



# **Dulwich Hamlet Junior School**

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

**2025-26**

Reviewed by the Local Governing Body during the term: Autumn 2025

Next Review date: Autumn 2026

## **SEND Information Report**

### **Types of SEND**

At the Hamlet, we pride ourselves on being an inclusive school, making provision for a wide range of additional needs, including:

- Communication and interaction difficulties, including speech and language difficulties
- Cognition and learning difficulties, including dyslexia and other specific learning difficulties
- Social, emotional and mental health difficulties, and aspects of Attention Deficit Hyperactivity Disorder (ADHD) and Autism
- Sensory and/or physical needs, including visual impairment, hearing impairment, sensory differences and physical disabilities.

### **Identifying pupils with SEND and monitoring their progress**

Staff identify pupils who may need additional support through continuous monitoring of progress and professional conversations. Class teachers use an Initial Concerns Form to record concerns they may have about any aspect of a pupil's progress, communication, emotional or physical development. These forms are reviewed and triaged by the SENDCo and Pastoral Lead who agree next steps and report back to class teacher and parents as needed. The SENDCo also carries out in-class observations and looks at children's books to gather information about their progress and learning needs.

We have robust systems in place to ensure that we gather all relevant information and data from the previous school when new pupils join us, whether that be at the entry point of Y3, or as a new in-year (Y4/5/6) joiner. Please see the 'Support for children moving between phases' section.

We hold termly Pupil Progress Meetings for each class in the school, with the class teacher, Assessment Lead, Deputy Headteacher and SENDCo all present. In these meetings, we carefully track the progress of each child in Reading, Writing and Maths as well as their overall development and well-being. Where a pupil is not meeting age-related National Curriculum expectations and is not making enough progress, we will quickly identify how best to support them.

When identifying pupils with SEND, we are also aware that poor progress does not automatically indicate a pupil as having SEND, and that pupils meeting age-related expectations can still have an identified need and that intervention and support may be needed to address other barriers in the pupils' education and development.

Parents and carers are always encouraged to discuss any concerns they may have about their child's progress with the class teacher first, after which a meeting with the SENDCo may be arranged if necessary. Twice yearly parent and teacher meetings also provide an opportunity for parents/carers and teachers to discuss each child's progress, the support in place and any concerns. It is very helpful for the outcomes of any assessments arranged by parents/carers to be shared and discussed with the school.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents/carers. We always consider the pupil's strengths as well as their differences. We will use all of

this information to determine the support that is needed and whether we can provide it within our universal provision, or whether something different or additional is needed.

*'The support provided to an individual should always be based on a full understanding of their particular strengths and needs and seek to address them all using well-evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software'.*

The SEND Code of Practice 2015.

### **Referrals for external support and assessment**

In some cases where a child may not be making expected progress, it may be appropriate to make an external referral. This may be due to any of the following reasons:

#### Lack of progress

The child has not made expected progress despite the school's efforts.

#### Specialist assessment needed

The school or parents identify a need for more in-depth or specialised assessment that cannot be provided internally.

#### Evolving or new needs

A child's needs have changed, requiring a different type of intervention or support.

#### Beyond the school's capacity

The school's internal resources are insufficient to meet the child's needs.

We draw upon the support of a number of different external professionals and services to support pupils' needs and gain a better understanding of how to support them in school:

### Educational Psychologist

For assessments related to cognitive abilities, learning difficulties, and social-emotional well-being.

### Speech and Language Therapist (SaLT)

To assess and support communication and interaction difficulties.

### Occupational Therapist (OT)

For children with physical and sensory needs, including difficulties with fine/gross motor skills or handling objects.

### Other Health Professionals

Including paediatricians, doctors, and clinical psychologists for a broader range of health-related needs.

### Specialist Teachers or Southwark School Inclusion Advisor

For needs in areas like communication, learning, or emotional well-being that require specific expertise.

