



SEND Information Report

FROM SEPTEMBER 2026

Aquinas Church of England Education Trust





Policy control	
Title	SEND Information Report
Responsibility	Trust Inclusion Lead
Review body	
Suite	Education
Approval date	April 2025
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SEND Information Report

Statement of Intent

St George's prides itself on being an inclusive community that supports and values all pupils. All stakeholders work together to make our school a happy, welcoming place where children, young people and adults can thrive, learn, and grow. A fundamental aspect of this is ensuring equality of opportunity for our children, including those who have specific, identified needs. There is a shared expectation that all pupils receive inclusive teaching to enable them to make the best possible progress.

This SEND Information Report follows The Special Educational Needs and Disability Regulations 2014 Schedule 1 Regulation 51. We adhere to the SEN Code of Practice 2014 and recognise the four primary areas of SEND:

1. Communication and interaction.
2. Cognition and learning.
3. Social, emotional, mental health.
4. Sensory and/or physical.

The range of support deployed will be tailored to individual need, following thorough assessment by internal or external agencies. It is designed to promote pupils towards becoming independent and resilient learners and should not be seen in isolation.

This report has been co-produced with key stake holders, including pupils, parents and families, colleagues, and advisory council members.



Information and Guidance

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

Class teacher	Your child's class teacher should always be the first point of contact if you wish to discuss your child's learning. He/she will know your child best and is responsible for planning, assessing, and reviewing your child's learning and progress. 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 personalised learning plans to prioritise and focus on the next steps required for your child to improve learning. • Applying the Trust's SEND Policy. If you have concerns about your child, you should speak to your child's class teacher first. You may then be directed to the SENDCo.
Special Educational Needs Coordinator (SENDCo): Francesca Townsend Email: admin@st-georgesbickley.bromley.sch.uk	They are responsible for: • Coordinating provision for children with SEND and developing the school's SEND policy. • Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs. • Ensuring that parents of children with SEND 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 how their child is doing ○ Consulted about planning successful movement (transition) to a new class or school. • Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties.
Headteacher: Jennifer Francis admin@st-georgesbickley.bromley.sch.uk	They are responsible for: • The day-to-day management of all aspects of the school, including the provision made for pupils with SEND.
ACC member: Mrs Jade Harvey	They are responsible for: • Supporting the school to evaluate and develop quality and impact of provision for pupils with SEND across the school.



Assessment, Planning and Review

How can I find out about how well my child is doing?

Special Educational Needs are placed into four areas of classification:

- Communication & Interaction (Autistic Spectrum Condition ASC/Social Communications Difficulties SCD, Speech, Language and Communication Needs SLCN)
- Cognition & Learning (Specific Learning Difficulties SpLD, Mild Learning Difficulties MLD, Severe Learning Difficulties SLD, Profound and Multiple Learning Difficulties PMLD)
- Social, Emotional & Mental Health SEMH (Mental Wellbeing, ADHD and Behaviour)
- Sensory & Physical Needs (Visual Impairment, Hearing Impairment, Multi-sensory Impairment, Physical Disability)

Ongoing monitoring takes place by class teachers to identify pupils who are not making progress or who have difficulties which are affecting their ability to engage in learning activities. After discussions with key staff and parents/carers, additional support will be put in place to provide enhanced resources and targeted small group and/or individual support to help overcome any difficulties.

This additional support is documented in a provision map, in consultation with the SENCO and parents/carers and short-term targets are agreed which prioritise key areas of learning or behaviour to address and by which progress can be measured. Where external agencies are involved, their advice and recommendations are included in the support programmes. Actions agreed take into account each pupil's strength as well as their difficulties. In some cases, teaching assistant support may be allocated. This support is deployed to ensure your child can engage in lessons and wider school activities and to facilitate independent learning to support transition to adulthood.

Formal review meetings for pupils with an Education, Health and Care Plan (EHCP) are held at least yearly. Parents/carers, staff, relevant external agencies and when appropriate, pupils are invited to this review. The impact of support offered is considered along with the progress towards desired outcomes. Support arrangements will be updated and revised accordingly. If not involved already, this might include referral to external agencies. The outcomes of these meetings will be formally recorded.

If your child is continuing to have significant difficulties, further external expertise may be requested, and a needs assessment may be an appropriate next step (Education and Health plans). Education Health and Care Plan (EHCP) will be co-produced with all relevant agencies. Further details about this process will be explained in the Local Authority's Local Offer. The EHCP is then shared between relevant professionals and is implemented using a Plan, Do, Review approach. The level of need and support is reviewed yearly, and it is determined whether outcomes have been met or need to be revised dependent on the individual learner.



Tests and Examinations: Access Arrangements

Tests and Examinations: For some pupils' additional arrangements and adjustments can be made to enable them to fully access a range of tests. This might include additional time, rest breaks or the use of a scribe or word processor. The Head teacher will inform you about eligibility for these arrangements.

Curriculum and Teaching Methods (including groupings and interventions) How will teaching be adapted to meet the needs of my child?

