLD (Moderate Learning Difficulties)
- Dyslexia
- Dyscalculia

Social, Emotional and Mental Health (SEMH)

- Mental Wellbeing
- Anxiety and Depression
- Attachment Disorder
- ADHD (Attention Deficit Hyperactivity Disorder)
- FASD (Foetal Alcohol Spectrum Disorder)

Sensory and/or Physical Needs

- Visual Impairment (VI)

- Hearing Impairment (HI)
- Multi-Sensory Impairment
- Physical Disability (PD)
- Medical Needs

Often you will find that children's needs overlap and are rarely confined to one area of need, which is why it is important to gain a holistic overview of every child. The range of support deployed at Raglan Primary School is tailored to individual need, following thorough assessment by internal and/or external agencies. It is designed to promote pupils working towards becoming independent and resilient learners and should not be seen in isolation.

More information about the Areas of Need can be found in the Special educational needs and disability code of practice: 0 to 25 years (link below).

[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/374822/SEND_Code_of_Practice_January_2015.pdf)

2. Who supports children with SEND?



At Raglan Primary School, all staff are considered responsible for supporting the needs of pupils with SEND. Our staff are committed to regular, high-quality training to ensure that they have the knowledge and skills to better meet a wide range of pupil needs.

Below outlines key staff who are part of the SEND team in school. *Please note that this list is not exhaustive.*

<u>Who?</u>	<u>Job title</u>	<u>Working days</u>	<u>Responsibilities</u>
Mr Martin Hunter	SENCo / Assistant Head teacher	Mondays, Tuesdays and every other Wednesday	Over-seeing and coordinating SEND provision as above.
Mrs Sophie Anderson-Whiley	Head of Provision	Thursdays and Fridays	Co-ordinating provision for children within the specialist Language Provision.

Miss Elizabeth Dray Mrs Helen Henderson	SENCo Assistants	Monday-Friday afternoons and Wednesday morning. Monday, Tuesday, Thursday and Friday mornings	They support the SEND Coordinator to: gather evidence for referrals and reviews; facilitate effective communication with parents/carers; provide training to education staff. They support the SENCo in the day-to-day management of SEND across the school.
Mrs Samantha Collins	Learning Mentor	Wednesday-Friday	She works closely with the SEND Co-ordinator and Senior Leadership Team to support children and families at difficult times. She offers mentoring/SEMH support as appropriate for individual children and groups. She supports referrals as appropriate for children and families
Mrs Dawn Bailey	Autism Champion	One afternoon a week (flexible)	She works closely with the SEND Co-ordinator and Learning Mentor to support children with social and communication difficulties. She works with staff members and families to offer advice and support in meeting these children's needs. She supports the SENCo with gathering evidence for paediatrician referrals if required.
Ms Cindy Carberry and Mrs Lisa Spital	Dyslexia Champion	One half day a week (flexible)	They work closely with the SEND Co-ordinator to identify and support children who may be at risk of dyslexia. They introduce programmes and resources to support their literacy development in school. They meet with parents to discuss strategies to use at home if required.

Mrs Helen Henderson	Emotional Literacy Support Assistant	One afternoon a week	She works with the SEND Team to support individual children and small groups to develop their emotional literacy. She mentors children identified as needing short term support with their emotional well-being. She assists with strategies for staff. She liaises with parents to share strategies for supporting children's emotional development.
Hilary Marney	Speech and Language Therapy Assistant mainstream School/Communication Champion	Friday mornings	Works closely with the SALT team to deliver tailored interventions within the mainstream. Works closely with the SEND Co-ordinator to gather evidence for SALT referrals.
Hannah Haley	Speech and Language Therapist Mainstream School (Bromley Healthcare)	In line with children's EHCPs	She works for Bromley Healthcare to deliver Speech and Language Therapy to children in the mainstream school with EHCPs. Her work is commissioned by Bromley in line with Section F of a child's EHCP.
Mrs Caryn Reddy	Speech and Language Therapist Mainstream School	Friday mornings	She works closely with the SEND Co-ordinators to identify and assess children displaying significant difficulties with language. She works with children and groups to deliver interventions as appropriate.
Mrs Caryn Reddy Miss Mollie Gadd	Speech and Language Therapists Language Provision	Monday, Tuesday, Wednesday and every other Friday Thursday and every other Friday	They work with the Head of Provision and staff in the Language Provision to deliver therapy in line with children's EHCPs. They assess children's language for Annual Reviews and update targets on a regular basis.
Miss Tamsyn Norris	Speech and Language Teaching Assistant (Language Provision)	Monday - Friday	She works with the Speech and Language Therapists to support children's communication and language

