

LPGS Special Educational Needs & Disabilities Information Report 2021-2022



Langley Park
School for Girls

Introduction

Langley Park School for Girls (LPGS) is an inclusive school committed to empowering all students to realise their potential including those with Special Educational Needs. We share with all Bromley schools the expectation that all students, regardless of their specific needs, should be offered inclusive teaching which will enable them to make the best possible progress in school and to feel that they are valued members of the wider school community.

This information report has been produced in partnership with key stakeholders and outlines how LPGS meet the needs of students with special educational needs. Key stakeholders include members of staff in the SEND team, students and the SEND Governor. We ensure a yearly review of the information in this report through a working party meeting which aims to review the information report as a whole and address any questions or action points raised.

Overview of Student Support Team

The Student Support faculty is managed by Mrs Rachel Cadman & Ms Anna Taylor, joint Assistant Head Teachers for Inclusion. Mrs Cadman & Ms Taylor are also the current SEND Co-ordinators (SENDCo) responsible for the day to day operation of the department. Mrs Cadman & Ms Taylor can be contacted on the following contact details:

- Email: rc@lpgs.bromley.sch.uk/ at@lpgs.bromley.sch.uk
- Telephone: 02086634199

The Inclusion Team also consists of the following roles:

- **Mr James Chinery:** Assistant SENDCo
- **Mrs Jackie Tunney:** Learning Support Mentor for the Sixth Form (Key Stage 5)
- **Miss Charlotte Dansette:** EAL Co-ordinator
- **Mrs Katrina Stanford:** EAL Support Worker
- **Mrs Lauran Fenton:** Specialist Literacy Teacher
- **Ms Marcia Forde:** Senior Pastoral Manager
- **Mr Alex Littlechild:** Non-teaching Keyworker for Key Stage 3
- **Mrs Suzanne King:** Non-teaching Keyworker for Key stage 4

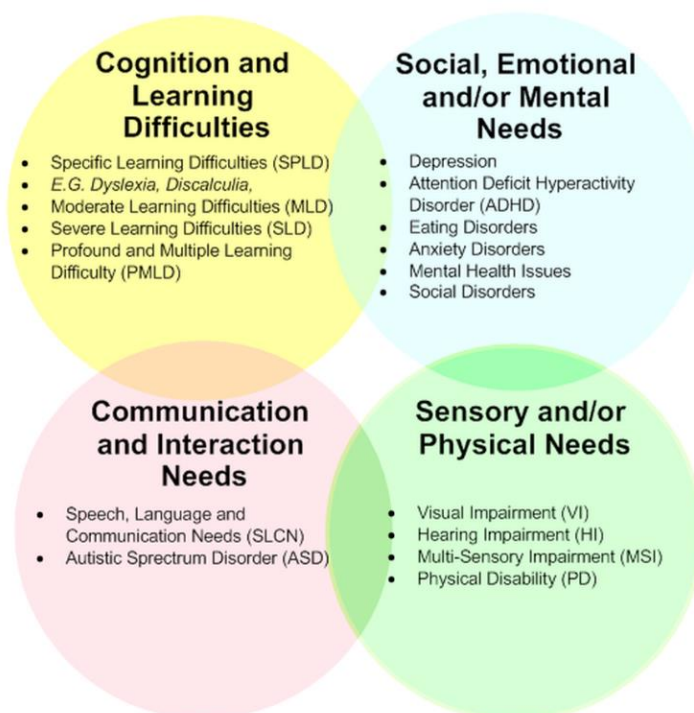
- **Mrs Debbie Sweeney:** SEND & Inclusion Admin Assistant
- **Mrs Zoe Rose:** Attendance Officer
- **Mrs Rosemarie Mitchell:** Safeguarding Officer
- **Mrs Melanie Edmunds:** School Counsellor
- **Learning Support Assistants:** We have 9 Learning Support Assistants in the team
- **Speech & Language Therapists:** We commission a small team of Speech & Language Therapists

Mr Robin Boshier is the link Governor with responsibility for SEND.

Categories of need

In line with the SEND Code of Practice, LPGS offers a range of provision to support students who have a special educational needs in the following categories:

- **Cognition and Learning-** This includes Specific Learning difficulties and Moderate Learning Difficulties
- **Communication and Interaction-** This includes Autistic Spectrum Disorder and Speech, Language and Communication Needs
- **Social, Emotional and Mental Health difficulties-** This includes Attention Deficit Hyperactive Disorder (ADHD), as well as eating disorders
- **Sensory and Physical-** This includes Hearing and Visual impairments as well as Physical Needs



The range of support deployed will be tailored to individual needs through a graduated approach designed to enable students working to becoming independent and resilient learners and involves a joint working approach between all teaching staff.