All class teachers are teachers of children who have additional needs.

They have all had training in SEND and know many different ways to support children to access learning in class through their quality first teaching. The primary aim is for all children to access learning together; collaboration and opportunities for debate and discussion are promoted. Daily planning takes into account individual children's needs and requirements. A range of adaptations is considered to promote equality of access and ensure that all pupils can experience success and challenge in their learning. Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all. Typically, in a lesson there may be different levels of work, scaffolding or support materials for different abilities. On occasions, tasks may be individually differentiated. St George's also prides itself on a broad, balanced and enquiry-based curriculum intended to engage varied intelligences and inspire learning.

There may also be a teaching assistant working with your child either individually or as part of a group. How often your child has this support and the form it takes can vary greatly. Additional adults are used flexibly with the long-term goal of developing independent learning skills. If your child presents to us with a need we have not encountered before, we will seek advice and training. However, we also value your knowledge and experience as parents to help us support your child.



Interventions

How will my child's access to learning be supported?

Access to learning and the curriculum

Access to learning support staff:

There are regular intervention programmes in class such as extra reading, phonics, maths and handwriting. There are also more intensive programmes for key skills such as fine motor skills, speech therapy, physiotherapy exercises.

- Mentoring internal and in some cases uses of external mentors
- Listening Ear/drop-in sessions with Family Worker
- Check in club

Strategies/programmes to support speech and language where appropriate:

- Speech and Language Therapist advice disseminated to and followed by teaching staff.
- Specific differentiation or modification of resources e.g. use of Widget. Speech therapy individual or group work delivered by ELKLAN trained TA's following speech therapist advice. Eg. Narrative Therapy.
- A trained speech therapist who will work individual with children and create a programme for them to be followed up by a trained TA.

Strategies to support/develop literacy including reading:

- Focused reading programmes
- Little Wandle Catch Up
- Small group interventions such as phonics, handwriting, small group Literacy support in class.

Strategies to support/develop numeracy:

- Small group intervention programmes for basic skills
- Small group additional support with a teacher
- Use of numicon, dienes and other maths resources in all year groups
- Small group Numeracy support
- Numeracy catch-up programmes such as plus 1.



Provision to facilitate/support access to the curriculum:

- Small group provision
- Teaching Assistants to support children in class

Strategies/support to develop independent learning:

- Mentoring by support staff or teaching staff
- Alternative recording methods such as mind-mapping, posters, videos and pictures
- Visual timetables for class and individuals
- Highly differentiated learning with achievable outcomes.

Pastoral Support

Strategies to support the development of pupils' social skills and enhance self-esteem:

- ELSA
- Counselling
- Mentoring Service

Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents):

- Transition support
- Reduced or modified time-table
- Regular contact and liaison with parent/carers

Strategies to support/modify behaviour:

- School sanctions and reward system as set out in the School Pupil Behaviour and Discipline Policy. Behaviour plans.
- SEMH Support for Schools Service
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Support/supervision at unstructured times of the day including personal care:

- Lunch Club
- Trained SEN staff on duty

Personal & medical care:

- Identified medical administrative staff available for pupils throughout the day. Care plans for pupils with medical needs.
- System for administration of medication.
- Support staff to assist pupils with personal care as specified by clinical plans. Modified toilet facilities for individual needs.



Planning, assessment, evaluation, and next steps:

- Regular informal reviews with parents/carers.
- Formal pupil progress reviews termly for pupils with individual provision maps.
- Intervention tracing records for pupils who have needs but don't have specific targets from other agencies.
- High Quality Teacher with differentiation and scaffolding for pupils

Increasing accessibility - getting about

Access to strategies/programmes to support occupational /physiotherapy needs:

St George's Primary has a whole school approach to inclusion which supports all pupils engaging in activities together. Any barriers to engagement are reviewed with discussions on what can be done to overcome these. We make reasonable adjustments so that pupils can, where possible, join in with activities available to all.

To support pupils' inclusion on external trips if it is necessary, additional staff, with knowledge of the specific student's need, accompany the student. Where necessary, external advice will be sought to ensure an appropriate risk assessment has been carried out of the individual's needs at the venue/activity.

Access to strategies/programmes to support occupational/physiotherapy needs: Advice of professionals disseminated and followed.

Use of any recommended equipment.

Access to modified equipment and IT:

- Hardware and software to support learning dependent on the need of the learner and activity.



Partnerships with External Agencies

What support from outside does the school use to support my child?