			needs in the Language Provision. She reports to the therapists and Head of Provision on a regular basis.
Mrs My Simpson/Mrs Margarita Recio Escobedo	EAL Champion	Friday mornings	They work closely with the SEND Co-ordinator and EAL Lead to support staff to devise and implement programmes and intervention for children with English as an Additional Language.
Mrs Vikki Turner	Mental Health First Aider Wellbeing Club Leader	Flexible within the month Daily 30 minutes at lunchtime	She works closely with the SEND Co-ordinator, Learning Mentor and 'Change Team' in school to ensure appropriate support for staff and children experiencing emotional or mental health difficulties. She works as part of a team rather than in isolation to achieve positive outcomes for everyone in the school community. Provides parents/carers with termly Wellbeing Newsletters.
Mrs Emily Freitas/ Mrs Vikki Turner	Mindfulness Club Support	30 minutes every lunchtime	Offers a calm and safe environment during lunchtimes.
Miss Elizabeth Dray	ADHD Champion	Flexible	She works closely with the SEND Co-ordinator to support children presenting with ADHD. She works with staff members and families to offer advice and support in meeting these children's needs and gather evidence for referrals.

External Agencies Support

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These may include:

Outside Agency	Role
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Local Authority SEND Team (EHCP Case Co-ordinator)	The Local Authority have a duty to ensure appropriate provision for children with Education, Health and Care Plans. The Link Worker attends key Annual Reviews and is responsible for updating plans and supporting families with transition to secondary school.
Inclusion Support Advisory Service (ISAT)	This service is provided by the Local Authority to address concerns and offer advice and support about a child at SEND Support.
(SENDAT) SEND Advisory Team	This service is provided by the Local Authority to address concerns and offer support about a child with an EHCP.
Educational Psychology Service (EPS)	Their work may involve carrying out a cognitive assessment, observing children and meeting with staff and parents to offer advice on the EHCP process. Their caseload is prioritised by the SEND Co-ordinators and Head Teacher. Access to the EPS is often limited and agreed at the start of a new academic year.
Sensory Support Service	The Sensory Support Team (Visual and Hearing Impairment) visit regularly to observe children and advise staff on strategies and resources to support access and inclusion for children with a recognised hearing or sight impairment.
Speech and Language Therapy (Bromley Healthcare)	The school makes referrals to Bromley Healthcare Speech and Language Therapy Service for initial screening of children's needs. Bromley Healthcare provide direct therapy to children with EHCPs in the mainstream school.
Words First Speech and Language Therapy	The school uses Words First to provide a Speech and Language Therapist to implement advice and work with children at SEND Support and in the Language Provision.
The Bowley Centre	The Speech and Language Therapist may refer children in the Language Provision to this service for support with an Augmentative and Alternative (AAC) device to assist their communication.
The Nuffield Centre	The SaLT supports children with severe speech sound disorders.
School Nursing Team	Offers medical advice and carries out checks at key points in a child's development.

Occupational Therapy/Physiotherapy	The school makes referrals to these services as needed. Advice on suitable resources and strategies are provided for home and school
Community Paediatric Service	Referrals are made when appropriate after full discussion with the parents about a child's presenting needs in school. Evidence is collated over time and submitted in a timely manner.
Bromley Y	Referrals are made when appropriate after full discussion with the parents about a child's emotional wellbeing. The service works with families to offer family support.
Bromley Young Carers	Referrals are made to support children who offer physical and emotional support to a family member or friend with long term illness or disability.
SEMH Outreach	Referrals are made via the Local Authority to support the school in meeting the needs of pupils with significant SEMH needs. The selection process is rigorous and requires a high level of support and advice to already be in place.
Bromley Children's Project	This service offers impartial information, advice and support for parents of children with special educational needs as well as information and advice for all parents on their child's transition from primary to secondary school.
Information, Advice and Support Service (IASS)	This service offers impartial, confidential information, advice and support for parents/carers of children with special educational needs.
Social Care	The school will refer to Social Care when there is a concern about a child's safety and wellbeing outside of school. This may be followed by a period of multi-agency working to ensure the best outcomes for the child.
Support for Children Looked After (CLA)	The Teacher in Charge of CLA works with the allocated Social Worker and Virtual Headteacher to oversee and monitor provision for children who are in care of the Local Authority.

