

# **Loughborough Primary School & Children's Centre SEND Information Report 2025- 2026**

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## LOUGHBOROUGH PRIMARY SCHOOL AND CHILDREN'S CENTRE

### Special Educational Needs and Disability (SEND) Information Report for Children with SEND

#### Description of LPS:

We are a Primary School with provision for pupils from 2 – 11 years old.

**All admissions are made via the Local Authority admissions panel.**

We are proud to be an inclusive school. Our Special Educational Needs & Disability Coordinator (SENDCO) is Grace Maguire. Ms Maguire is currently on maternity leave and her post is being covered by Lilian Koder until the end of this academic year (July 2026). We are dedicated to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. We endeavour to be as inclusive as possible. It is our ambition that the needs of pupils with a Special Educational Need/s and or Disabilities are met in a mainstream setting wherever possible, where families want this to happen.

At Loughborough Primary School, we support the four broad areas of Special Educational Needs as outlined by the Code of Practice :

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory /physical

The information below details the way in which we work with **parents, children and young people and how they may access the support required.**

#### **A. PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ AND OR DISABILITIES IN THIS SCHOOL:**

<b>School based information</b>	<b>People</b>	<b>Summary of responsibilities</b>
Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs/Disability (SEND)? And how can I talk to them about my child if I need to?		

**Class/subject teacher** (s/he is recommended as the first point of contact if you have any concerns).

**They are responsible for: *High Quality Teaching***

- Making sure that all children have access to good/outstanding teaching through High Quality Teaching and that the curriculum is adapted to meet your child's individual needs (also known as adaptive teaching).

***Assess – Plan- Do – Review cycle:***

1. **Assess** your child's progress and identify any areas where they may need additional support. This will then be reviewed with the SENDCO and a meeting arranged with parents to discuss the child's strengths and challenges at home as well as at school.
2. **Plan** any additional support through adapting resources and ensuring all work is set appropriately for children. Individual Education Plans (IEPs), provision timetables and sharing and reviewing these with parents at least once each term and planning for the next term. This may include planning for additional interventions and adapting resources.
3. **Do** ensure that all work meets the needs of your child to support them in making progress. This includes making sure that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress. 4. **Review** progress of targets and additional interventions with parents and SENCO

***SEND Policy Compliance***

- Making sure that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND, in line with the Code of Practice.

***Contacted by speaking to them at the end of a school day to arrange an appointment or telephoning the school.***

**The SENDCo: Grace Maguire / Lilian Koder**

**They are responsible for:**

**1. Coordinating Support for Children with SEND:**

- Ensure that all children with Special Educational Needs and/or Disabilities (SEND) receive consistent and high-quality support throughout the school.
- Develop and maintain the school's SEND Policy to meet the needs of all students with SEND.

**2. Keeping Parents Fully Informed and Involved:**

Ensure that parents are:

- Actively involved in supporting their child's learning.
- Regularly updated on the support their child is receiving.
- Fully included in reviewing their child's progress.
- Actively involved in planning their child's support.

**3. Liaising with External Professionals:**

- Work with external professionals who support your child's learning, such as:
  - NHS Speech and Language Therapy
  - Educational Psychologists
  - Autism Advisory Service
  - Sensory Support Services
  - NHS School Nurse
  - Art Therapists

**4. Maintaining the SEND Register:**

- Keep the school's SEND Register up to date, ensuring that the educational, physical, and sensory needs of all pupils are clearly understood.



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- Ensure that detailed records of your child's progress and needs are maintained.

#### **5. Supporting Teachers and Staff:**

- Provide specialist support to teachers and staff to help them meet the needs of children with SEND.
- Ensure that teachers and support staff are equipped to help your child, as well as other pupils with SEND, reach their full potential.

#### **6. Writing Individual Education Plans (IEPs):**

- Work with your child's class teacher to create IEPs that outline specific targets for your child to achieve.
- Ensure that these plans are reviewed and updated regularly.