Our SEND policy can also be found on our school website.

Assessment, Planning and Review

All students receive formal academic progress reports once a term. In addition to this, ongoing monitoring by subject teachers/ Form Tutors identifies students who are not making good progress or whose needs are affecting their ability to engage in learning activities.

After possible additional testing in school, discussion with key staff and parents/carers, additional support may be put into place to provide enhanced resources and/or targeted small group and/or individual support to help overcome any difficulties. In line with the graduated support model, teacher and subject support will be the first stage, moving to a more specialist level of support depending on need.

This additional support for a student with special educational needs is documented in an individual provision map. This is a way in which support can be monitored and impact can be measured. Where external agencies are involved, their advice and recommendations may be included in any support considered. Agreed actions take into account each student's strengths as well as their difficulties and desired outcomes.

In a small number of cases, often where a student has an EHCP (Education & Health Care Plan), a Learning Support Assistant may be allocated. This support is deployed to ensure students can engage in lessons and wider school activities and to facilitate independent learning to support transition to adulthood.

All students who are identified as having a special educational need will be allocated a Keyworker. This may be a member of the LSA team who will have more regular contact with students in and out of the classroom. There will also be SEND professional within the team (SENDCo or Assistant SENDCo) who oversees co-ordination of support for a student. This will be the main point of contact for all discussion around a student's needs. At the start of each academic year parents and carers are contacted with relevant details.

Parents/carers will have the opportunity to meet relevant SEND staff at official parent's consultation evenings, the SEND Parent Forums (offered one a term) and at other times by arrangement.

Provision to facilitate and support access to the curriculum

When a student is identified as having a special educational need, LPGS provides a graduated response dependent on the type and level of need. Responses may include one or more of the following:

- Targeted teacher/ subject support in lessons
- Subject intervention by subject teachers
- Access Student Support area
- Access to a Keyworker (learning or pastoral)
- Adapted timetable
- Targeted learning support groups in place of MFL
- Access to appropriate assistive technology
- Homework support
- Specific programmes to support speech and language
- 1:1 or small group sessions with support staff
- Social skills groups
- Literacy catch up programme
- Numeracy catch up programme
- Strategies to support and develop independent learning
- Study skills and revision workshops

- Strategies to support and develop Literacy and Numeracy skills
- Peer reading programme
- Access to targeted Lunch time provisions
- Timetabled library lessons and access to library facilities after school
- Access to support programmes for dyslexic students
- Access speech and language support by referral
- Exams access concessions following appropriate assessment
- Adapted options pathways at Key Stage 4

In addition to the above:

- All students, new to the school, are assessed using LUCID adaptive testing as well as other appropriate screening tests
- Further reading assessments are carried out throughout the year, as appropriate
- Screening tests for Dyslexia may be carried out, if appropriate
- Students with Pupil Premium may also have access to additional specialist support, if needed

Pastoral Support

The school has strong pastoral support systems which involves all teaching and non-teaching staff and in particular, Form Tutors and Heads of Year who offer daily support. In addition, students have access to the following interventions, where appropriate:

- Peer support programmes
- 1:1 mentoring - external and internal
- Extra-curricular clubs
- Workshops to address self-esteem, anger management, assertiveness and organisation with key staff
- Supervision at social times
- Access to Student Support area
- Positive report systems
- Support from Education Welfare
- Liaison with parents/carers

Tests and Examination Access Arrangements

Additional arrangements can be made for some students with a disability or medical condition to enable them to access fully a range of tests. This might include additional time, rest breaks or the use of a reader, scribe or word processor.

The SENDCo will inform parents/carers about eligibility and applications for these arrangements. Only tests and assessors authorised by the school and recognised by JQC (Joint Council for Qualifications) can be accepted for access arrangements for public examinations. Please see our Exams Access Policy on our website for further information.

Staffing Expertise

An ongoing programme of training for staff is in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of students with SEND. Teachers are also provided with relevant information about students with SEND or additional learning needs through our confidential SEND Register. This provides up to date information for staff about a student's needs and how best to support them.

Our SENDCo and Student Support staff keep abreast of current local and national initiatives and policies to support students with SEND and welcome opportunities for sharing good practice with other local schools. The school also seeks advice and guidance from local special schools to review, evaluate and develop provision for students who have the most complex needs.

