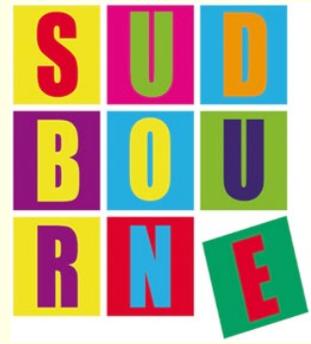


Sudbourne Primary School

# **Special Educational Needs and Disabilities (SEND) Information Report**

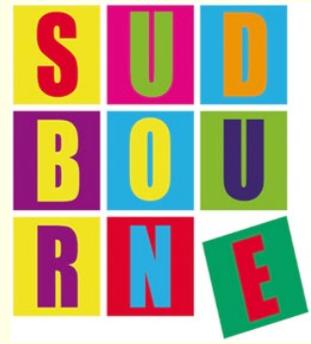
October 2020

# Making information about SEND available to the whole school community



- The **SEND Policy** sets out our approach to provision for children with special educational needs and disabilities.
- The **SEND Information Report** is updated much more frequently, with formal publication of a new version three times a year in October, February and June. This report:
  - seeks to answer the questions that parents/carers may have
  - includes specific information on the needs of our children and the support we provide
  - sets out our plans and the progress we are making as a school.
- Both documents are **available on the school website**.
- Together, they include **all the information that our school must legally provide** – and much more.
- If you, or anyone you know, needs the policy or this information report to be **available in a more accessible format**, please let the School Office know. We will do our best to make the information available in a way that meets everyone's needs.

# SEND Information Report – how is this report organised?



**A Overview of SEND at our school**



**B SEND provision and plans**

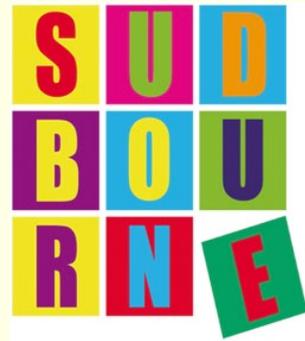


**C Frequently Asked Questions (FAQs)**



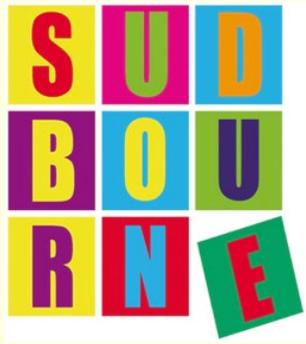
CLICK ON OUR SCHOOL LOGO ON ANY PAGE TO RETURN HERE...





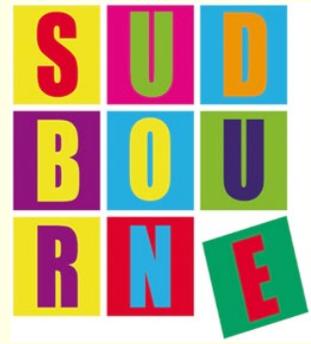
# **A – Overview of SEND at our school**

# A – Overview of SEND at our school



- 302 pupils on roll in Reception through to Year 6
- 16.6% of pupils are identified as having a special educational need or disability
- 15 of these children have an Education, Health and Care Plan
- 35 of these children are identified as requiring SEN Support

# A – Overview of SEND at our school

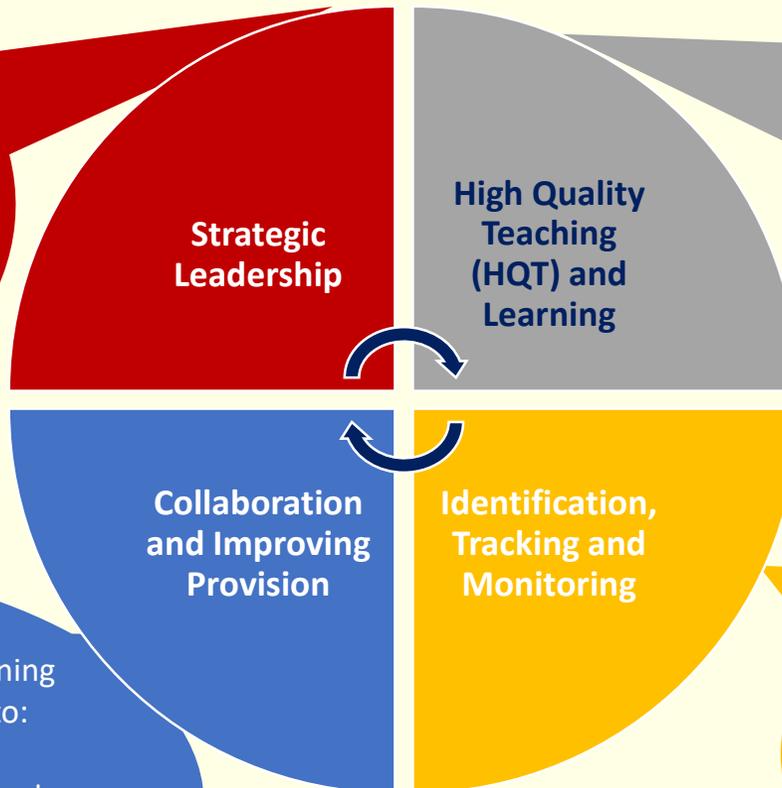


Sudbourne Primary School supports pupils who are identified as having a special educational need or disability, which will fall into one or *more* of the broad categories listed in the SEND Code of Practice 2015:

