

# SPECIAL EDUCATIONAL NEEDS (SEN) INFORMATION REPORT

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# SPECIAL EDUCATIONAL NEEDS (SEN) INFORMATION REPORT

Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy, which is available on our website.

**Note:** If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

## 1. WHAT TYPES OF SEN DOES THE SCHOOL PROVIDE FOR?

Explain the types of needs your school can meet here. Please note, the below are suggestions only.

### 1.1 Our school provides for pupils with the following needs:

| Area of need                        | Condition  |
|-------------------------------------|--|
| Communication and interaction       | Autism spectrum disorder   |
|                                     | Speech and language difficulties   |
| Cognition and learning              | Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia |
|                                     | Moderate learning difficulties   |
|                                     | Severe learning difficulties   |
| Social, emotional and mental health | Attention deficit hyperactive disorder (ADHD)                              |
|                                     | Attention deficit disorder (ADD)   |
| Sensory and/or physical             | Hearing impairments  |
|                                     | Visual impairment  |
|                                     | Multi-sensory impairment   |
|                                     | Physical impairment  |

## 2. WHICH STAFF WILL SUPPORT MY CHILD, AND WHAT TRAINING HAVE THEY HAD?

All teachers and TAs are trained routinely in the four areas of need and how to support children with those needs.

### 2.1 Our SENCO is Laura Scallon

- (a) She has have 5 years of experience in this role and has been a qualified teacher for over 12 years
- (b) They achieved the National Award in Special Educational Needs Co-ordination in UCL.
- (c) Ms Scallon works Monday -Wednesday.

### 2.2 Class teachers

- (a) All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.
- (b) Staff also receive training from other outside professional agencies.

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## 2.3 Teaching assistants (TAs)

- (a) We have a team of TAs who are trained to deliver SEN provision.
- (b) We have team of teaching assistants who are trained to deliver interventions to support with various needs].
- (c) I

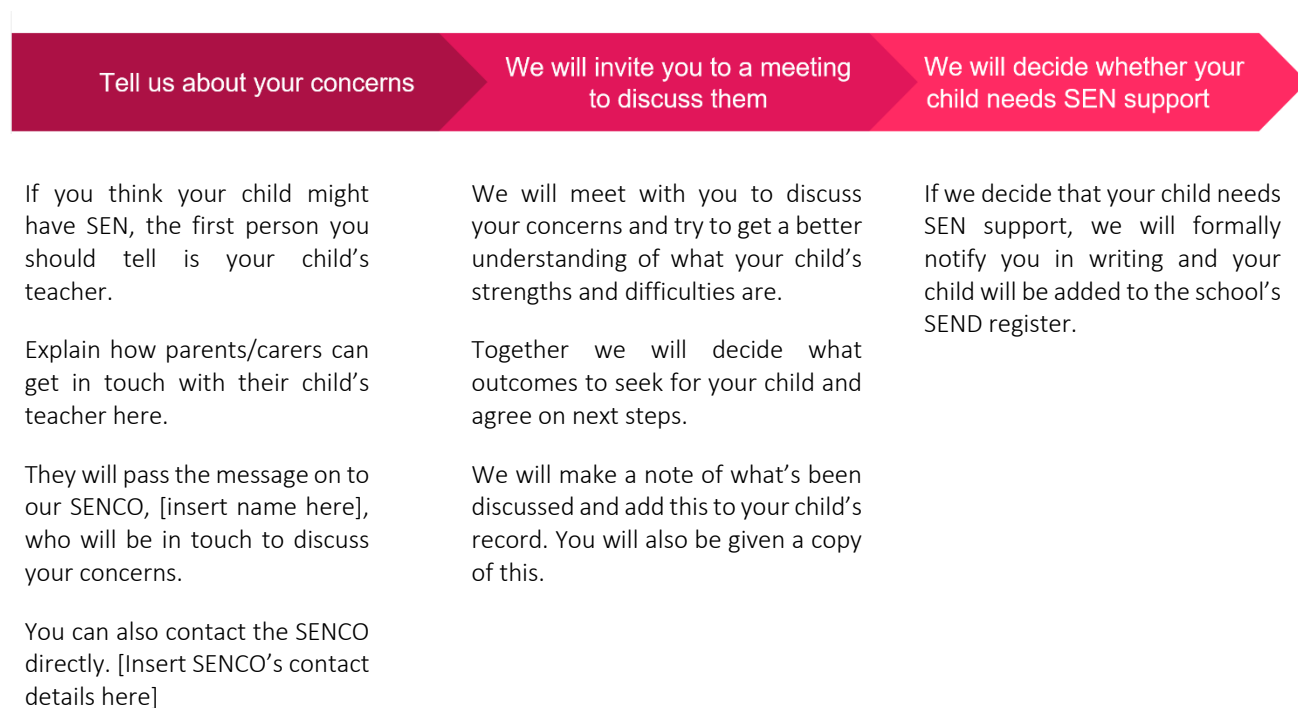
## 2.4 External agencies and experts

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 SEN and to support their families. These include:

- (a) Speech and language therapists
- (b) Educational psychologists
- (c) Occupational therapists
- (d) GPs or paediatricians
- (e) School nurses
- (f) Child and adolescent mental health services (CAMHS)
- (g) Education welfare officers
- (h) Social services and other LA-provided support services
- (i) Voluntary sector organisations

## 3. WHAT SHOULD I DO IF I THINK MY CHILD HAS SEN?

Explain your school's approach here. Insert details about how parents/carers can tell you that they think their child might need SEN support. Insert at what stages the pupil will be involved.



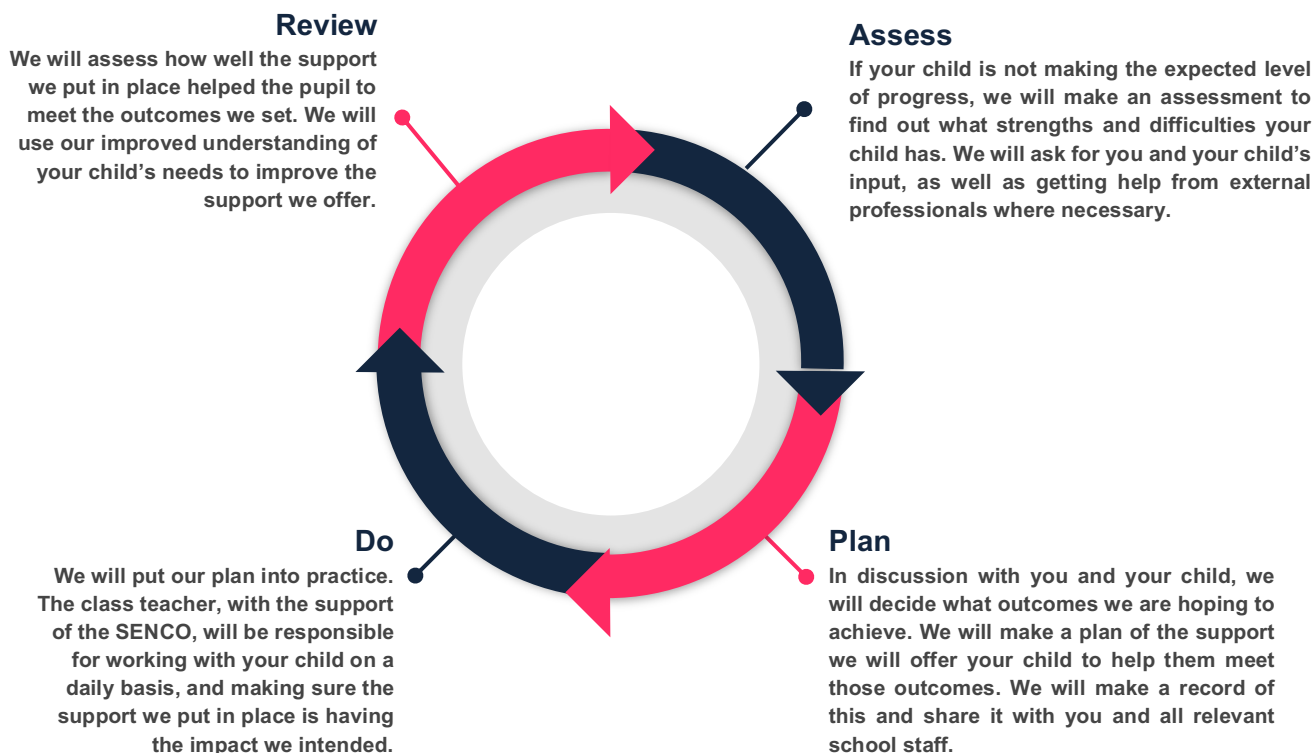
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## 4. HOW WILL THE SCHOOL KNOW IF MY CHILD NEEDS SEN SUPPORT?

- 4.1 All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.
- 4.2 If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.
- 4.3 If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.
- 4.4 The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.
- 4.5 The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.
- 4.6 Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.
- 4.7 If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with you to create a SEN support plan for them.

## 5. HOW WILL THE SCHOOL MEASURE MY CHILD'S PROGRESS?

- 5.1 We will follow the 'graduated approach' to meeting your child's SEN needs.
- 5.2 The graduated approach is a 4-part cycle of **assess, plan, do, review**.