Referrals for external support or assessment are made in agreement with the parent or carer and the process may involve information being shared with the school to support the referral.

## **Universal Provision**

In most cases, pupils' needs can be well met within the classroom through Quality First Teaching. Our teachers are highly skilled in adapting the curriculum to ensure that all pupils in each year group are able to access the learning. Consistent and high value adaptive teaching strategies are delivered confidently in the classroom every day. These strategies support pupils' working memory, ability to process information, encourage cognitive flexibility and give structure and nurture so that pupils feel safe and regulated; ready to learn.

Below are [5 evidence-based principles](#) from the EEF (Education Endowment Foundation) we use for supporting pupils with SEND through high quality teaching:



## The deployment of support staff at Dulwich Hamlet Junior School

We always follow best practice guidelines (including the key principles published by the [EEF](#)) on the effective use of teaching assistants to support our pupils towards a model of independent learning. We aim to empower pupils with SEND to develop independence and self-advocacy skills while ensuring they receive the support they need. We strongly believe that when support staff are used effectively—through focused interventions, clear roles, and the right training—they can make a real difference to children's progress and independence.

- **Year Group Teams**

Each year group has a dedicated team of adults. Support staff work flexibly across a year group focusing on an area of expertise:

Cognition and Learning, Communication and Interaction, and Social and Emotional (Pastoral). This means children with SEND will benefit

from help in the classroom from a range of adults in a year group team as well as accessing high-quality teaching from the class teacher and learning alongside their peers.

Year Group			
Year Group Leader			
Class Teacher		Class Teacher	
Class Teacher			Class Teacher
HLTA	Support Staff FOCUS: Cognition & Learning	Support Staff FOCUS: Communication & Interaction	Support Staff FOCUS: Pastoral Support

*(HLTA - Higher Level Teaching Assistant)*

Adults are only allocated to an individual child on a 1:1 basis if there is a safety risk to themselves or others due to dysregulation in school, or if they have a medical or physical disability where a pupil may be at risk from personal harm without 1:1 supervision.

- **Targeted Support**

Support staff focus on specific, targeted interventions for pupils with SEND. These will be carefully planned by class teachers, the SENDCo, or external professionals to meet individual needs.

This support may include:

Cognition and Learning:

- Focused in-class support scaffolding and supporting learning in the classroom
- Extra reading support (e.g. 1:1 with a TA, HLTA (Higher Level Teaching Assistant) or teacher)
- Small group spelling/phonics
- Extra Literacy or Maths groups to reinforce learning, including tutoring groups

- Use of assistive technology (e.g. laptop, iPad)
- Regular use of the Nessy online suite of spelling and phonics, reading and writing programmes. (including home access)
- TEACCH Programme (A widely used method of structured teaching which can be used to support pupils with autism)

#### Communication and Interaction:

- Use of an individual visual timetable
- Speech and language groups
- Breaking down tasks into smaller chunks
- Creating a checklist with the child of what they need to remember of set of tasks to work through.
- Noting key vocabulary or instructions.
- Support with peer/adult discussions: Use sentence starters or word lists to support participation.
- Consistently and specifically praise positive behaviours and efforts.
- Use of reward systems (stickers, points, preferred activities) to motivate.
- Explicitly teach social skills (e.g., turn-taking, understanding non-verbal cues, initiating conversations) through direct instruction, role-playing, and social stories.
- Enabling movement or re-set breaks to support attention and focus in the classroom

#### Social, Emotional and Mental Health (please also refer to Role of the Pastoral Team):

- Use of personalised social stories
- Play Development (1:1 or group sessions)



- Sessions with the Pets as Therapy dog
- Pastoral check-in
- Lunchtime support and provision of structured activities
- Drawing and Talking Therapy (1:1)
- School counselling

#### Physical and Sensory:

- Handwriting/Motor Skills group
- Access to the Sensory Room
- Movement breaks in or out of the classroom
- Use of specialist equipment such as seating or learning aids
- Sensory resources in the classroom

#### **Specialised Staff Training**

Our support staff will receive training in key areas like:

- Supporting children with dyslexia, working memory, processing and specific literacy difficulties.
- Supporting communication and interaction (including autism and ADHD), and delivery of speech and language programmes.
- Use of software, technology and online programmes to support learning e.g. Widgit, Clicker and Nessy.
- Trauma informed practice, principles of nurture in schools and promoting pastoral care and well-being.