- **Communication and Interaction** - e.g. speech articulation, stammering, speech and language delay, autism;
- **Cognition and Learning** - e.g. dyslexia, dyscalculia, global learning difficulties;
- **Social, Emotional and Mental Health Difficulties** - e.g. anxiety, depression, eating disorders, attention deficit hyperactivity disorder (ADHD);
- **Sensory and/or Physical** needs - e.g. visual impairment, hearing impairment, sensory needs, toileting issues, physical disability.

# A – Overview of SEND at our school

- ✓ SEND embedded into school ethos, strategy and long term planning
- ✓ SEND/equalities policies and SEND Information Report
- ✓ Ongoing self-evaluation and audits of good practice, led by the SENCo
- ✓ Compliance: SEND Code of Practice / Equality Act
- ✓ Link with Governing Body – the link governor is Brigid O’Leary

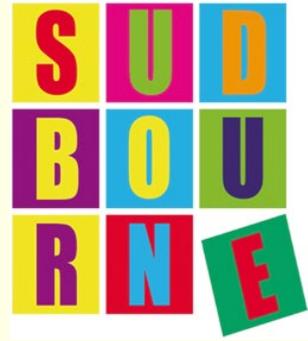


- ✓ Inclusive High Quality Teaching strategies which support **all** learners
- ✓ Ongoing training for all staff - both internally and with external professionals - to develop HQT methods which meet the needs of all learners
- ✓ Engaging all staff to reflect on their practice
- ✓ **Every child with SEND gets the personalised support they need**

- ✓ Effective links with parents/carers, the Governing Body, other settings, agencies/professionals to: support HQT; monitor and review impact of provision; enable early intervention and support successful transitions to/from other settings.
- ✓ Engage Local Offer
- ✓ Ongoing review of effectiveness of interventions and use of evidence-based interventions & CPD

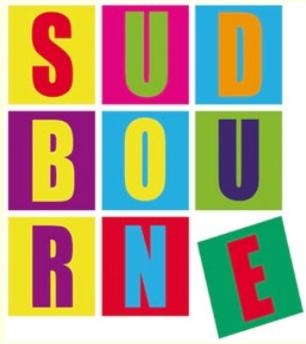
- ✓ Clear systems for early identification of SEND
- ✓ Early intervention wherever possible
- ✓ Use of accurate, up-to-date assessments to plan appropriate interventions
- ✓ Regular reviews of plans to assess impact of interventions and progress of pupils.
- ✓ Ongoing monitoring of the SEND register, assessment data, provision maps, impact data

**Our strategic approach to SEND is founded on High Quality Teaching and Learning**



# B – SEND provision and plans

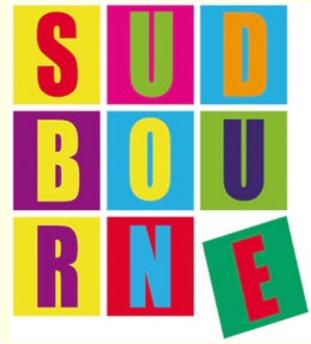
## B - SEND provision and plans



Priorities for the development of SEND provision 2020-21 are:

- To continue to support teachers in the delivery of High Quality Teaching to meet **all** needs;
- To work with subject leaders to ensure that the curriculum takes account of SEND and promotes all pupils' outcomes, knowledge and skills.

# B - SEND provision and plans – disabled pupils



## Arrangements for the admission of disabled persons as pupils at the school:

Sudbourne's policy is clear. "No pupil will be refused admission to school on the basis of their special educational need or disability. In line with the Equality Act 2010 we will not discriminate against disabled children in respect of admissions for a reason related to their disability. We will use our best endeavours to provide effective educational provision."

## Steps taken to prevent disabled pupils from being treated less favourably than other pupils:

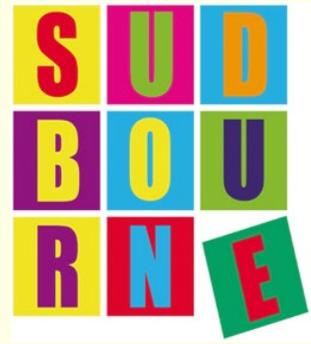
Sudbourne's starting point is that equality is not enough. We strive to provide equity for everyone in our school community, supporting individuals by providing what they need to maximise their potential and to enjoy full, healthy lives. We expect that all children will be able to appropriately access the full curriculum, whatever their disability, including outdoor learning and school trips. See [Frequently Asked Question 10](#). In addition to asking for the views and opinions of pupils and their parents/carers, we use school systems to track progress and to identify patterns that alert us to take action. For example, we actively analyse safeguarding and behaviour data in our Child Protection Online Management System (CPOMS), alerting us to the needs of children who may need additional support or intervention, or who may be at risk of bullying.