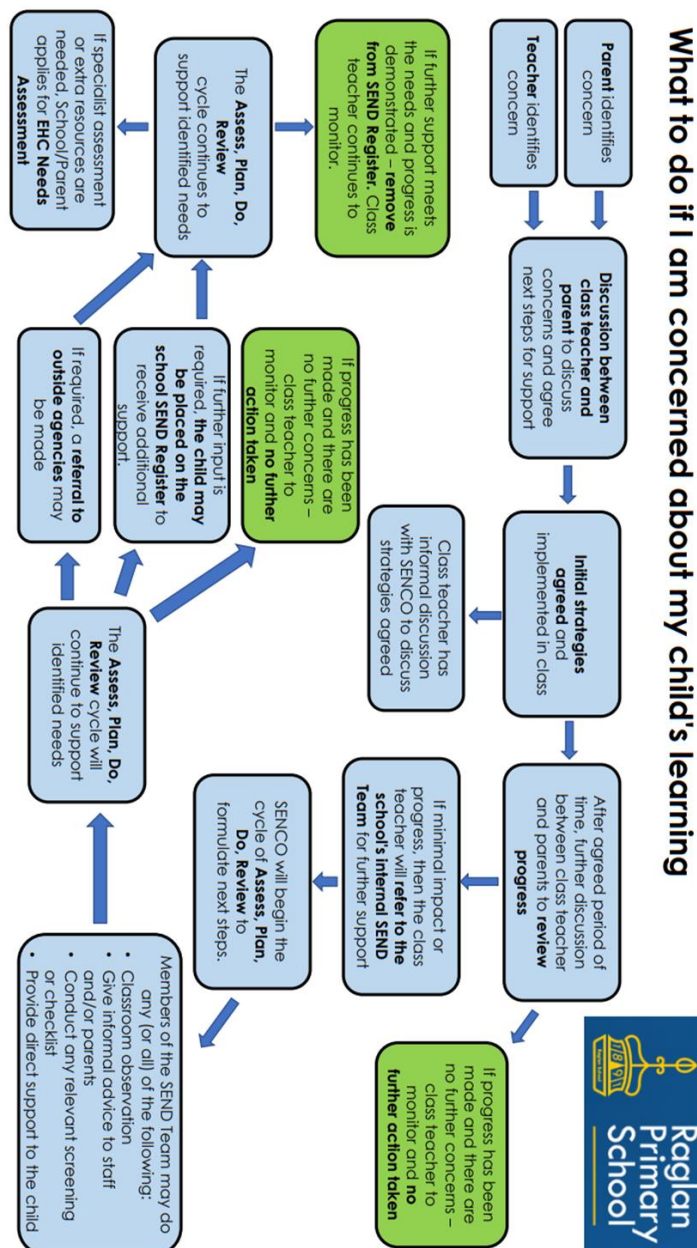
3. What can parents do if they think their child has SEND?

If you have concerns about your child, in the first instance, you should speak to your child's class teacher. He/she 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.
- Contributing to devising informal personalised learning plans to prioritise and focus on the next steps required for your child to improve learning. Applying the school's SEND policy.

Please view the flow diagram below for a clear process of SEND support at Raglan:

What to do if I am concerned about my child's learning



4. What happens if the school identifies a need?

We strive to work in partnership with families by developing open and honest relationships from the moment a child enters our school. We do this by:

- As part of a child's induction to Foundation Stage a meeting is organised for every child's parents to meet with the EYFS team prior to starting school. Where a child is known to have additional needs, the SEND Co-ordinator is available to attend this meeting in school.
- Where a child is known to have additional needs, the EYFS Lead and SEND Co-ordinator will liaise with the pre-school setting to share information to ensure a smooth transition into school. This may include a visit to the pre-school to see the child prior to them starting school.
- Class teachers will talk to parents if they have any concerns about a child's progress.

