

Special educational needs (SEN) information report

Streatham Wells Primary School



Approved by:	S.Wordlaw	Date:	01.08.2025
Last reviewed on:	01.08.2025		
Next review due by:	01.08.2026		

Contents

Contents.....	2
1. What types of SEN does the school provide for?.....	2
2. Which staff will support my child, and what training have they had?.....	3
3. What should I do if I think my child has SEN?.....	4
4. How will the school know if my child needs SEN support?.....	4
5. How will the school measure my child's progress?.....	5
6. How will I be involved in decisions made about my child's education?.....	5
7. How will my child be involved in decisions made about their education?.....	6
8. How will the school adapt its teaching for my child?.....	6
9. How will the school evaluate whether the support in place is helping my child?.....	7
10. How will the school resources be secured for my child?.....	8
11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?...8	
12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?.....	8
13. How does the school support pupils with disabilities?.....	8
14. How will the school support my child's mental health and emotional and social development?.....	9
15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?.....	9
16. What support is in place for looked-after and previously looked-after children with SEN?.....	9
17. What should I do if I have a complaint about my child's SEN support?.....	9
18. What support is available for me and my family?.....	10
19. Glossary.....	10

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.

You can find it on our website under Policies.

You can ask a member of staff to make a copy/send you the policy also.

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?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Difficulties might include understanding or using language and communicating socially with others. This might include conditions or disorders such as: Specific language impairment, autism (ASD/ASC) and speech sound disorders/delay.
Cognition and learning	This might include difficulties with reading and spelling, learning new information and concepts, working with numbers, working memory and concentration. Such difficulties might include 'Specific Learning Difficulties' (i.e. dyslexia, dysgraphia) and moderate learning difficulties.
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	This might include difficulties such as experiencing trauma, anxiety, stress, distress or anger that have an impact on accessing education.
	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?

Our special educational needs co-ordinator, or SENCO

Our SENCO is Erica Van Driel. erica@streathamwells.org

They are a qualified teacher and are working towards the National Award in Special Needs Co-ordination.

They have taken part in training about SEND Law and trauma-led practice.

They are allocated 1.5 days a week to manage SEN provision.

Class teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Teaching assistants (TAs)

We have a team of TAs, including 2 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

We have many teaching assistants who are trained to deliver interventions such as Lego Therapy.

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:

- Speech and language therapists
- Educational psychologists ➤
- Occupational therapists
- School nurses
- Child and adolescent mental health services (CAMHS) ➤ Education welfare officers
- Social services and other LA-provided support services ➤ Voluntary sector organisations

3. What should I do if I think my child has SEN?



4. How will the school know if my child needs SEN support?

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.

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.

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.

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.

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.

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.

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.

Assessment and Identification

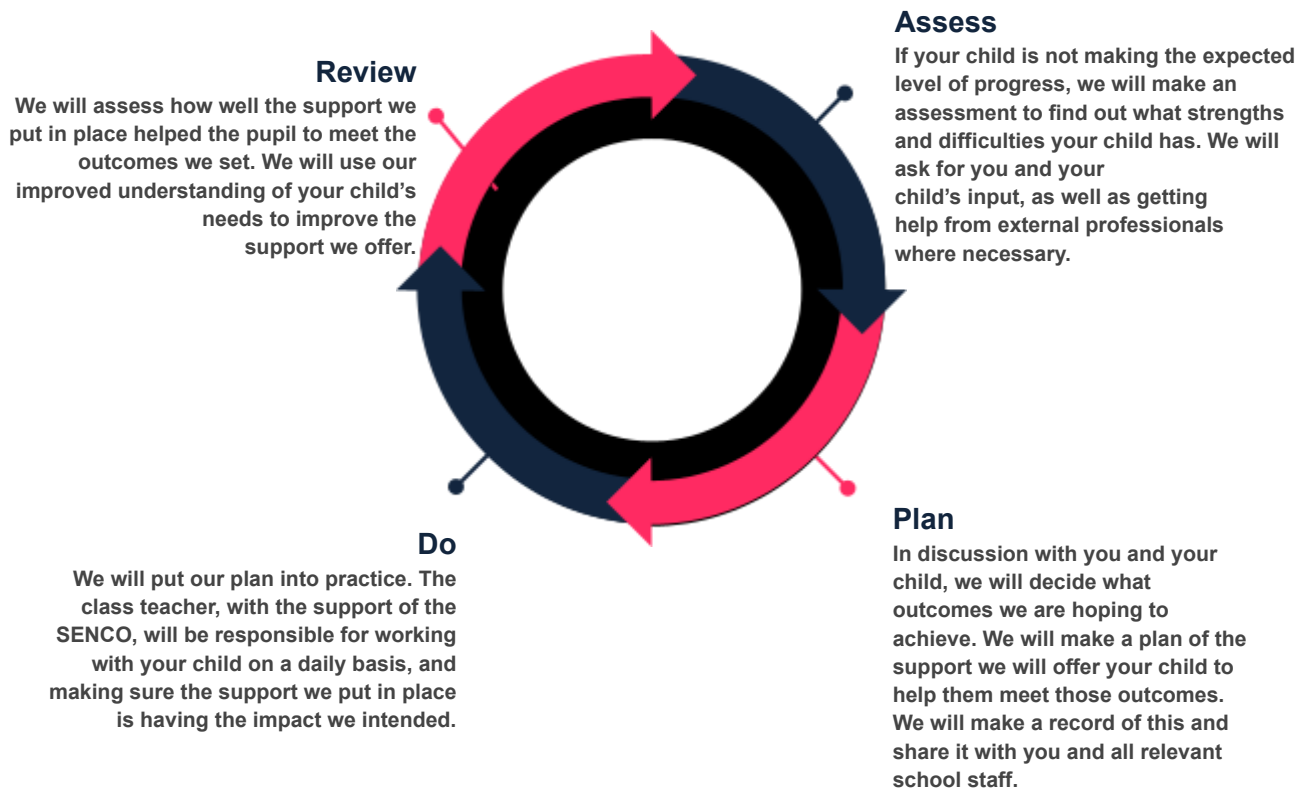
For your child to access the best possible support, it is important that SEND differences are identified early through appropriate methods of assessment. At Streatham Wells, our objective is to understand exactly what support individual children require using age and stage appropriate strategies.