## The facilities provided to assist access to the school by disabled pupils:

See [Frequently Asked Question 11](#).

Find more information in the school **Accessibility Plan**, available on our website...

# Additional information: Covid-19 response



The COVID-19 pandemic has impacted on society as a whole; the impact of the virus and lockdown restrictions have been widely recognised as potentially traumatising and challenging experiences for all, especially those with prior vulnerabilities, such as those with special educational needs and disabilities (SEND) and their families.

Children with special educational needs and disabilities may be facing many additional changes in their day to day lives, and their routines and support networks may have changed dramatically; this may be a very challenging time for children with SEND and their families.

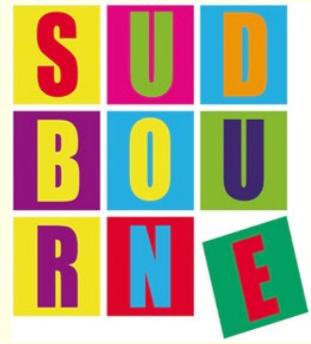
**Every child SEND is different and will have different support needs in the current situation.**

**The SENCo will work with the Deputy Headteacher and class teachers to:**

- carefully assess the needs of children with SEND and their families at this time, through ongoing and regular communication with parents/carers;
- identify what, if any, additional support needs to be in place for the family at this time to support their child with SEND;
- signpost parents/carers to additional support services or make referrals to agencies for appropriate support, e.g. Early Help Assessment.
- assess any gaps in learning and use best endeavours to carry out targeted teaching and/or interventions to support children to catch up as much as possible;

***continued on the next page....***

# Additional information: Covid-19 response



## **The SENCo will work with the Deputy Headteacher and class teachers to:**

- ensure that children with SEND are accessing a high quality of support targeted to their needs, whether this is in the classroom and school environment, or if at home;
- identify any barriers to learning that may have arisen or exacerbated as a result of the Covid-19 pandemic;
- ensure that children on the SEND register who may need to self-isolate receive appropriate work that is differentiated to meet their needs;
- send home work or arrange for interventions/additional provision to continue remotely if any child on the SEND register needs to self-isolate, if appropriate and relevant.

Sudbourne Primary School recognises the emotional impact of the Covid-19 pandemic on children with prior vulnerabilities, such as those with SEND. The school has taken a 'trauma informed approach' to restarting formal education for all and there is an ongoing emphasis on wellbeing and positive mental health, which will support those with additional needs to settle back into school as quick as possible.

Sudbourne Primary School will use best endeavours to put early intervention and support in place for children who have been emotionally impacted by the Covid-19 pandemic.



# C – Frequently Asked Questions



*These questions were identified in the SE7 Pathway Project as the information parents and carers want to know*



## C - Frequently Asked Questions

1. [How does the school know if children need extra help and what should I do if I think my child may have special educational needs?](#)
2. [How will school staff support my child?](#)
3. [How will I know how my child is doing?](#)
4. [How will the learning and development provision be matched to my child's needs?](#)
5. [What support will there be for my child's overall wellbeing?](#)
6. [What specialist services and expertise are available at or accessed by the school?](#)
7. [What training have the staff, supporting children and young people with SEND, had or are having?](#)
8. [How will you help me to support my child's learning?](#)
9. [How will I be involved in discussions about and planning for my child's education? How will my child's voice be heard?](#)
10. [How will my child be included in activities outside the classroom including school trips?](#)
11. [How accessible is the school environment?](#)
12. [Who can I contact for further information?](#)
13. [How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?](#)
14. [How are the school's resources allocated and matched to children's special educational needs?](#)
15. [How is the decision made about how much support my child will receive?](#)
16. [How can I find information about the local authority's Local Offer of services and provision for children with SEND?](#)



FREQUENTLY  
ASKED  
QUESTIONS



CLICK THIS IMAGE ON ANY FAQ PAGE  
TO RETURN TO THIS LIST OF QUESTIONS...



# 1. How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

Pupils are identified as having SEND, and their needs assessed, through:

- information passed on from Nursery or previous schools
- regular assessment and tracking of additional support/interventions in place to identify whether children are making adequate progress
- feedback from teaching staff and other members of staff working closely with the children
- parental/carer concerns leading to discussions with the child's class teacher
- baseline testing, language screening, year 1 phonics screening, KS1 SATS and progress data
- screening or additional assessments undertaken by our Special Educational Needs Coordinator (SENCo)
- specialist tests recommended by our Educational Psychologist or Speech and Language Therapist.

**When children have an identified SEND before they start here**, we work with the people who already know them and use information already available to identify what their SEND provision will be in our school setting.

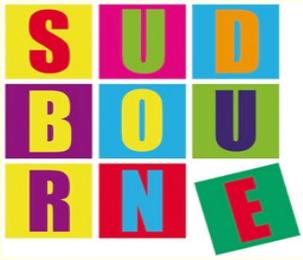
**If you tell us you think your child has a SEND**, we will discuss this with you and investigate– we will share with you what we find and agree with you what we will do next and what you can do to help your child.