We have staff with specialized expertise and qualifications in school including:

- Accredited training for students with Autism
- Catch up Literacy and Numeracy intervention
- Speech and language Therapists
- Specialist Literacy Teacher

Increasing Accessibility – Getting about

We have the following strategies to support accessibility at LPGS:

- Access to strategies/programmes to support occupational/physiotherapy needs as required including modified PE lessons or exercise programmes
- Access to modified equipment and ICT on advice from external agencies
- Access to medical interventions
- Staff training in administering some medications e.g. EpiPen, insulin
- Photographs of students with severe medical conditions provided to staff
- Key staff trained in First Aid
- Close liaison with other medical agencies e.g. physiotherapy, occupational health, CAMHS

Partnerships with External Agencies

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

- **Educational Psychology Service** – Access to the EPS is currently not available in the format it has been in previous years. Previously, referrals to the Educational Psychology service were based on the school's assessment of an individual student and in consultation with parents. Please speak to the SENDCo directly for an update on the EPS service in Bromley if you have any questions.
- **Sensory Support Service** – The Vision and Hearing Support services work closely with the school. Advice and support is offered throughout the school year. Both services visit students in school to assess their needs and liaise closely with school staff to ensure strategies and interventions are in place. Any appropriate access arrangements are considered carefully

- **Speech and Language Therapy** – School will implement recommendations following specialist assessment by our commissioned Speech and Language Therapy team. School will work closely with Speech Therapists to follow advice that is given.
- **Occupational health/ physiotherapy services**- School has full access to these services as and when required for specific students.
- **Bromley Wellbeing Service**- This is a counselling support service working with children and young people in Bromley. LPGS work closely with Wellbeing practitioners in order to best support the mental health and wellbeing of young people in our school.
- **CAMHS** – This service is mainly accessed through referral/ escalation through the Wellbeing Service.
- **Virtual Schools** –This service oversees and monitors provision for children who are in the care of a Local Authority (LA). The LA where the child was registered remains responsible for that child in loco parentis regardless of where the child currently resides or is educated. At LPGS Ms Anna Taylor has responsibility for children who are looked after.
- **Paediatric services**- The assessment team in Bromley can be accessed via GP referral or through school's referral.

Transition

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

When moving on to another school we will:

- Liaise with the new school to share information about special arrangements and support that has been made to help the student achieve their learning goals
- Ensure that all records are passed on as soon as possible
- Arrange visits where appropriate

When moving classes/tutor groups in school we will:

- Liaise with teachers and Head of Year involved. All subject teachers and Learning Support staff affected will be informed of the move
- Arrange opportunities to visit the new class/teacher if necessary

In Year 6 – Year 7 transition of students with high needs/statement of SEND:

- The SENDCo and/or Assistant SENDCo will attend the Primary/Secondary Transition review meeting to discuss specific needs of the student and the nature and level of support which has had the most impact
- In some cases additional multi-agency meetings may be required to create a more detailed 'transition' plan for students. This may include additional visits to LPGS or participating in our 'Moving On' project

In addition, the SENDCo and/or members of the Student Support team will attend the Bromley Schools Year 6 - Year 7 Transition meeting to discuss Bromley students with SEND and collect relevant paperwork from the feeder schools.

Transition to Sixth Form

- Additional support is provided to help students who may be anxious about this transitional step. Student Support staff work closely with the Sixth Form Leadership team to ensure students feel supported at this crucial time

Catch-up Premium: What is catch-up funding?

The literacy and numeracy catch-up funding provides schools with additional funding to support those children who performed below national expectations at Key Stage 2 in English and Maths. It is provided to all state funded schools with a Year 7 cohort. As of 2016-2017, under the new scaled scores system, we now provide support to students who have been identified as scoring significantly below 100 (which is the expected standard).

LPGS are committed to supporting students who have not made national expected progress in either or both of English and Maths to ensure that core skills are developed. This is to build student confidence in these key subject areas, also to ensure that students can be successful across a diverse and rich range of subjects with a core literacy and numeracy base.

Please see our school website for further information on the Catch Up Premium.

Admissions Criteria

For full details of our admissions criteria please see our school website.

Complaints Procedures

Should you ever need to make a complaint concerning the SEND provision in place, please following the Complaints procedure as available on our school website.

Useful links and contacts

Bromley Local Offer:

Further information about support and services for students and their families can be found in the Bromley Local Offer Web link, which can also be found on a separate tab on our website.

https://www.bromley.gov.uk/info/10122/children_and_young_adults_with_disabilities_and_learning_needs

Information, Advice and Support Service (IASS):

http://www.bromley.gov.uk/info/8/special_educational_needs/64/information_advice_and_support_service_iass

Bromley Parent Voice:

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

Bromley Wellbeing Service:

<http://www.bromleywellbeingcyp.org>

Bromley Mencap:

<https://www.bromleymencap.org.uk>

CASPA Clubs and Services (Charity supporting students with ASD):

<https://www.caspabromley.org.uk>

Dyspraxia Foundation:

<https://dyspraxiafoundation.org.uk>

Dyscalculia Association:

www.dyscalculiaassociation.uk