#### **7. Preparing Education, Health, and Care Plans (EHCPs):**

- Work with professionals, the school, and families to prepare an Education, Health, and Care Plan when needed.

#### **8. Organising Staff Training:**

- Provide ongoing training for staff so they feel confident and capable in meeting the needs of children with SEND.

#### **9. Supporting Transitions:**

- Ensure smooth transitions for students with SEND when moving between year groups or to new schools.
- Liaise with local secondary schools, share information, and help families manage these changes.

**Contacted by** asking the class teacher to arrange for them to contact you, or by telephoning the school to make an appointment.

<p><b>Teaching Assistant (TA) may be allocated to some pupils with SEN and or disabilities or may be specialist in a particular type of support or intervention.</b></p>	<p>A Teaching Assistant (TA) may be assigned to work with a pupil who has Special Educational Needs and/or Disabilities (SEND), or may provide specialist support in areas like literacy.</p>
<p><b>Headteacher</b></p>	<p><b>1. Overall Management of the School:</b></p> <ul style="list-style-type: none"> <li>• She is responsible for the day-to-day management of the school, including overseeing support for children with Special Educational Needs and Disabilities (SEND).</li> <li>• While she delegates responsibilities to the SENDCO and class/subject teachers, she remains accountable for ensuring your child’s needs are met and that they make the best possible progress.</li> </ul> <p><b>2. Communication with the Governing Body:</b></p> <ul style="list-style-type: none"> <li>• She ensures that the Governing Body is regularly updated on all issues related to SEND within the school.</li> </ul> <p><i>Contacted by a personal request made before school in the playground or telephoning the school for an appointment.</i></p>
<p><b>SEND Governor Myrtle Charles</b></p>	<p><b>1. Keeping the SEND Report Up to Date:</b></p> <ul style="list-style-type: none"> <li>• Ensure that the school’s SEND (Special Educational Needs and Disabilities) report is always current.</li> </ul> <p><b>2. Ensuring Appropriate Provision and Adaptations:</b></p>

- Make sure the school provides the necessary support and adaptations to meet the needs of all children.

**3. Managing SEND Funding:**

- Ensure that the school's SEND funding is used appropriately to support students with SEND.

**4. Providing Support for Children with SEND:**

- Make sure that every child with Special Educational Needs and/or Disabilities (SEND) receives the support they need.

**5. Monitoring SEND Support:**

- Visit the school to observe and monitor the support being provided to children with SEND.
- Be involved in the process of helping your child reach their full potential.

**Contacted by** writing to the SEND Governor via the school office.

**B. HOW COULD MY CHILD GET HELP IN SCHOOL?**

Children in school will get support that is specific to their individual needs. This may be all provided by the class teacher or may involve:

- Staff who will visit the school from the Local Authority central services such as the ASD Outreach Team or Sensory Services ( for students with a hearing or visual need)
- Staff who visit from outside agencies such as the Speech and Language Therapy (SALT) Service.

Types of support provided also showing the stage of the Code of Practice (the document that schools use to plan their SEND input), children will be at when receiving this input.	What would this mean for your child?	Who can get this kind of support?
What are the different types of support available for all children, children with SEND and /or disabilities in this school?		

<p><b>Quality First Teaching (Wave 1)</b></p> <p>The class teacher provides high quality teaching to meet the needs of all pupils in the class. This is the first level of support and is designed to help every child.</p>	<p><b>1. High Expectations for All Pupils:</b></p> <ul style="list-style-type: none"> <li>• The teacher will maintain the highest possible expectations for your child and all students in their class.</li> </ul> <p><b>2. Building on What Your Child Already Knows:</b></p> <ul style="list-style-type: none"> <li>• Teaching will be based on your child’s current knowledge, abilities, and understanding.</li> <li>• The teacher will aim to build on what your child already knows to help them progress.</li> </ul> <p><b>3. Adapting Teaching Methods:</b></p> <ul style="list-style-type: none"> <li>• Different teaching methods will be used to ensure your child is fully involved in learning.</li> <li>• This may include practical activities or using resources tailored to your child’s needs.</li> </ul> <p><b>4. Using Specific Strategies for Support:</b></p> <ul style="list-style-type: none"> <li>• The teacher will use specific strategies to help your child access the learning tasks.</li> <li>• These strategies may be suggested by the SENDCO or external professionals.</li> <li>• In some cases, a Teaching Assistant may provide extra support to help with a particular difficulty.</li> </ul>	<p>All children in school receive this.</p>
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### Targeted Support (Wave 2)