Dependent on a child's specific areas of need, assessment can take place in many ways, through different members of staff or external professionals (for example, Educational Psychologist, Speech and Language therapist and community paediatrician). Assessments and screening activities are always developmentally appropriate and we work closely with families to agree assessment methods.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

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.

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.

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?

We will provide yearly written reports on your child's progress, alongside 2 parents evenings across the year.

Your child's class/form teacher will meet you:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

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.

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.

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.

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.

If you have concerns that arise between these meetings, please contact your child's class teacher. You can find our Home School Communication Policy on our school website which sets out how to book a meeting with the class teacher.

7. How will my child be involved in decisions made about their education?

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.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

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

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.

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.

These adaptations include:

- 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.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis when needed/appropriate ➤ Teaching assistants will support pupils in small groups when needed/appropriate

Support in school

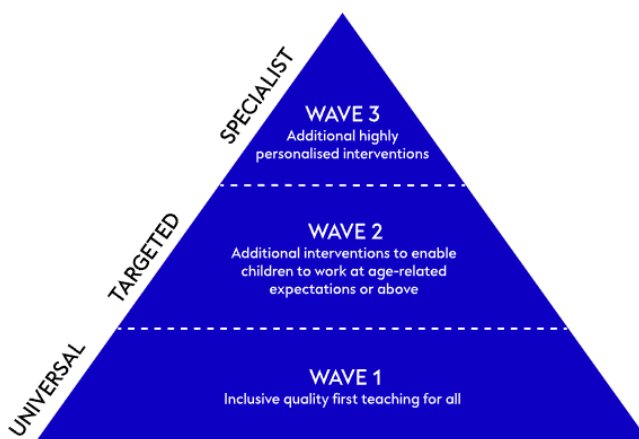
At Streatham Wells and TCSET, we have a 3-tiered approach to SEND support across the school. Depending on children's strengths and differences, support will look different for individuals.

Wave 1 – Universal Support

Our first priority is to ensure the highest standard of inclusive teaching possible for all children, using of range of evidence-informed strategies. This forms Wave 1, of our 3-tiered SEND offer.

This level of support will involve a range of strategies including a 5-a-day model of inclusive teaching:

1. Precise instruction and explanation
2. Supporting children to develop independent thinking and learning strategies
3. Effective visual, verbal and written 'scaffolds' to enhance access to learning.
4. Flexible grouping of children
5. Effective use of technology



Wave 2 – Targeted Support

For children who require a more personalised approach to specific areas of learning, in addition to the Wave 1 strategies, children may have access to group-based interventions. These sessions, run by SEND learning support assistants or teachers, include support for differences across the 4 broad areas of need such as: speech and language, specific literacy and mathematical skills, social skills, physical and sensory development and emotional literacy. Wave 2 support aims to enable children to make accelerated progress against their targets and to be working at the age-expected level.

Wave 3 – Specialist Support

For a small number of children, a highly personalised approach to learning is required, using recommendations from external professionals such as a speech and language therapist (SaLT), Educational Psychologist (EP) or specialists from other services. This type of support will vary hugely between individuals dependent on strengths and differences. Children who might benefit from Wave 3 support will often have or require an Education, Health and Care Plan (EHCP) in order for the school to provide the level of specialist support.

All support across the school is monitored and evaluated termly. This is to ensure that the support in place is meeting the needs of individual children.