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- 5.3 As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.
- 5.4 Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.
- 5.5 We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.
- 5.6 This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

## 6. HOW WILL I BE INVOLVED IN DECISIONS MADE ABOUT MY CHILD'S EDUCATION?

- 6.1 We will provide termly IEP updates if your child is on the SEND register reports on your child's progress.
- 6.2 Your child's class/form teacher will meet you, to:
  - (a) Set clear outcomes for your child's progress
  - (b) Review progress towards those outcomes
  - (c) Discuss the support we will put in place to help your child make that progress
  - (d) Identify what we will do, what we will ask you to do, and what we will ask your child to do
  - (e) The SENCO may also attend these meetings to provide extra support.
- 6.3 We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.
- 6.4 We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.
- 6.5 If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.
- 6.6 After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.
- 6.7 If you have concerns that arise between these meetings, please contact your child's class teacher.

## 7. HOW WILL MY CHILD BE INVOLVED IN DECISIONS MADE ABOUT THEIR EDUCATION?

- 7.1 The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.
- 7.2 We may seek your child's views by asking them to:
  - (a) Attend meetings to discuss their progress and outcomes
  - (b) Prepare a presentation, written statement, video, drawing, etc.
  - (c) Discuss their views with a member of staff who can act as a representative during the meeting
  - (d) Complete a survey

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## 8. HOW WILL THE SCHOOL ADAPT ITS TEACHING FOR MY CHILD?

8.1 Your child's teacher/s is/are responsible and accountable for the progress and development of all the pupils in their class.

8.2 High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

8.3 We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

8.4 These adaptations include:

- (a) Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- (b) Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- (c) Adapting our resources and staffing
- (d) Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- (e) Teaching assistants will support pupils on a 1-to-1 basis or small group basis when necessary

8.5 We may also provide the following interventions:

| Area of need                        | Condition   | How we support these pupils         |
|-------------------------------------|---|-------------------------------------|
| Communication and interaction       | Autism spectrum disorder  | Visual timetables<br>Social stories |
|                                     | Speech and language difficulties  | Speech and language therapy         |
| Cognition and learning              | Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia | As per child's needs                |
|                                     | Moderate learning difficulties  | As per child's needs                |
|                                     | Severe learning difficulties  | As per child's needs                |
| Social, emotional and mental health | ADHD, ADD   | Quiet workstation                   |
|                                     | Adverse childhood experiences and/or mental health issues                     | Nurture groups                      |
| Sensory and/or physical             | Hearing impairment  | As per child's needs                |
|                                     | Visual impairment   | Limiting classroom displays         |
|                                     | Multi-sensory impairment  | As per child's needs                |
|                                     | Physical impairment   | As per child's needs                |

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8.6 These interventions are part of our contribution to Lewisham's]s local offer.

## 9. HOW WILL THE SCHOOL EVALUATE WHETHER THE SUPPORT IN PLACE IS HELPING MY CHILD?

We will evaluate the effectiveness of provision for your child by:

- 9.1 Reviewing their progress towards their goals each term
- 9.2 Reviewing the impact of interventions after each term
- 9.3 Using pupil questionnaires
- 9.4 Monitoring by the SENCO
- 9.5 Using provision maps to measure progress
- 9.6 Holding an annual review (if they have an education, health and care (EHC) plan)

## 10. HOW WILL THE SCHOOL RESOURCES BE SECURED FOR MY CHILD?

- 10.1 It may be that your child's needs mean we need to secure:
  - (a) Extra equipment or facilities
  - (b) More teaching assistant hours
  - (c) Further training for our staff
  - (d) External specialist expertise
- 10.2 If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.
- 10.3 The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

## 11. HOW WILL THE SCHOOL MAKE SURE MY CHILD IS INCLUDED IN ACTIVITIES ALONGSIDE PUPILS WHO DON'T HAVE SEND?

- 11.1 All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.
- 11.2 All pupils are encouraged to go on our school trips, including our residential trips].
- 11.3 All pupils are encouraged to take part in sports day/school plays/special workshops etc.
- 11.4 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.

## 12. HOW DOES THE SCHOOL MAKE SURE THE ADMISSIONS PROCESS IS FAIR FOR PUPILS WITH SEN OR A DISABILITY?

- 12.1 We are an inclusive school and follow our admissions policy. We welcome parents and carers to come to visit us in order to help inform your choice of school.
- 12.2 If your child does have an EHCP the application for your child will be managed through Lewisham's Children with Complex Needs Service.