If the class teacher and the SENDCO (Special Educational Needs and Disabilities Coordinator) believe a pupil needs additional support, targeted interventions are put in place.

### Types of Support at Wave 2

**Small Group Work:** This may take place in the classroom or outside the classroom.

**Specialist Groups:** Run by outside agencies, such as Speech and Language Therapy.

**Individual Support:** Tailored one-on-one support for your child's specific needs.

#### Support from External Services:

- **Local Authority Services:** These may include the ASD Outreach Team or Sensory

#### 1. Identifying the Need for Extra Support:

- Your child's teacher will assess their progress and identify any gaps in their learning that may require extra support to close the gap between your child and their peers.

#### 2. Partnership with Parents:

- You will be fully informed and involved in planning and reviewing any additional support or interventions.
- The class teacher and SENDCO will work with you to plan interventions that will support your child's learning.

#### 3. Targeted Interventions:

- Interventions will have clear targets designed to help your child make progress.
- These interventions may include small group work or individual sessions focused on specific areas.

#### 4. Support from Professionals:

- If small group sessions are required, they may be led by a Teaching Assistant, class teacher, or outside professional (e.g., a Speech and Language Therapist) using a recognized program.

#### 5. Your Involvement in Decision-Making:

- You will be fully involved in discussions and decisions about the support your child receives.

Any child who has specific gaps in their understanding of a subject/area of learning.

- You will be invited to meetings to review your child's progress and help plan future support.

<p>Services (for hearing or visual needs).</p> <ul style="list-style-type: none"><li>• <b>Outside Agencies:</b> Support from services such as Speech and Language Therapy (SALT)</li></ul>	<p><b>6. Working with Specialist Professionals:</b></p> <ul style="list-style-type: none"><li>• If outside professionals work with your child, they may:<ul style="list-style-type: none"><li>○ Recommend changes to how your child is supported in class (e.g., providing individual support or adjusting teaching methods).</li><li>○ Help set specific targets, bringing their professional expertise into the process.</li><li>○ Guide group work or individual sessions led by school staff under their supervision (e.g., Speech and Language Support).</li></ul></li><li>• <b>7. Keeping You Informed:</b></li><li>• You will always be involved in decisions about the support strategies and interventions put in place for your child.</li><li>• You will be provided with contact details for any outside agencies or services working with your child.</li><li>•</li></ul>	
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**Enhanced Support (Wave 3)**

**1. When is an EHCP Recommended?**

- If your child continues to struggle despite high-quality classroom teaching, intervention groups, and support from outside agencies, the school (or you) may recommend a statutory assessment for an Education, Health, and Care Plan (EHCP).
- This is a legal process, and further details can be found in the Local Authority (LA) Local Offer. For Lambeth, visit: [Lambeth Local Offer](#).

**2. How the EHCP Process Works:**

- The process is done in full partnership with you and your child.



If your child needs more specialized support that cannot be provided by the school's current resources, the class teacher and SENDCO may recommend additional support through an **Education, Health and Care Plan (EHCP)**.

**Types of Support at Wave 3:**

- **Specialist Support:** Your child may require higherlevel, individual or small group support, which may include services outside the school.
- **Support from Specialist Professionals:**
  - **Local Authority Services:** This may include the Autism Advisory Service or Sensory Services (for students with hearing or visual needs).
  - **Outside Agencies:** Your child may also receive support from services like

- The school will submit a request to the Local Authority for a statutory assessment, which includes detailed information about your child (including input from you).
- The Local Authority (LA) will decide if your child's needs, as described in the request, are significant enough to require a statutory assessment.