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories

	Speech and language difficulties	Speech and language therapy
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Visual cues Use of ICT
	Moderate learning difficulties	
	Severe learning difficulties	
Social, emotional and mental health	ADHD, ADD	Quiet workstation
	Adverse childhood experiences and/or mental health issues	Mentoring Therapeutic intervention
Sensory and/or physical	Hearing impairment	Using Widget symbols and/or sign language/Makaton where needed
	Visual impairment	Limiting classroom displays
	Multi-sensory impairment	Working with the family and other services to provide the best possible support
	Physical impairment	

These interventions are part of our contribution to [Lambeth'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:

Reviewing their progress towards their goals each term

Reviewing the impact of interventions regularly

Using pupil questionnaires

Termly practice of sharing individual targets for pupils with SEND with parents

How else do we communicate with parents?

As parents, you have vital and unique knowledge about your child's strengths, differences, interests, likes and dislikes. At Streatham Wells Primary School, we believe that you should be fully involved in every step of the SEND process, from initial identification right through to making decisions about support in place in school. This process is known as the Assess, Plan, Do, Review (APDR) or Graduated Approach model. Communication between school and parents should be two-directional and the information below outlines what you can expect.

Assess

Assessment of needs or differences is the first step and may be initiated by the school, parents or health and care professionals (GP/social worker).

School initiated– If your child's teacher has concerns, they will speak to you to ask for your thoughts and input. They will also speak also to the School's SENCo for tips and advice.

Parent initiated– If you have concerns about your child's learning or development, in the first instance, speak to your child's class teacher. They will be able to give you feedback on how your child is progressing in class and you

can develop a support plan for your child. Your concerns will be shared with the SENCo to monitor progress.

Health and Care Professional Initiated – If a concern is raised by a GP or health or care professional, due to patient confidentiality, they will usually only communicate the parents/carers. It is really important that you share as much information about concerns raised or relevant diagnoses your child might have so we can put the right support in place. Please inform your child's class teacher if this is the case.

Further Assessment

For some children, more specific assessment including screening activities for specific needs or require referral to a qualified professional such as: an educational psychologist, speech and language therapist or paediatrician. You would always be contacted to ask for your consent or contributions towards referrals being made.

Plan, Do & Review

If your child has special educational needs, you (and your child, where appropriate) will be invited on a termly basis to review and co-produce your child's education plan. This is an opportunity to meet your child's teacher, discuss what is going well, and, sometimes, what's not going so well and what support could be provided in the coming term.

We also have:

- Regular SEND parent meetings and cafes.
- Monitoring by the SENCO
- Using provision maps to measure progress
- 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?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

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?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trip to Outward Bound.

All pupils are encouraged to take part in sports day/school plays/special workshops.

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?

Information about applying for a school space if your child has an EHCP, can be found on the Lambeth SEND website here:

<https://www.lambeth.gov.uk/schools-and-education/special-educational-needs-and-disabilities-send/choosing-and-applying-school/choosing-and-applying-0>

- All prospective pupils whose EHC plan names the school will be admitted before any other places are allocated
- Our oversubscription criteria avoid unfairly disadvantaging prospective pupils with a disability or special educational needs

13. How does the school support pupils with disabilities?

- Our facilities provided help disabled pupils access your school, including the provision of auxiliary aids and services
- Our school accessibility plan can be found on our website under policies. It covers how we will:
 - Increase the extent to which disabled pupils can participate in the curriculum
 - Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide
 - Improve the availability of accessible information to disabled pupils

14. 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:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of lunchtime clubs to promote teamwork/building friendships
- We provide mentoring for SEN children who need extra support with social or emotional development ➤ We have a 'zero tolerance' approach to bullying.

15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Between years

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

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

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between phases

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.

Pupils will be prepared for the transition by:

- Practising with a secondary school timetable ➤ Learning how to get organised independently ➤ Plugging any gaps in knowledge

16. What support is in place for looked-after and previously looked-after children with SEN?

Our SENCO makes 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.

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.

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

We seek to promote an active partnership with parents/carers and to involve you fully at every stage. Most concerns and complaints can quite properly be resolved swiftly and satisfactorily. Formal complaints are resolved through our complaints process. Our complaints process is detailed in our Trust Complaints Policy and Procedures document which can be found on our website.

Complaints about SEN provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy.

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.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

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>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

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.

18. What support is available for me and my family?

Our policy is to work actively to support cooperation between local authorities and health services, to ensure education, health and care services for children with special educational needs and disabilities are jointly planned and commissioned.

Further information about support and services for pupils and their families can be found below.

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.

To see what support is available to you locally, have a look at Lambeth offer. Lambeth publishes information about the local offer on their website: <https://www.lambeth.gov.uk/lambeths-send-local-offer>

[DfE SEND Code of Practice](#)

[Special Educational Needs and Disabilities Team Lambeth](#)

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

Local charities that offer information and support to families of children with SEND are:

<https://www.autism.org.uk/directory//lambeth-autism-and-neurodevelopmental-diagnostic>

[s](#) National charities that offer information and support to families of children with SEND are:

- > [IPSEA](#)
- > [SEND family support](#)
- > [NSPCC](#)
- > [Family Action](#)
- > [Special Needs Jungle](#)

19. Glossary

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