**If we think that your child has a special educational need or disability** we will:

- observe them
- assess their understanding of what we are doing in school
- use assessment and screening tools to pinpoint barriers to learning (what is happening and why)
- meet with you to discuss further strategies and support.



FREQUENTLY  
ASKED  
QUESTIONS



## 2. How will school staff support my child?

Our drive for **High Quality Teaching** means:

- **All** children receive class teacher input.
- The teacher will have the highest possible expectations for your child and all pupils in their class.
- All teaching is based on building on what your child already knows, can do and can understand.
- Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child.
- Lessons are differentiated to meet the needs of your child and the class.
- Flexible groupings of ability, mixed and independent work is used to support all pupils.
- Careful planning of seating, pair work and peer support.
- Putting in place specific strategies (which may be suggested by the SENCo, other members of our team or staff from outside agencies) to enable your child to access the learning task.
- An exciting and varied curriculum, tailored to your child's interests where appropriate.
- Regular discussions between the teacher and child about their learning.



FREQUENTLY  
ASKED  
QUESTIONS

Some children may have specific barriers to learning that cannot be overcome through whole class High Quality Teaching...

**CONTINUED ON NEXT PAGE**



## 2. How will school staff support my child? (continued)

Your child may have specific barriers to learning that cannot be overcome through whole class High Quality Teaching and reasonable adjustments.

If a child is making inadequate progress, we begin the four-part cycle known as the **Graduated Approach** (see Figure 1), which addresses the specific issues which are preventing the child from making good progress.

We **assess**, we **plan**, we **do** and we **review** in collaboration with parents and pupils. The first cycle is always a *monitoring* cycle and more evidence and information will need to be gathered before a child is identified as having a special educational need.

**Initial assessments begin with a shared discussion and decision on desired outcomes, expected progress and attainment.** Part of this stage is discussing aspects such as attendance, health and welfare (including hearing and sight) or changes in family situations to see if there is a reason, other than SEND, which is preventing a child from making good progress. If there are extenuating circumstances as to why the child has not made adequate progress, these will be appropriately addressed, such as through a referral for an Early Help Assessment.

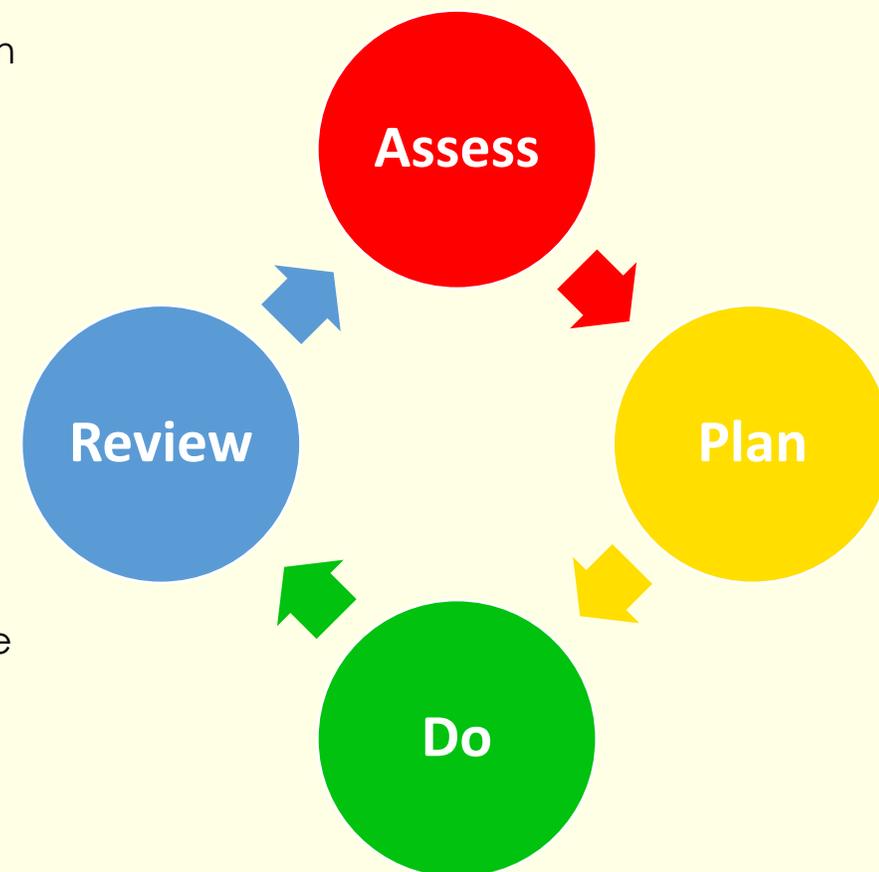


Figure 1: *The Graduated Approach*





## 2. How will school staff support my child? (continued)

**The class teacher, supported by the SENCo, will carry out a clear analysis of the pupil's needs, drawing on:**

- the teacher's assessment and experience of the pupil;
- their previous progress and attainment and behaviour;
- other teachers' assessments, where relevant;
- the individual's development in comparison to their peers and national data;
- the views and experience of parents;
- the pupil's own views; and
- advice from external support services, if relevant.