**3. If the LA Agrees to the EHCP Assessment:**

- If the LA agrees, they will ask you and all professionals involved with your child to submit reports outlining:
  - Your child's needs.
  - How those needs will be met.
  - Short-term and long-term goals for your child.
- Your child will also be involved in contributing to this process.

**4. If the LA Does Not Agree to the EHCP Assessment:**

- If the LA decides that an EHCP is not necessary, they will ask the school to continue providing SEND support and offer additional help to ensure your child's needs are met.

**5. After the EHCP is Approved:**

- If an EHCP is granted, a detailed plan will be created, including input from you and your child.
- The EHCP will outline your child's educational, health, and social care needs, bringing them together in one comprehensive plan.

**6. School's Responsibility to Implement the EHCP:**

- The school must make its best efforts to provide the support outlined in the EHCP.

**7. Regular Review of Progress:**

- Your child's progress with the support identified in the EHCP will be regularly reviewed.



Speech and

- Adjustments will be made to the plan based on your child's progress.

<p>Language Therapy (SALT), Occupational Therapy, Physiotherapy, or Children &amp; Mental Health Services (CAMHS).</p>	<p><b>8. For Children with More Complex Needs:</b></p> <ul style="list-style-type: none"> <li>• This process is especially important for children whose learning needs are severe, complex, and potentially lifelong.</li> </ul>	
<p><b>How will we support your child with identified SEND starting at school?</b></p>		

### **1. Contacting Us:**

- If your child has been allocated a place at our school by the local authority and has a Special Educational Need and/or Disability (SEND), please contact us as soon as you receive the offer. We may not have all the details of their needs yet.

### **2. School Visit:**

- We will invite you and your child to visit the school, tour the facilities, and meet key staff members. You'll also meet the person who will work closely with you and your child during their time at the school.

### **3. Team Around the Child (TAC) Meeting:**

- If other professionals are involved, we will arrange a TAC meeting to discuss your child's needs, share strategies, and ensure the right provisions are in place before your child starts.

### **4. Home Visits and Transition Support:**

- Your child's key person may visit your home or visit your child's current school or setting, especially if your child is starting in the Foundation Stage (Nursery or Reception).
- We may suggest changes to the settling-in period to help your child adjust more easily, which will be discussed and agreed upon at the TAC meeting.

### **5. Pre-Start Visits:**

- If your child has not already visited, we will invite them to school before starting to meet the staff and their classmates.

### **6. Settling-in Period:**

- After your child has settled into school, the class teacher will arrange an early meeting with you to review your child's learning and progress.
- The staff will continue to monitor your child's progress and invite you in at least once a term to discuss their development.

### **How can I let the school know I am concerned about my child's progress in school?**

- If you have concerns about your child's progress, we recommend speaking to the class teacher first, as early as possible.
- If you feel that your concerns are not being addressed or that your child is not making progress, you can speak to the SENDCO or Head Teacher.
- If you're still not satisfied, you can contact the school governor responsible for SEND.

### **How will the school let me know if they have any concerns about my child's learning in school?**

- If a teacher or parent raises concerns about your child's progress, and high-quality teaching hasn't met your child's needs, the teacher will refer the matter to the SENDCO using a referral form.
- The school will invite you in to discuss the concern and create a plan of action.

#### **Parent-Teacher Meetings:**

- You will have opportunities to discuss your child's progress during our termly parents' evenings (Spring and Summer Terms), where we will inform you of your child's progress and any additional support being provided.

#### **Monitoring Progress:**

- Schools regularly hold Pupil Progress meetings between teachers and senior staff to monitor all children's progress. If your child is identified as needing extra support, the school will decide whether to monitor their progress or set up an intervention group.