The school works with several external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:

- LBB Educational Psychology Service
- LBB Sensory Support Service
- LBB Speech & Language Therapy Service
- LBB Occupational Therapy Service
- LBB Child & Adolescent Mental Health Service (CAMHS)
- Bromley Wellbeing
- LBB School Nurse
- LBB Community Paediatrician
- Bromley Children's Project
- SEMH Outreach Service
- LBB Complex Needs Team
- LBB Social Care
- Bromley Parent Voice
- Information, Advice and Support Service (IASS)
- Specialist Support and Disability Panel
- LBB Inclusion Support Advisory Team (ISAT)

Liaison/Communication with Professionals/Parents, attendance at meetings and preparation of reports

Agency	Description of Support
School may refer as required and implement recommendations following specialist assessment	
Educational Psychology Service Our attached Educational Psychologist is: Stefanie Prior	Assesses cognitive abilities and provides advice to school and parents.
Inclusion Support Advisory Team (ISAT)	School can refer to the ISAT if they have concerns about a child identified with SEND who: - are not making progress - Have poor attendance - Have behavioural difficulties - Require additional Support or funding
Sensory Support Service	Offers advice and strategies to support pupils with difficulties seeing and hearing.
Speech and Language Therapy	



School Nurse	School may refer as required and implement recommendations following specialist assessment
Occupational/physiotherapy	
Paediatric Services	
CAMHS (Child and Adolescent Mental Health Service)	
Educational Professional responsible for children who are looked after or have been adopted from care.	Oversees and monitors provision for children who are in the care of the Local Authority: The Headteacher for the Virtual School is:
	Sally Kelly Sally.Kelly@bromley.gov.uk virtual.school@bromley.gov.uk Tel: 020 8461 7723 / 020 8313 404
Voluntary agencies	
Bromley Parent Voice	www.bromleyparentvoice.org.uk info@bromleyparentvoice.org.uk
MENCAP	Tel: 020 8466 0790 enquiries@bromleymencap.org
Choice Support	Tel: 020 8464 2897 info@burgessautistictrust.org.uk
Bromley Experts by Experience	Bromley Experts by Experience (X by X) is a user-led charity for Deaf and Disabled People and Carers in Bromley. info@xbyxbromley.com 0208 650 2102
Bromley Information Advice & Support Service (IASS) We offer impartial, confidential information advice and support for parents/carers of children with SEN. We offer independent, impartial, confidential advice for all parents/carers with the move from pre-school to primary school and from primary to secondary school. Information, Advice and Support Service 01689-881024/023 iass@bromley.gov.uk	



Transition

How will the school help my child move to a new year group or to a different school?

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

When moving to another school - we will contact the School SENDCo and share information 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 as soon as possible.

When moving classes in school - An information sharing meeting will take place with the new teacher and pupils visit the new teacher and classroom.

Pre-school to Reception Transition - The SENCO and/or class teacher will attend the Preschool/Primary Transition day meeting to discuss specific need of your child and the nature and level of support which has had the most impact.

Year 6-7 transition - The SENCO and/or class teacher will attend the Primary/Secondary Transition day meeting to discuss specific need of your child and the nature and level of support which has had the most impact.

In some cases, additional multi-agency meetings may be arranged to create a more detailed “transition” plan which may include more visits to the new school and/or additional visits from the new school.

Preparing for Adulthood (PfA) - Preparing for Adulthood is addressed in an age-appropriate way within our primary SEND provision, helping pupils to build early independence skills, positive attitudes to health and wellbeing, and confidence to participate in school and the wider community. Through structured learning, enrichment activities and early careers awareness aligned to the principles of the Gatsby Benchmarks, pupils are supported to develop aspirations, , and begin to understand how their learning links to future opportunities, supported by guidance from Bromley Education Matters’ Preparing for Adulthood & Careers resources. [Preparing for Adulthood & Careers | Bromley Education Matters](#)



Staffing Expertise

How skilled are staff in meeting the needs of my child?

An ongoing programme of training 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 children with SEN. Recent training has covered:

- Adaptive Teaching Strategies
- Provision Mapping for children
- Visuals in the classroom
- Executive Functioning Skills

Where external agencies are involved, their advice and recommendations are included in the pupil's Provision map and pupil passport. These are also reviewed as to their effectiveness and the SEN team feedback to external agencies. Actions agreed take into account each pupil's strengths as well as their difficulties.

Our SENDCo actively engages with local opportunities to share best practice and keep abreast of current local and national initiatives and policy to support pupils with SEN.

The school also seeks advice and guidance from local special schools to review, evaluate and develop provision for pupils who have the most complex needs.

We also have staff with qualifications and/or specialised expertise in school including:

- NPQ BCL (Behaviour and Culture)
- Emotional Literacy Support Assistants (ELSA)
- Drawing & Talking Therapy

FURTHER INFORMATION about support and services for pupils and their families:

- [The London Borough of Bromley Local Offer](#)
- [The DfE Code of Practice](#)



Complaints

All complaints regarding the Academy's SEND provision should be made in accordance with the Academy's complaints policy which is available on the Academy's website. All stage 1/ informal complaints of a SEND nature should be made to the SENDCo.

The academy processes personal data in accordance with the data protection principles embodied in the General Data Protection Regulations (GDPR). The academy complies with the requirements of the GDPR as detailed in the Trust data protection Policy.

All staff are aware of the principles of data protection and will not processes personal data unless necessary. The academy safeguards the personal data it collects through the operation of the Trust's data protection policy and processes and the IT policy. In addition, the academy has taken steps to ensure that all its contracts that process data have the GDPR compliant provisions.