The SENCo will work with the class teacher and parents to identify an appropriate intervention or targeted plan to support your child's area of need. This will usually be reviewed after a term.

If the child has not made the expected progress within the intervention/plan in place, the SENCo may request input from our specialists such as Educational Psychologist and Speech and Language Therapist. Before referrals are made you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.

If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the school to refer your child to a specialist professional service. This will help both the school and yourself understand your child's particular needs better.



FREQUENTLY  
ASKED  
QUESTIONS

The school will use a **graduated approach** to your child's learning, following the sequence of: **Assess, Plan, Do, Review**. This way we can constantly make sure that the school is meeting your child's needs.



## 2. How will school staff support my child? (continued)

If a child is identified as having a special educational need, the need will fall into one or more of the broad categories listed in the SEND Code of Practice 2015:

**Communication and Interaction**

**Cognition and Learning**

**Social, Emotional and Mental Health Difficulties**

**Sensory and/or Physical needs.**

*However, children often have needs that cut across all of these areas and needs may change over time.*

**Where a pupil is identified as having a special educational need or disability, and requires an additional provision/intervention to meet their need, they will be placed on the SEND Register.**

All pupils on the SEND Register receive **SEND Support** and this may look different for each pupil, depending on their needs.

Once a pupil has been identified as having a special educational need or disability, the four-part cycle will begin again, with more detailed assessments of the pupil's strengths and difficulties and further discussions involving staff, parents, the pupil and external professionals, as needed.

Following these assessments, a clear plan of action will be put in place. The plan (interventions, use of equipment) will vary for each child depending on the need. Pupils will usually be set targets within each intervention and these will be reviewed termly.



FREQUENTLY  
ASKED  
QUESTIONS

Each time we move through the cycle of the **graduated approach**, earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.





## 2. How will school staff support my child? (continued)

Children within the category of SEND Support who:

- make very little progress within an intervention
- have a higher level of need
- have needs in several different areas of SEND

will have a SEND Support Plan with a higher number of personalised targets to be reviewed at least termly. This will usually be when external professionals have also been involved in supporting the child.

A few children with complex or higher levels of need will have an Education Health and Care Plan (EHCP), which has additional funding allocated from the Local Authority to support these needs.

All teachers and support staff who work with pupils with SEND will be made aware of individual children's needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

Plan			
Area of Concern	Target	Desired outcome	Strategies & Provisions
<a href="#">Decoding</a> <a href="#">edit</a>	To develop instant recognition of high frequency words. <a href="#">edit</a>	Achieved in <input type="text" value="1"/> weeks. <a href="#">edit</a>	Flashcards, bingo, games, classroom posters, labels, sticky notes. <a href="#">edit</a>
<a href="#">Listening</a> <a href="#">edit</a>	Show that you are listening by giving the speaker your attention. <a href="#">edit</a>	Observed on <input type="text" value="1"/> occasions. <a href="#">edit</a>	Seating plan, ensuring pupil has good view of speaker. <a href="#">edit</a>
<a href="#">Dyslexia</a> <a href="#">edit</a>	Learn to spell high frequency words. <a href="#">edit</a>	Correct spelling of high frequency words. <a href="#">edit</a>	Flashcards, bingo, software. <a href="#">edit</a>

**Example SEND Support Plan**



FREQUENTLY  
ASKED  
QUESTIONS



## 2. How will school staff support my child? (continued)

All pupils on the SEND Register have a **Pupil Passport** completed in collaboration with the pupil, parents, teachers and external professionals (if relevant).

This document collates information about the child's difficulties, likes, dislikes and the specific strategies and equipment which enable them to learn.

The Passport includes any provision made that is *additional to* and *different from* the usual classroom provision, as well as recommendations from any professionals involved with the pupil.

The Passport is updated as and when new information is obtained and shared with all relevant staff.

*Pupil Passport - Demo School 14*

 **Bill Açktön**  
Date of birth: 11/6/1998  
Pupil ID: J820200107001  
Year group: 11  
Tutor Group: 11A

Date: 3/3/2017  
Teacher: Ms Rachel Stephens

**I would like you to know that...**  
I find it better if I work with someone so they can help me.

**This means that...**  
Having someone available in the lessons that I struggle in will help me to achieve my best work

**I find it difficult to...**  
Read blocks or long pieces writing, spelling, writing quickly, getting what I want to say on paper with it making sense.

**It would help me if you could...**

- Understand I can get restless sometimes.
- Break the long writing into small sentences.
- Help me with my spellings.

**I will help myself by...**

- Asking for help when I feel I need it
- Giving the teacher enough time to explain the task at hand
- Make teachers aware of my triggers

**Additional Support**  
TA support in English and Science  
Attendance on an Accelerread intervention

**Access Arrangements**  
Extra time to be given on reading exams, to the agreed amount

Your Logo Here 



FREQUENTLY  
ASKED  
QUESTIONS



### 3. How will I know how my child is doing?

Your child's progress is continually monitored by their class teacher, SENCo and the Leadership Team...