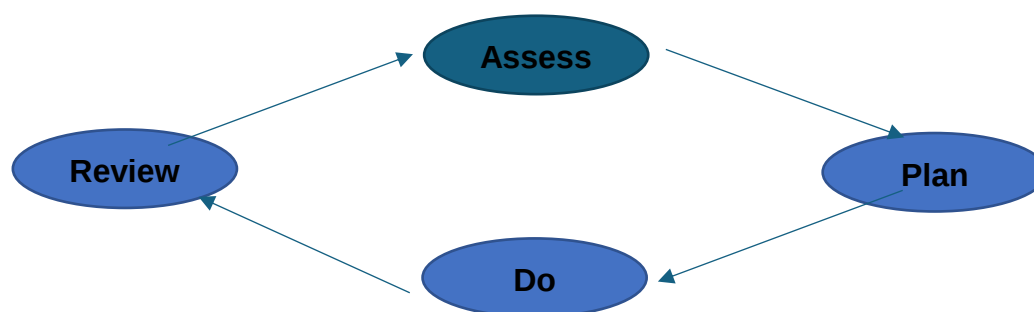
- Parents are welcome to contact teachers or the Learning Mentor if they have any concerns about their child
- Termly parent consultation meetings with class teachers. The SEND Co-ordinator is available throughout these evenings and will try to attend any meeting where a teacher or parent makes a specific request.
- The SEND Co-ordinator is available to meet regularly with parents of children with special educational needs. They are also available via telephone or email consultation. Appointments should be booked in advance through the SENCo Assistants.
- Parents attend annual reviews for children with Education Health Care Plans or Funded Inclusion Plans.
- Joint meetings with the SEND Co-ordinator and a member of the SEND Team to discuss specific concerns and agree short term actions.
- The Autism Champion/ADHD Champion/Dyslexia Champion/Learning Mentor meet with families to offer advice and support for the home and/or collect information to make an onward referral for support in school, if required.

We always take into account the pupil's views and opinions and, in agreement with parents, we will invite a child to attend or contribute all or some of the above meetings if deemed appropriate and considered to be in the best interests of the child.

5. How does school measure progress for children with SEND?

While we identify additional needs under 4 main areas using observation, assessment and/or diagnoses, it is important to understand that each child is individual and the way in which their needs present and impact on their development and self-esteem will be unique.

The following cycle will then be used to provide a child with additional support:



Assess:

On-going monitoring takes place by class teachers to identify pupils who are not making expected progress or who have behavioural/emotional needs that are affecting their ability to engage in learning activities. Staff teams also meet with senior leaders on a termly basis to discuss the progress of each child. The class teacher will meet parents on a termly basis at Parent's Evenings to discuss children's individual needs, support and progress.

Plan:

After discussions with key staff and parents, and if your child meets specified criteria, additional support will 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 individual pupil or young person relating to their support will be given consideration at this stage.

Do:

Any additional support is documented on the school's Management Information System (Arbor). An additional Individual Provision Map is compiled for any pupil who has a Funded Inclusion Plan (FIP) or Education Health and Care Plan (EHCP). In consultation with the SEND Co-ordinator and parents, outcomes and targets are agreed which prioritise key areas to address and by which progress can be measured. Where external agencies are involved, their advice and recommendations are included in any support programmes. Actions agreed take into account each pupil's strengths as a starting point to address their difficulties.

In some cases, additional teaching assistant support may be allocated. This support is deployed to ensure every child can engage in lessons and wider school activities and to facilitate independent learning to support transition to adulthood.

Review:

Pupil Progress meetings are held termly to measure outcomes and review provision. The impact of support offered is considered along with the progress towards agreed targets. Support arrangements will be updated and revised accordingly.

If a child is continuing to have significant difficulties after a period of intervention, further external expertise may be required and the school may request access to additional funding for children who meet the Banded Funding criteria provided by the Local Authority. Where this is agreed, a Funded Inclusion Plan or Education Health Plan may be issued by the Local Authority based on information and views from parents, pupils, an Educational Psychologist and any other professionals working with the child.