Where possible we link our support staff with external professionals working regularly in the school for training and delivery of resources, strategies and learning best practice in key areas of SEND.

- **Role of the Pastoral Team**

At Dulwich Hamlet, we understand that children can only achieve their very best when they feel safe, happy and secure. We have a pastoral team in place that is accessible to all children in the school. We support children who may be finding aspects of the school day difficult and require additional support to engage in learning, regulate their emotions and also build key skills in resilience, friendships, self-confidence and self-esteem.

There is a member of the pastoral team in every year group, and they are able to provide a range of both proactive and responsive support such as:

- Monitoring and check-ins throughout the school day, particular focus given to key transitional points
- Provide support and advice to parents and carers
- Nurture group provision
- Strategies and support for sensory and emotional regulation
- Interventions to develop pupils' well-being and positive mental health including:
  - Read2Dogs, Dogs as Therapy programme
  - Play Development Group
  - Drawing and Talking
  - Counselling

This team of support staff is led by Beth Harris, Assistant Headteacher & Pastoral Lead. The Team includes:

- Amy Kenny, Pastoral Early Help Officer
- Alex Oviawe, Teaching Assistant & Midday Supervisor
- Sonia Gomez, Teaching Assistant, Midday Supervisor & Play Therapist

- Corrine Cascoe, Teaching Assistant & Midday Supervisor
- Michelle Coare, Teaching Assistant & Midday Supervisor

### **Specialist support**

We work closely with external professionals who provide specialist support to those children who require it. These professionals include:

- Claire Lekenne, Speech and Language Therapist, Words First
- William Bulman, Educational Psychologist
- Maria Valdrighi, Educational Psychologist
- Guy Potter, Qualified Child and Adolescent Psychotherapeutic Counsellor
- Emma Ford, Teacher of the Deaf (Southwark)

We also work with numerous organisations and services, including:

- School nursing team
- CENMAC (Assistive Technology in Education)
- Southwark Autism Support Team
- Child and Adolescent Mental Health Service (CAMHS)
- Paediatricians based at Sunshine House
- Occupational Therapy and Physiotherapy
- Visual Impairment Service
- Local Authority services including Social Services and Early Help

All referrals to these professionals, organisations and services are handled by the SENDCo (and Headteacher, where appropriate). Parents and carers will always be informed, and their consent sought for any formal referral.

Any reports will be shared with parents and relevant staff members. For regular support, such as Speech and Language Therapy, parents are given regular updates on their child's progress. Advice and recommendations from external professionals are always shared with relevant school staff and are implemented whenever possible and appropriate within the context of our school.

When planning and allocating external costed provision, the school has to make decisions based on the needs of all our pupils with SEND. Where an Education and Health Care Plan (EHCP) stipulates the involvement of external specialists, the school has an obligation to provide this and will always make reasonable endeavours to do so.

### **SEND Support and Education and Health Care Plans (EHCPs)**

When a pupil requires provision that is significantly different to that which is ordinarily provided in the classroom, the SENDCo may decide to place them on the school's SEND register, in consultation with parents and carers. This stage is known as SEND Support. SEND Support is the system by which schools should assess the needs of children, and then provide appropriate support. The system should follow four stages, often referred to as the Assess, Plan, Do, Review Cycle.



For further information about this cycle, also referred to as the 'graduated approach', see Chapter 6 of the [SEND Code of Practice 2015](#).