- Their progress is formally reviewed three times a year.
- If your child is in Year 1 and above, but is not yet at operating within the expected level for their year group, the school's tracking system, Target Tracker, is used to carefully assess the level your child is working at. Additional assessment may be carried out if your child is working at a level Pre-Key Stage 1.
- If your child is working below the standard of the national curriculum assessments and not engaged in subject-specific study at key stage 1 (KS1) and key stage 2 (KS2), the school will follow the DfE's assessment tool, The Engagement Model.
- At the end of each key stage (at the end of year 2 and year 6) all children are required by the government to be formally assessed using Standard Assessment Tests (SATs).
  
- All children receiving SEND support will receive additional provision and intervention matched to their needs. Children will usually be set a target for each intervention and their progress will be reviewed termly.
- Some children with higher needs will have a SEND Support Plan with additional targets to be reviewed every term. You will be invited to attend a meeting at least twice a year in order for us to review and set new targets together.
- The progress of children with an Education, Health and Care (EHC) Plan is formally reviewed at an Annual Review with all adults involved with the child's education, including parents/carers.
- The Leadership Team and SENCo will also check that your child is making good progress with any individual work and in any group that they take part in.

**A range of ways will be used to keep you informed, such as:**

- Homework Diary
- Reading Journal
- Phone calls home, emails or text messages
- Parents evenings
- Additional meetings, as required
- Reports



FREQUENTLY  
ASKED  
QUESTIONS



## 4. How will the learning and development provision be matched to my child's needs?

We use:

- differentiated / personalised resources and teaching styles
- appropriate learning outcomes/tasks
- carefully chosen talk partners to enhance our mixed ability classes
- appropriate choices of texts and topics to suit the learner
- additional highly skilled and qualified adult support work within the classroom
- interventions which maximise the child's time in class and are implemented under the supervision of the SENCo who is responsible for measuring impact.

**The SENCo or other specialist professional will work with your child to understand their needs and make recommendations**, which may include:

- Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better
- Support to set targets which will include their specific professional expertise
- Your child's involvement in a group run by school staff under the guidance of the outside professional e.g. a social skills group
- A group or individual work with outside professional
- Further assessment with other professionals when and if appropriate.

**Children with specific barriers to learning that cannot be overcome through whole class high quality teaching and intervention groups...**

- If your child has been identified as needing more specialist input on top of high quality teaching and intervention groups, referrals will be made to advise and support the school in enabling your child to make progress.
- Before referrals are made you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward
- If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the school to refer your child to a specialist professional.



FREQUENTLY  
ASKED  
QUESTIONS



## 5. What support will there be for my child's overall wellbeing?

Pupils are well supported by:

- our caring school ethos
- teachers who work hard to build strong relationships with each pupil
- our whole-school growth mindset and meta-cognition approach, under-pinned by the 'Golden Rules'
- the school council who represent the views of the pupils
- close monitoring and management of attendance
- the SENCo regularly reviewing and evaluating the impact of the SEND provision, with regards to progress and well-being of the child
- closely monitoring children's behaviour and proactively identifying changes which give rise to a cause for concern; our Emotional Literacy Support Assistant and Learning Mentors focus on early intervention; we engage with parents to minimise the risk of behaviour issues escalating, in particular because behaviour concerns are often a sign of underlying causes such as speech and language needs or issues relating to emotional wellbeing and mental health
- extracurricular activities and off-site visits are always an option for **all** children
- referrals are made to the Educational Psychologists, school nurse or other external agencies including CAMHS if it is felt that these services would support the child, after having a conversation with the child's parents.



FREQUENTLY  
ASKED  
QUESTIONS

## 6. What specialist services and expertise are available at or accessed by the school?

Specialist services and expertise available at or accessed by the school include:

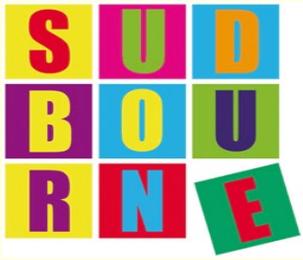
- The School Nurse
- Community Paediatricians
- NHS Speech and Language Therapist
- Child and Adolescent Mental Health (CAMHS)
- Integrated Therapy Services, including Occupational Therapy and Physiotherapy
- Lambeth Early Help and specialist teams
- Lambeth SEND team
- Lambeth Autism Advisory Service (LAAS)
- NASEN and the SEND Gateway
- Cluster SENCo network
- Hearing Support Service

### The Sudbourne team of specialists

- **Every teacher is a teacher of children with SEND**
- Highly trained Learning Support Assistants and Teaching Assistants
- SENCo
- Emotional Literacy Support Assistants (ELSAs)
- Learning Mentor
- Early Years Foundation Stage team (who are particularly trained and experienced in relation to early child development and the early identification of SEND)
- Dramatherapist (two days a week)
- Educational Psychologist (at least two visits per term)
- Speech and Language Therapist (one day a week)
- Specialist Literacy Teacher (one day a week)



FREQUENTLY  
ASKED  
QUESTIONS



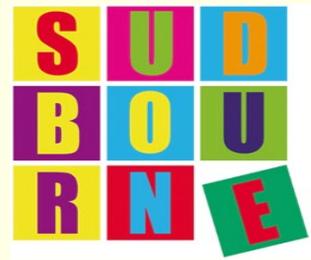
## 7. What training have the staff, supporting children and young people with SEND, had or are having?