#### **Interventions:**

- If your child continues to struggle with progress, the school will discuss next steps with you, which may include further interventions or referrals to outside professionals.
- We will also discuss ways we can work together to support your child both at home and at school.

**Who are the other people providing services to children with SEND in this school?**



<p>A. Directly funded by the school</p>	<ul style="list-style-type: none"> <li>• Art or play therapy and outreach service provided by Number One Performing Arts (NOPA)</li> <li>• Additional Speech and Language Therapy input to provide a higher level of service to the school</li> <li>• Additional Educational Psychology input to provide a higher level of service to the school</li> <li>• 1:1 or small group teachers or TA Intervention groups</li> <li>• Speech and Language Therapy</li> <li>• Brixton Learning Collaborative – Art Therapy</li> <li>• In school mentoring service</li> </ul>
<p>B. Paid for centrally by the Local Authority but delivered in school</p>	<ul style="list-style-type: none"> <li>• Autism Advisory Service</li> <li>• Professional training for school staff to deliver medical interventions</li> <li>• School Nurse</li> <li>• The Sensory Support Service (Hearing Impairment Unit &amp; Visual Impairment Support)</li> </ul>
<p>C. Provided and paid for by the Health Service</p>	<p>The contact details for the support services can be found on the <a href="http://www.loughboroughprimarylambeth.org.uk/">http://www.loughboroughprimarylambeth.org.uk/</a> and on the Lambeth Local <a href="http://www.younglambeth.org/local-offer/landing-pages/local-offer.html">http://www.younglambeth.org/local-offer/landing-pages/local-offer.html</a> The Lambeth Local Offer We information of the services available to children, young people and their families under the Lambeth Lo</p>
<p>D. Voluntary agencies</p>	<ul style="list-style-type: none"> <li>• STEPS mentoring KS2 pupils through the medium of dance. • Beanstalk Reading Volunteers</li> </ul> <p style="text-align: right;">school website Offer website.</p>

**How are the adults in school helped to work with children with SEND and what training do they have?**

### 1. Role of the SENDCO:

- The **SENDCO** (Special Educational Needs and Disabilities Coordinator) helps support the class teacher in planning for children with SEND in the classroom.
- They work closely with teachers to ensure children with SEND are supported effectively in their learning.

### 2. School Development Plan:

- The school has a development plan that includes identifying training needs for all staff to improve teaching for children, including those with SEND.
- This training may cover areas like Autism Spectrum Disorder (ASD), dyslexia, and other SEND-related topics.

### 3. Whole-School Training:

- The school provides **whole-staff training** on SEND issues to ensure that all teachers and support staff are consistent in their approach to supporting children with SEND.
- This helps spread knowledge, strategies, and experience across the school.

### 4. Specific Staff Training:

- Individual teachers and support staff attend training sessions run by outside agencies to meet the needs of children in their class. ○ For example, training could come from:
  - ✦ **Sensory Support Services** for children with hearing or visual needs.
  - ✦ **Medical or Health Training** to help staff support children with care plans.

### 5. Individual Training:

- Some staff members may receive **individual training** based on the specific needs of a child in their class or as part of their **performance management process**.

- This ensures the staff member is equipped to support the child effectively.

#### **6. Ongoing Training:**

- Training for staff takes place **regularly** to ensure they are up-to-date with the latest strategies and support methods for children with SEND.
- If you'd like to know about the training currently taking place or that has been completed, please contact the **Head Teacher** or **SENDCO**.

**How will the teaching be adapted for my child with SEND?**

**1. Planning for All Children:**

- Class teachers plan lessons to meet the specific needs of all children in their class.
- They will adapt learning tasks so your child can access their education as independently as possible.

**2. Support Staff Assistance:**

- Trained support staff will help implement the teacher's modified or adapted lessons.
- They provide additional support to meet your child's needs when necessary.

**3. Use of Resources and Strategies:**

- Specific resources and strategies will be used to support your child: ○ Individually, in small groups, or within the classroom. ○ These strategies help your child learn most effectively and participate in school life.