We pride ourselves on building positive relationships with parents and families and welcome your support in building a team around your child.

6. How are parents/carers involved in decisions made about their child's education?

We will provide reports on your child's progress.

The class teacher will meet parents at Parent's Evenings:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support put in place to help your child make that progress
- Identify what the school can do, parents/carers can do and what the child can do.

At the parent or teacher's request, the SENCO may also attend these meetings to provide extra support.

Parents have access to the year group email which is monitored by the class teachers and accessed at least once a week. They also have access to the SENCo's and SENCo Assistants' emails which are monitored more frequently.

A member of staff from each year group will be on the playground at drop off and collection, this enables an open dialogue between school and parents. Parents are able to share if there has been a problem at the weekend/in the morning.

The SEND Co-ordinator is available to meet with parents of children with special educational needs. They are also available via telephone or email. The school offers joint meetings with the SEND Co-ordinator and a member of the SEND Team to discuss specific concerns and agree short-term actions. The Autism Champion/ADHD Champion/Dyslexia Champion/Learning Mentor meets with families to

offer advice and support for the home and/or collect information to make an onward referral for support in school.

Appointments can be booked in advance through the SENCo Assistants. If you have concerns that arise between these meetings, please contact:

Senco@raglan.bromley.sch.uk and sencoassistants@raglan.bromley.sch.uk

Parents attend annual reviews for children with Education Health Care Plans or Funded Inclusion Plan. At times of transition, the SEND Co-ordinator will discuss the transition process and what parents can do to prepare for the meeting.

7. How are children involved in decisions made about their education?

During the “Assess” part of the graduated approach of assess-plan-do-review, the views of the individual pupil or young person’s own support is considered.

We always take into account the pupil’s views and opinions and, in agreement with parents, we will invite a child to some meetings if deemed appropriate and considered to be in the best interests of the child.

Children complete “Pupil passports” with as much adult support as they require. These help the child to use verbal, visual or written methods to demonstrate their likes; dislikes; what they want people to know about them; what is going well/not well at school/home; how people can help them learn. There are a few versions of the pupil passport so that it is adapted for the age and stage of development of the child.

8. How does the school adapt its teaching for children with SEND?

Teachers are skilled at adapting teaching to meet the diverse range of needs in each class. There is an expectation that when planning, teachers will take into account individual pupil’s needs and requirements. Adaptive teaching is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning. Teachers set different tasks for pupils of different abilities; give additional help and support to certain pupils in the class and set open ended tasks and allow pupil response at different levels. Teachers ensure that a variety of learning styles (visual, auditory, kinaesthetic) are catered for. Kinaesthetic resources are used such as Numicon, multilink, puppets, story sacks, iPads.

Grouping arrangements are organised flexibly with carefully planned opportunities for all children to work independently and receive adult support when they need it to move their learning forward. A split teaching method is used alongside the graduated release model to provide tailored support and challenge, ensuring that every child can build confidence, deepen understanding, and make accelerated progress.

Support staff are used effectively to give individualised and group support. Additional adults are used flexibly to help groups and individual pupils with a long-term goal of developing independent learning skills. Monitoring takes place to avoid pupils becoming over reliant and dependent on adult support.

A range of resources and aids are accessible for all pupils to support them with their learning including now/next boards, use of ear defenders, assistive technology e.g. speech to text and pen readers, private workstations, sand timers, fiddle toys, wobble cushions, writing slopes, pencil grips, individual visual timetables and a plethora of visual supports and scaffolds to assist independence.