- The SENCo's priority is to support the class teachers in planning for children with SEND.
- The school has a school development plan, where training needs are identified for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as Attention Deficit Hyperactivity Disorder (ADHD), autism, dyslexia or working memory needs.
- We have whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with an SEND.
- Individual teachers and support staff attend training courses run by the SENCo, other staff with specialist training or outside agencies, that are relevant to the needs of specific children they work with.



FREQUENTLY  
ASKED  
QUESTIONS

The SENCo has undertaken Masters-level continuing professional development, focusing on special educational needs and inclusive education.



## 8. How will you help me to support my child's learning?

- **One of the best ways that you can support your child is by reading with them daily.**
- In addition you could support them in:
  - learning their number bonds and times tables
  - using maths and literacy skills in real life situations
  - going on a variety of trips and enjoying events with family and friends
  - ensuring that your child completes their homework to a high quality.
- If your child is identified as having SEND, the class teacher, SENCo and other professionals will provide you with specific activities to complete with your child or guidance as to how to work with them at home.
- We provide training and information sessions on specific topics, as and when it is needed.
- There are many organisations, both local and national, that provide excellent resources on their websites; some provide helplines. Do not hesitate to contact the SENCo who will advise you on sources of information and support.



FREQUENTLY  
ASKED  
QUESTIONS



## 9. How will I be involved in discussions about and planning for my child's education? How will my child's voice be heard?

**Parents' views** about SEND support are sought in:

- regular meetings with the class teacher or SENCo
- Parent View <https://parentview.ofsted.gov.uk>
- parent evenings
- whole school parent surveys
- an open door policy for parents to voice any matter they would like to discuss with their child's class teacher, SENCo or a member of the Senior Leadership Team

The **views of pupils with SEND** are sought through:

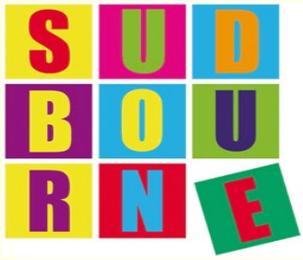
- discussions with the class teacher, SENCo or Inclusion Manager
- Pupil Voice surveys of the school
- Contribution to Pupil Passports
- School Council meetings
- Annual Review meetings
- response to marking



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### **Children are involved every day in their own learning:**

- They are involved in the marking of their own and their classmates' work
- They are encouraged to talk about their learning in pairs and small groups
- Children's targets are discussed and agreed with them
- They take ownership of their targets and reflect on their progress and how they can overcome barriers
- Growth mindset and meta-cognition underpins our approach to teaching and learning.



## 10. How will my child be included in activities outside the classroom including school trips?

- **We make sure activities outside the classroom and school trips are available to all.**
- PE lessons are planned to accommodate the needs of all pupils; pupils with SEND are encouraged to provide input to plans and feedback on lessons to help to improve our provision and better support their needs.
- Risk assessments are carried out for each trip and suitable numbers of adults are made available to accompany the pupils, with 1:1 support if necessary.
- Parents and carers are invited to accompany their child on a school trip if this ensures access.
- School clubs are available to all pupils. Vulnerable pupils are given priority and adjustments will be made to support their participation.
- Health and safety audits are conducted as and when appropriate.



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## 11. How accessible is the school environment?

- The school building is housed in a two-storey Victorian building; however the ground floor is easily accessible. Teachers in school adapt the classroom layouts to cater for children with special needs and/or disabilities.
- A number of classrooms and other learning spaces have been adapted to meet the needs of pupils with hearing impairment; this is supplemented, where appropriate, by the provision of Learning Support Assistants who are trained in using British Sign Language (BSL).
- Specific equipment and alternative-coloured paper is available for pupils and staff with dyslexia.
- For children who benefit from the use of information technology to aid their learning, equipment such as as lap-tops and iPads are readily available.
- We are developing a room where children can experience different types of sensory stimulation: lights, sounds, touch.
- Writing slopes, writing grips, alternative scissors (e.g. loop scissors) are readily available for children to use.
- The school's expansion plans provide the opportunity to create a new building designed for the inclusion of disabled pupils and adults; the existing building will be made more accessible as part of a modest refurbishment programme.



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Find more information in the school  
**Accessibility Plan**, available on our  
website...

## 12. Who can I contact for further information?

- Our **SENCo, Inclusion Manager** and **School Nurse** are contactable via the School Office.
- **Lambeth Parent Information Advice and Support Service** offers free and confidential advice and support around education, health and social care. Click on the image for more information...



### LAMBETH PARENT INFORMATION ADVICE AND SUPPORT



This service is universally free at the point of access and works for parents and carers of targeted children and young people with SEND and with their families.

We offer impartial and confidential advice and support around education, health and social care.