**4. Ongoing Adaptation of Teaching:**

- Teachers will adjust their planning and teaching every day, as needed, to meet your child's learning needs.
- This ensures your child has the best possible access to the learning opportunities available.

**How will we measure the progress of your child in school? And how will I know about this?**

### 1. Ongoing Monitoring by the Class Teacher:

- Your child's class teacher will continuously monitor their progress across all areas of learning.
- Progress is assessed in key areas such as **reading, writing, and numeracy**.

### 2. Measuring Progress in Other Areas:

- In addition to academic progress, your child's development in other areas is also assessed, including:
  - **Attendance** ○ **Engagement in learning** ○ **Social and emotional development**

### 3. Special Assessments for Younger Children:

- If your child is in **Year 1** but not yet accessing the national curriculum, we use **pre-key stage standards**. ○ These standards are for children working below the national curriculum level but still engaged in subject-specific learning.
  - If your child is not engaged in subject-specific learning, the **Engagement Model** will be used.

### 4. Assessments at Key Stage 1 and Key Stage 2:

- At the end of **Key Stage 1 (Year 2)** and **Key Stage 2 (Year 6)**, your child will undergo more formal assessments. ○ **Year 6**: National SATs tests ○ **Year 2**: Optional SATs and moderated teacher assessments.

### 5. Individual Education Plans (IEPs) for SEND Support:

- Children who receive **SEND support** will have an **Individual Education Plan (IEP)** or a **Provision Map** or a **SEND Support Plan**. ○ These plans are reviewed every term, with your involvement, and a new plan for the next term is created.

### 6. Annual Reviews for Children with an EHC Plan:

- For children with an **Education, Health and Care (EHC) Plan**, progress is reviewed at an **Annual Review** meeting. ○ This includes input from all professionals involved in your child's education, as well as from you and your child.

**7. Ways to Keep You Updated:**

We will use different methods to keep you informed about your child's progress, including:

- **Home/school contact books**
- **Letters or certificates sent home**
- **Additional meetings** if needed
- **Annual Reviews**
- **End-of-year reports**

**What support do we have for you as a parent of child with SEN/and or disabilities?**

**. Regular Communication with the Class Teacher:**

- We encourage regular communication between you and your child's class teacher to stay updated on their progress at school and at home.
- This helps us ensure we're supporting your child in similar ways both at home and school, and allows us to share what's working in both places.

**2. Meetings with the SENDCO or Headteacher:**

- The **SENDCO** or **Headteacher** is available to meet with you to discuss your child's progress or any concerns you may have.

**3. Discussing Outside Professional Support:**

- If any outside professionals are involved with your child, we will make sure to discuss their advice with you either directly or through a report.
- The SENDCO will arrange meetings or phone calls to go over any new assessments or suggestions from these professionals for your child's **IEP/Support Plan** or **Provision Timetable**. These will be reviewed with your involvement each term.

**4. Home Learning (Homework):**

- Home learning will be adjusted to meet your child's individual needs.

- We may use a **home/school contact book** to help support communication, if this is useful for you and your child.

#### **5. How You Can Support Your Child at Home:**

- After meetings with you, the **class teacher** or **SENDCO** will offer suggestions on how you can support your child's learning at home.

#### **6. External Professionals:**

- The external professionals involved with your child are available to meet with you upon request to discuss their work with your child.

#### **7. Your Ideas and Feedback:**

- We are always happy to consider any ideas you have to support your child.

#### **8. Statutory Assessment for EHC Plan:**

- If your child is undergoing a **statutory assessment** for an **EHC Plan**, you can access support from the **Children's Services SEND Team**, who will guide you through the process and ensure you fully understand it.

**How have we made this school physically accessible to children with SEND?**

**Building Accessibility:**

- Much of the school is accessible to children with physical disabilities, thanks to the lift.

**Classroom Allocations:**

- We can adapt class allocations to ensure rooms are accessible for children with disabilities.