## HOW DOES THE SCHOOL SUPPORT PUPILS WITH DISABILITIES?

Add information here about how you support pupils with disabilities. Include information about:

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- 12.3 Children on the SEN register are supported through IEPs which set specific goals and outline strategies, accommodations, and support services.
- 12.4 We engage with a wide range of specialist staff and services, such as, but not limited to: Speech and language therapists, occupational therapists, educational psychologists.
- 12.5 We endeavour to ensure that our school is an accessible learning environment for all children and will make adaptations where possible. This may include, but is not limited to: physical or technological adjustments and sensory friendly learning environments.
- 12.6 We endeavour to make curriculum adaptations and differentiate learning to meet the needs of the children in our school.
- 12.7 We train staff regularly to support children with varying needs.

## 13. HOW WILL THE SCHOOL SUPPORT MY CHILD'S MENTAL HEALTH AND EMOTIONAL AND SOCIAL DEVELOPMENT?

We provide support for pupils to progress in their emotional and social development in the following ways:

- 13.1 Pupils with SEN are encouraged to be part of school projects and to become House Captains
- 13.2 Pupils with SEN are also encouraged to be part of clubs to promote teamwork/building friendships
- 13.3 We provide extra pastoral support for listening to the views of pupils with SEN
- 13.4 We run a Lego Therapy for pupils who need extra support with social or emotional development
- 13.5 We have a 'zero tolerance' approach to bullying.

## 14. WHAT SUPPORT WILL BE AVAILABLE FOR MY CHILD AS THEY TRANSITION BETWEEN CLASSES OR SETTINGS, OR IN PREPARING FOR ADULTHOOD?

### 14.1 Between years

To help pupils with SEND be prepared for a new school year we:

- (a) Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed
- (b) Schedule lessons with the incoming teacher towards the end of the summer term

### 14.2 Between schools

When your child is moving on from our school, we will share any relevant SEN information with their new setting in a timely manner.

### 14.3 Between phases (for primary schools)

- 14.4 The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support.

### 14.5 Pupils will be prepared for the transition by:

- (a) Learning how to get organised independently
- (b) Plugging any gaps in knowledge
- (c) Transition activities and opportunities to visit their secondary school

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## 15. WHAT SUPPORT IS IN PLACE FOR LOOKED-AFTER AND PREVIOUSLY LOOKED-AFTER CHILDREN WITH SEN?

- 15.1 Laura Scallon is the our SENCO and the Designated Teacher for Looked after Children, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.
- 15.2 Children 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 SEN support plans or EHC plans are consistent and complement one another.

## 16. WHAT SHOULD I DO IF I HAVE A COMPLAINT ABOUT MY CHILD'S SEN SUPPORT?

Please reference the School's Complaint's Policy

- 16.1 Complaints about SEN provision in our school should be made to the [class teacher/SENCO/headteacher] in the first instance. They will then be referred to the school's complaints policy.
- 16.2 If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.
- 16.3 To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).
- 16.4 If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>
- 16.5 You can make a claim about alleged discrimination regarding:
- (a) Admission
  - (b) Exclusion
  - (c) Provision of education and associated services
  - (d) Making reasonable adjustments, including the provision of auxiliary aids and services
- 16.6 Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.
- 16.7 Lewisham Kids Mediation Services can be contacted – by telephone – 03330062835 (option 1) or [mediationlondon@kids.org.uk](mailto:mediationlondon@kids.org.uk)
- 16.8 Lewisham SENDIASS – [Lewisham@kids.org.uk](mailto:Lewisham@kids.org.uk) , telephone - 02033192163

## 17. WHAT SUPPORT IS AVAILABLE FOR ME AND MY FAMILY?

- 17.1 If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.
- 17.2 To see what support is available to you locally, have a look at Lewisham's local offer.
- 17.3 Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:
- 17.4 Local charities that offer information and support to families of children with SEND are:
- 17.5 National charities that offer information and support to families of children with SEND are:
- 17.6 [IPSEA](#)
- 17.7 [SEND family support](#)

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17.8 [NSPCC](#)

17.9 [Family Action](#)

17.10 [Special Needs Jungle](#)

## 18. GLOSSARY

18.1 **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams

18.2 **Annual review** – an annual meeting to review the provision in a pupil's EHC plan

18.3 **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.

18.4 **CAMHS** – child and adolescent mental health services

18.5 **Differentiation** – when teachers adapt how they teach in response to a pupil's needs

18.6 **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.

18.7 **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.

18.8 **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

18.9 **Graduated approach** – an approach to providing SEN 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

18.10 **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

18.11 **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area

18.12 **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment

18.13 **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

18.14 **SENCO** – the special educational needs co-ordinator

18.15 **SEN** – special educational needs

18.16 **SEND** – special educational needs and disabilities

18.17 **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND

18.18 **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN

18.19 **SEN support** – special educational provision which meets the needs of pupils with SEN

18.20 **Transition** – when a pupil moves between years, phases, schools or institutions or life stages