Access to learning and the curriculum (in addition to Quality First Teaching):

If identified as needed, pupils may have access to learning support in:

- Core subjects – Reading/ Writing/ Maths
- Other curriculum areas
- Small groups inside and outside of the classroom
- Specific Intervention programmes

Strategies/programmes to support Speech, Language and Communication:

- Speech and Language therapist advice disseminated to, and followed by, Class Teachers, support staff
- Specific differentiation or modification of resources e.g. symbols; practical hands on activities.
- Speaking and Listening groups – Narrative, Memory, NELI, etc
- Social Skills/Social Thinking Groups

Strategies to support/develop Literacy Skills:

- Focused reading sessions with groups or pairs of children
- Small group reading programmes
- Access to structured programmes - e.g. 5 Minute Literacy Box; Toe by Toe
- Small groups to develop phonics and spelling
- Handwriting programmes - e.g. Speed Up! Programme; Write from the Start
- Precision Teaching interventions 1:1 or in a small group
- Nessy Programme

Strategies to support/develop Mathematics:

- Small group intervention programmes – booster groups
- Pre-Teaching groups/Reinforcement sessions
- Use of intervention programmes – e.g. TTRS/Numberbots; 5 Minute Numeracy Box
- 1:1/paired support – Precision Teaching; Power of 2

Strategies to support/develop Social, Emotional and Mental Health Needs:

- Small group intervention programmes – e.g. Circle of Friends; Self-Esteem groups
- 1:1 Emotional Literacy Support from Autism Champion, Learning Mentor, Emotional Literacy Support Assistant
- Use of programmes and visuals – Zones of Regulation; Incredible 5-point Scale
- Use of Learning Breaks and Sensory Circuits
- Listening Ear programme

Provision to facilitate/support access to the curriculum:

- Additional support from a member of support staff
- Differentiation or modification of resources
- Additional modelling by an adult
- Adaptations to the learning environment – e.g. Workstations; Learning Breaks
- Use of TEACCH Approach
- Use of technology – software and programmes

Tests and Examinations: Access Arrangements:

For some pupils additional arrangements and adjustments can be made to enable them to fully access a range of national tests e.g. Key Stage 2 SATS (movement breaks, 1:1 reader, extra time). The school makes applications for access arrangements in line with the timescales set by the QCA.

The Speech and Language Provision:

The Speech and Language Provision at Raglan Primary School has 30 spaces for children from across Bromley who have an EHCP recognising a severe or complex language need, including DLD and verbal dyspraxia. The waiting list for places at the provision is held by Bromley Local Authority and placement is recommended by a specialist Speech and Language Therapist in Bromley Healthcare. Entry to the language provision is managed by Bromley not by the school itself.

The Language Provision consists of 2 classes, each with a qualified teacher and a higher ratio of support staff. Staff use Makaton to support language inside the classroom and Communicate in Print symbols are used to further assist teaching and learning.

The Language Provision has a Speech and Language Therapist for 4.5 days and an in-house Speech and Language Therapy Assistant to deliver an intensive level of therapy for each child as specified in their EHCP.

The Speech and Language Therapy team work closely with the SEND Co-ordinator and class teachers to ensure a communication supportive environment and adapt teaching methods to meet the children's communication needs.

Children in the Language Provision join their mainstream peers for lunch times, playtimes and assemblies. In addition, some children join mainstream classes for other subjects, according to their personal strengths. The children are invited to attend school visits and residential school journeys with mainstream classes and they attend any appropriate workshops in school.

Children in the Language Provision have equal access to extra-curricular activities, with some children attending both Breakfast Club and After School Club. They are welcome to attend extra-curricular activities run by school staff and outside providers.

The Speech and Language Therapist assesses the children formally and informally to monitor progress and offer advice to staff and parents on next steps for each child. The therapist attends Parents Evening appointments and Annual Reviews with teachers to jointly discuss progress and set new targets.

Teaching staff use the B Squared Connecting Steps assessment tool to measure academic attainment and report small steps of progress to parents in written reports and formal meetings.

When assessment shows that a child has made significant progress with their language and is able to access a mainstream classroom with support, plans are made to work with the Local Authority to secure a mainstream placement and agree an appropriate level of additional support on transition to the receiving school. A careful transition programme is arranged with an increased level of inclusion within a mainstream class at Raglan, sharing of information with the receiving school and induction visits to allow the transition to be successful for the family.

9. How does the school evaluate whether the support in place is helping the child?

We will continually assess the impact that the SEN provision is having on your child through a number of ways in order to ensure your child is making progress in their learning.