**Equipment Accessibility:**

- All equipment used in school is accessible to every child, regardless of their individual needs.

**Staff Training:**

- Our staff are trained to support children with a range of needs, ensuring that all children receive the appropriate care and attention.

**Concerns or Questions:**

- If you have any specific concerns about your child's accessibility needs, please contact the **SENDCO** at **020 7274 8374**.

**How will we support your child when they are leaving this school? OR when moving on to another class?**

We understand that moving on can be difficult for a child with SEND. To make transitions as smooth as possible, we take the following steps:

*If Your Child Is Moving to a New School:*

**Discussing the Move:**

- We will talk to your child about how they are feeling about the move and discuss ways to make the transition as positive as possible.

**Contacting the New School:**

- We will reach out to the new school's SENDCO to ensure they are aware of any special support or arrangements needed for your child.

**School Visit:**

- Where possible, we will arrange a visit to the new school before the move to help your child feel more comfortable.

**Sharing Information:**

- We will ensure that all relevant records about your child are passed to the new school promptly. ○

#### *When Your Child Moves to a New Class Within the School:*

##### **Meeting the New Teacher:**

- Your child will have the chance to meet their new teacher before the move takes place.

##### **Sharing Information:**

- All important information, including any EHCPs and IEPs, will be passed on to the new teacher in advance. A planning meeting will be held to ensure a smooth transition.

##### **Support Materials:**

- If it would help, we can create a special book to support your child's understanding of moving to a new class.

#### *In Year 6 (Transitioning to Secondary School):*

##### **• Contact with Secondary School SENDCO:**

- Our SENDCO will contact the SENDCO of your child's new secondary school to discuss your child's specific needs and ensure additional support is in place. ○ **Small Group Support:**

- If necessary, your child may attend a small group in school to help them understand the changes ahead.

- **School Visits:** ○ Where possible, your child will visit their new school several times. In many cases, staff from the new school will also visit your child at our school

### What do you do if you want to make a complaint about the school's SEND policy or procedures?

- If you are unhappy with any aspect of the SEND support your child has received or the procedures followed, and your concerns have not been resolved by the SENDCO or Headteacher, we encourage you to follow the school's **Complaints Procedures Policy**. You can get a copy of this policy from the school office

#### *Lambeth Information, Advice and Support Service (LIASS)*

If you would like independent advice or support with your complaint, you can contact the **Lambeth Information, Advice and Support Service (LIASS)**:

- **Phone:**
- 020 7926 1831 or 020 7926 9805 • **Email:** [lambethiass@lambeth.gov.uk](mailto:lambethiass@lambeth.gov.uk)
- **Website:**

[Lambeth Information, Advice and Support Service](#)

<b>Specialist provision:</b>	<b>Nature of Needs met:</b>
<b>Phonics Groups Differentiated</b>	<b>Cognition and Learning</b>
Number of places	Based on need
Admission procedure	A child will be identified by the class teacher and the SENDCO as needing additional support with their phonics.
Range of Needs – admission criteria	Children who need additional support to learn their letter sounds and blends.
Teaching arrangements including staffing	Teacher or trained teaching assistant led (multiple) groups of up to 6 children for half an hour once a week/or as required.
Curriculum and outcome objectives including progress measures	Targets set by class teachers following the phonics phases in our school phonics programme
Assessment arrangements	Assessed by the class teacher or the teaching assistant at the end of the half term.
Communication with and involvement of parents	Parents will be informed that their child is having this intervention and they will be informed of their child's progress at parent's evenings or at an Individual Provision meeting with the SENDCO. In addition to this, parents can arrange to speak to the class teacher or the SENDCO at any point during the term.