The service will make parents aware of the local authority's services for resolving disagreements and for mediation.



## 12. Who can I contact for further information? (continued)

### **Lambeth Educational Psychology Service Children's Social Care**

1<sup>st</sup> Floor, Civic Centre, 6 Brixton Hill, London SW2 1EG

Tel 020 7926 6886

<https://www.lambeth.gov.uk/send-local-offer/education/educational-psychology>

### **Lambeth Autism Advisory Service (LAAS)**

Civic Centre address as above

<https://www.lambeth.gov.uk/send-local-offer/education/lambeth-autism-advisory-service>

### **Physiotherapy Service**

#### **Guy's and St.Thomas' NHS Foundation Trust**

St. Thomas' Hospital

3rd Floor, Lambeth Wing

Westminster Bridge Road

London SE1 9RT

Tel 020 7188 5094

### **Speech and Language Service**

Community Health Services

Mary Sheridan Centre for Child Health

Wooden Spoon House

5 Dugard Way

London SE11 4TH

Tel 020 304 4005

### **Occupational Therapy Service**

(same address as the speech and language)

Tel 020 3049 5976/6020

### **Lambeth Children and Adolescent Mental Health Services (CAMHS)**

35 Black Prince Road

London SE11 6JJ

Tel 020 3228 7370

### **Lambeth Independent Advice and Support Service (LIASS)**

LIASS is a free and confidential service for parents/carers about any issues relating to SEND of your child's progress.

<https://cyp.iassnetwork.org.uk/service/lambeth-information-advice-support-service/>

[lambethiass@lambeth.gov.uk](mailto:lambethiass@lambeth.gov.uk) 020 7926 1831/9805



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## 13. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

We work hard to ensure that transitions from one educational setting to another are as smooth as possible. Children entering Early Years Foundation Stage are part of an integration process prior to starting school to ensure that they have built up a relationship with the class teachers and other adults. During this time of integration the class teacher visits the child in their nursery setting so that conversations with the nursery practitioners can occur and a home visit is also offered to the parents if they wish for the class teacher to visit their child in their home setting. A similar transition occurs from **year 6 to secondary school**. Taster days are provided for children to visit the school and the teachers from secondary school come out to speak to the children in their school setting.

Extra meetings are arranged prior to transitions occurring if it is felt that these would benefit the child. This will usually be decided in a team around the child meeting well before the transition date and would be discussed with teachers, the SENCo and the child.

**Access arrangements** for tests that we may put in place to support the needs of your child include:

- Different test room
- Additional time
- Having a scribe
- The use of a computer

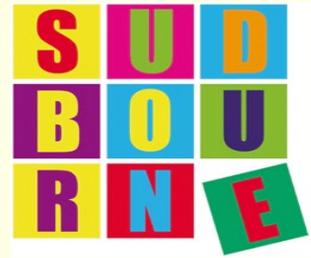
Support for children with identified special needs **starting at this school:**

- We will first invite you to visit the school with your child to have a look around and speak to staff
- If other professionals are involved, a Team Around the Child (TAC) meeting will be held to discuss your child's needs, share strategies used, and ensure provision is put in place before your child starts
- The SENCo and/or your child's key worker may make a home visit or visit your child if they are attending another provision
- We may suggest adaptations to the settling in period to help your child to settle more easily



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# 14. How are the school's resources allocated and matched to children's special educational needs?



We evaluate our provision through:

- Frequent discussions between all staff members working with the child, including the class teachers, Learning Support Assistants, Learning Mentors, Teaching Assistants and SENCo, to ensure the provision is appropriate for the child
- Regular analysis of the attainment and progress of each child
- Reporting progress to the Headteacher and SEND Governor
- Ensuring members of staff are trained and confident in their work
- Carrying out learning walks and observations of whole class teaching and interventions to ensure that every child is receiving the support they need to access whole class teaching wherever possible
- An annual report to the Governing Body with the SEND Information Report posted on our website.



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## 15. How is the decision made about how much support my child will receive?

If you or the school believe that your child needs more support than the current provision set in place, either you or the School can request that the Local Authority carry out a statutory assessment of your child's needs to see whether they are eligible for an **Education Health and Care Plan (EHC Plan)**

This is a legal process and you can find more details about this in the **Lambeth Local Offer**.

After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support they are providing.

After the reports have all been sent in, the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more support in school to make good progress. If this is the case they will write a **Education, Health and Care (EHC) Plan**. The EHC Plan will outline support your child will receive from Lambeth, acting as the Local Authority, how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child. This may be used to support your child with whole class learning, individual programmes or small groups including your child. Each child's programme will vary depending on the needs of the child and the targets set in the EHC Plan.

We will always use the advice of our Educational Psychologist and, as appropriate external agencies, to help us to support your child using the **graduated approach** (Assess, Plan, Do, Review).



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If the LA decides not to issue an EHC Plan, they will write to you informing you of their decision. Ask the school to review or continue with the support at the current level and also set up a meeting in school to ensure a plan is in place to ensure your child makes the best possible progress.

## 16. How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?



Click on the image for more information about Lambeth's Local Offer...



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