- Learning walks- class, group interventions and 1:1 support
- Observation evidence- class and intervention group and 1:1 support
- Book looks- evidence in books showing progress
- Class provision Maps- these outline all the interventions supporting the children in each year group. It will detail the interventions taking place, set achievable targets and record the outcome so that the effectiveness of the intervention can be measured.
- Review meetings
- Pupil progress meetings
- Pupil voice- pupils with SEND have various opportunities throughout the year to talk about their educational experiences and the progress they feel they are making.

Children's support is reviewed termly using year group provision maps. These outline: all support in place, the child's targets, the intervention taking place and the outcome of the intervention. This is then given an impact score and used to plan the support for the following term. Some interventions have baseline and exit assessments, others use pupil questionnaires and some are evaluated by their achievements in class. Year group provision maps are monitored by the SENCo to ensure that all targets are SMART (Specific, Measurable, Achievable, Relevant and Time-bound.) This means that support can be measured according to the target and it is clear how much progress has been made. Support and interventions are adapted if they are shown to not be supporting the child. Termly progress towards targets is provided to parents in the school reports and discussed at parent evenings.





Provision Map



Impact Score:

0 = No impact. No progress compared to the baseline assessment.
1 = Minimal impact. Little significant progress compared to the baseline assessment.
2 = Moderate impact. Some progress compared to the baseline assessment.
3 = Good impact. Clear progress compared to the baseline assessment.
4 = Great impact. Significant progress compared to the baseline assessment.

Provision or Intervention	Group Size Indicate ratio of adults to children e.g.1:6	Frequency, Duration & Staff	Pupil & Start Date	Entry Data	Intervention Target	Exit Data	Impact Score	Outcome <u>Indicate whether the child will continue with intervention and next steps?</u>

Progress against current EHCP Outcomes			
	On Track	Not On Track	If not on track, what additional actions are in place to ensure progress?
Communication and Interaction			
Cognition and Learning			
Social, Emotional and Mental Health			
Sensory /Physical			

10. How does the school make sure that children with SEND are included in activities alongside pupils who don't have SEND?



The school is committed to ensuring that all pupils, including those with SEND, are fully included in all aspects of school life. Staff plan lessons and activities with inclusion in mind, making adaptations where necessary so that every child can participate meaningfully and safely. This includes school trips, clubs, sports, assemblies, and themed days. No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included. All pupils are encouraged to go on our school trips, including our residential trips to PGL and the Isle of Wight. All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

Support might include additional adult assistance, use of accessible resources, or tailored risk assessments to meet individual needs. We work closely with parents and pupils to understand any potential barriers and remove them wherever possible. Inclusion is at the heart of our school values, and we celebrate the diversity and strengths each child brings to our community.

11. How does the school make sure the admissions process is fair for pupils with SEN or a disability?



The school follows the Local Authority's admissions policy, which is fully compliant with the Equality Act 2010 and the SEND Code of Practice. We welcome all children, including those with SEND or disabilities, and ensure that the admissions process is inclusive and accessible.

We do not discriminate against children with SEND during admissions. Where a child has an identified need, we work with the family and any relevant professionals to plan appropriate support in advance of their start. For pupils with an Education, Health and Care Plan (EHCP), the school is consulted as part of the statutory process and decisions are made based on whether the school can meet the child's needs effectively.

12. How does the school support pupils with disabilities?

Please see our accessibility plan on the school website: <https://raglanprimary.school/school-policies/https://raglanprimary.school/wp-content/uploads/2025/03/Accessibility-Plan.pdf>

Please also see our policy for supporting children with medical needs.

<https://raglanprimary.school/wp-content/uploads/2023/11/Supporting-Children-with-Medical-Needs-Policy.pdf>

And our equality, diversity and inclusion policy

<https://raglanprimary.school/wp-content/uploads/2023/11/EDI-Statment-Website-Version.pdf>

13. How does the school support children's mental health and emotional and social development?

Supporting children's emotional wellbeing and mental health is a key priority in our school. We foster a nurturing and supportive environment where children feel safe, valued, and listened to.