Lead teacher/teaching assistant	Claire Spain (teacher) Janet Allison Yasmin Bibi (teaching assistants)
Contact details	020 7274 8374

<b>Specialist provision.</b>	<b>Nature of Needs met:</b>
<b>Counselling including Outreach Service Art therapy Horse-riding Eco-Systems Coldharbour</b>	<b>Social &amp; emotional</b>
Number of places	Based on need
Admission procedure	A child will be identified by the class teacher and the SENDCO as needing additional support with emotions and / or behaviour. This may also include bereavement or a traumatic experience and needs support to come to understand their feelings.

Range of Needs – admission criteria	As above
Teaching arrangements including staffing	Marlene Ford – NOPA Wayne James – Ecosystem Coldharbour
Curriculum and outcome objectives including progress measures	Aims of the counselling will be discussed with the parent and progress will be measured by the counsellor.
Assessment arrangements	A child’s progress will be assessed at the end of each term.
Communication with and involvement of parents	Parent’s permission will be sought before their child is put forward for counselling and parents will be invited into school to meet with the counsellor prior to their child beginning the sessions. They will also be invited in to meet with the counsellor again at the end of the sessions.
Lead Teacher	Grace Maguire /Lilian Koder
Contact details	020 7274 8374

<b>Specialist provision.</b>	<b>Nature of Needs met:</b>
<b>Social Skills (SENDSCO &amp; Autism Advisory Service, Evelina) SALT interventions Speech and Language Therapy Group</b>	<b>Cognition and Learning, Communication and Interaction, Social, emotional and mental health,</b>
Number of places	Based on need

Admission procedure	A child may be supported by an LSA during lessons if they have an Education and Health Care Plan. The school may also decide that a child needs this level of support before an EHC Plan has been requested.
Range of Needs – admission criteria	Where a child’s needs are great and they need 1:1 support with some of their learning, communication skills, social skills or with any physical or sensory difficulties they may have.
Teaching arrangements including staffing	LSA support
Curriculum and outcome objectives including progress measures	Targets will be set depending on the needs and ability of each individual child. Progress will be measured by the class teacher with the LSA and the SENDCO.
Assessment arrangements	Children will be continually assessed by the class teacher and the LSA and formally assessed at the end of each term.
Communication with and involvement of parents	Parents will be informed that their child is having this support, and they will be informed of their child’s progress at parents’ evenings, at an Individual Provision meeting or an annual statement review with the SENDCO. In addition to this, parents can arrange to speak to the Teacher or the SENDCO at any point during the term.
Lead Teacher	Grace Maguire /Lilian Koder
Contact details	020 7274 8374

<b>Specialist provision.</b>	<b>Nature of Needs met:</b>
<b>SEND support from Teaching Assistants</b>	<b>Speech and Language, Social Skills, Literacy, numeracy support</b>
Number of places	Based on need

Admission procedure	A child may have the support of a Trained Special Educational Needs Teaching Assistant for some of their lessons if they have an Education and Health Care Plan. The school may also decide that a child needs this level of support before an EHC Plan has been requested.
Range of Needs – admission criteria	Where a child’s needs are great and they need 1:1 support with Speech and Language skills, social skills or with any physical or sensory difficulties they may have.
Teaching arrangements including staffing	Trained Special Educational Needs Teaching Assistants may be allocated to work 1:1 or in a small group in or out of class.
Curriculum and outcome objectives including progress measures	Targets will be set depending on the needs and ability of each individual child. Progress will be measured by the class teacher with the LSA and the SENDCO.
Assessment arrangements	Children will be continually assessed by the class teacher and the LSA and formally assessed at the end of each term.
Communication with and involvement of parents	Parents will be informed that their child is having this support, and they will be informed of their child’s progress at parent’s evenings, at an Individual Provision meeting or an annual review with the SENDCO. In addition to this, parents can arrange to speak to the Teacher or the SENDCO at any point during the term.
Lead Teacher	Grace Maguire / Lilian Koder
Contact details	020 7274 8374

<b>Audience</b>	All Staff, Governors, Parents
<b>Date for renewal/updates/review</b>	Annually
<b>Named person responsible for monitoring</b>	Governors & Headteacher

<b>Ratified by Governors</b>	
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