Our approach includes:

- A clear behaviour policy based on positive relationships and emotional regulation.
 - Regular PSHE (Personal, Social, Health and Economic) lessons to build emotional literacy, resilience, and empathy.
 - Access to pastoral support from trained staff, such as a learning mentor, ELSA (Emotional Literacy Support Assistant), or SENCo.
 - Referral pathways to external services like CAMHS, counselling, or behaviour support teams when needed.
 - Opportunities for social and emotional skill-building through targeted group work and play-based interventions.
 - We work closely with parents and carers to ensure consistent support across home and school.
 - Pupils are encouraged to be part of the school council, our Agents for Change and Makaton Ambassadors.
 - We provide extra pastoral support for listening to the views of pupils with our Listening Ear initiative.
 - We run wellbeing clubs at lunch times for children that want to be inside doing mindfulness rather than outside.
 - We have a 'zero tolerance' approach to bullying.
- Please see our anti-bullying policy on our website <https://raglanprimary.school/wp-content/uploads/2024/11/Mosaic-and-Raglan-Antibullying-Policy-Review-Sept-2025.pdf>

14. Support for CLA and PCLA



Mr Matt De Freitas, our headteacher co-ordinates support for any Child Looked After (CLA), will work with Mr Martin Hunter, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Pupils who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

15. What is available for transition between classes or settings or in preparing for adulthood?

Children and young people with SEND can become particularly anxious about “moving on” so we seek to support successful transition.

When moving to another school:

- We will contact the School SENCo and share information (with parental permission) 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 securely and promptly.
- If appropriate, we will arrange informal visits to the new school for the child to enable them to become familiar with their new surroundings.

When moving classes in school:

- An information sharing meeting will take place with the new teacher
- A transition booklet is made and shared with the child, parents and new staff
- Formal and informal opportunities are organised to visit the new class / teacher
- Resources move with the child e.g. now/next board, sloped writing boards etc.

Secondary Transition:

- The SEND Co-ordinators will attend the Primary/Secondary Transition day meeting to discuss specific needs of your child and the nature and level of support that has had the most impact (with parental permission).
- Many secondary school SENCos visit Raglan to meet groups of students and class teachers share information as appropriate at this time.
- In some cases, additional multi-agency meetings may be arranged to create a more detailed “transition” plan that may include more visits to the new school and/or additional visits from the new school.
- If appropriate, we will arrange informal visits to the new school for the child to enable them to become familiar with their new surroundings. A familiar member of staff will accompany the child in order to ease transition (if appropriate).
- All school records are passed on securely to the receiving school.

16. What support is available for families (Local Offer)?

Local Authorities and schools are required to publish and keep under review information about services that are available for children and young people with Special Educational Needs (SEN) and Disabilities aged 0-25. This is called the 'Bromley **SEND Local Offer**'. The intention of the Bromley **SEND Local Offer** is to be a valuable resource in sharing the local services and provision available to families.

For further information on how we support pupils with disabilities please refer to our Accessibility Plan and our Special Educational Needs (SEND) and Inclusion Policy on our school website.

You can access the Bromley **SEND Local Offer** at the following web address:

www.bromley.gov.uk/localoffer

Other services available to support families with children with additional needs:

Information, Advice and Support Service (IASS)- <https://bromleyiass.org.uk>

Bromley Parent Voice- www.bromleyparentvoice.org.uk

17. What should I do if I have a complaint about my child's SEND support?

SEND provision and interventions put in place do not suit everyone and sometimes we need to try a few different approaches before we find the one that works best for your child. If you are unhappy with your child's support or progress you have the right to raise concerns to the school.

Please discuss any concerns initially with the class teacher/SENCo

Any formal complaints from parents and carers will be dealt with through the procedures outlined in the Trust's **Complaints Policy**

(<https://www.mosaicschoolslearningtrust.org/attachments/download.asp?file=24&type=pdf>).

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **CLA** – Child Looked After
- **Adaptive teaching** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **PCLA** – Previously Child Looked After
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support pupils with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- **SEND support** – special educational provision which meets the needs of pupils with SEND
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages

For more definitions of terms and acronyms please view our glossary of terms

<https://raglanprimary.school/wp-content/uploads/2024/09/SEND-Glossary-of-Terms-Raglan-Website.pdf>

And our SEND – Common Acronyms, both are available on our website under the SEND Hub

<https://raglanprimary.school/wp-content/uploads/2023/12/SEND-Common-Acronyms.pdf>