For all pupils on the school's SEND Register, teachers create an individual learning plan using an online platform called Edukey Provision Map. With the support of the SENDCo, teachers write specific outcomes for the term ahead and details of the strategies and provision in place to support the child to achieve them. These are shared every term with parents and carers via email and are discussed in parent and teacher meetings. These individual learning plans are reviewed by staff at the end of each term and the reviewed plans are then shared with parents and carers via email.

A small number of pupils may need an Education and Health Care Plan (EHCP) if their needs cannot be met by SEN Support. An EHCP identifies the pupil's educational, health and social needs and sets out the additional support required to meet those needs. A needs assessment can be requested by the SENDCo or parent/carer. For further information about EHCPs please visit: <https://localoffer.southwark.gov.uk/education-health-and-care-plan>.

### **Working with Parents and Carers**

Parents and carers are always encouraged to discuss any concerns they may have about their child's progress with the class teacher first, after which a meeting with the SENDCo may be arranged if necessary.

We host a dedicated meeting for parents and carers of pupils with SEND in the spring term to discuss their child's progress. This is in addition to the standard parent-teacher meetings held in the autumn and spring terms, where reports are shared. This approach ensures that parents and carers of pupils with SEND have the opportunity to discuss their child's progress on a termly basis throughout the year.

The school also runs regular parent and carer cafés on topics relating to SEND. In addition, the SENDCo produces a termly SEND newsletter which contains key information and updates about provision and arrangements in school as well as signposting parents and carers to useful resources, events and websites. Each newsletter is emailed to all parents and carers as well as being uploaded to the website.

### **Monitoring the impact of SEND provision**

The impact of all types of support on children's progress is carefully monitored as part of the Assess, Plan, Do, Review cycle set out in the [SEND Code of Practice 2015](#). The aim is always to help children to make progress and become independent and resilient learners.

We use the online platform Edukey Provision Map to carefully record and track all of the targeted interventions and support across the school so that we can effectively organise and allocate resources and make adjustments where needed to help pupils to make progress.

Regular meetings are held among school staff to discuss progress, including termly Pupil Progress Meetings. Some meetings may be more formal where parents/carers, relevant external agencies and, when appropriate, pupils, are invited and their contribution valued. The impact of the provision is considered along with the progress being made. Support arrangements will be updated and revised accordingly. If not involved already, this might include referral to external agencies. For pupils with Education and Health Care Plans (EHCPs), we hold annual review meetings which are attended by staff and parents/carers as well as other professionals working with the child.

SEND provision at Dulwich Hamlet is also monitored by the SENDCO using the following:

- SEND focused learning walks such as: differentiation, adult deployment, environment, language and communication.
- Pupils with SEND, voice sessions where pupils can share their thoughts on their own progress and strategies which help them learn.
- Planning and pupils' book monitoring to ensure quality and consistency of provision for pupils with SEND
- In addition to our own monitoring of SEND provision in the school, we also benefit from SEND audits and support at a Trust level. These look at the effectiveness of the current SEND offer in the school, taking into account the views of the parents/carers of pupils with SEND.

### **Expertise and training of staff**

At the Hamlet, we have a strong team of dedicated teachers and support staff who have a wide range of experience, skills and knowledge. We provide regular opportunities for staff to audit their skills and confidence levels and to share good practice. An ongoing programme of training is in place to ensure that all staff have the appropriate skills and knowledge to support pupils with SEND most effectively. Members of staff may complete additional training, for example, on a specific intervention for which we have identified a need. Staff actively seek advice and implement recommendations from external specialists such as the Educational Psychologist and Speech and Language Therapist.

We have two dyslexia-trained Higher Level Teaching Assistants (Amanda Freshwater and Helen Mardling) on our staff team, who work with individuals

and groups of children across the school under the direction of the SENDCo.

The Special Educational Needs and Disabilities Coordinator (SENDCo) is Mrs Helen Bansback. She works in school on Mondays, Tuesdays, Wednesdays and Thursdays and can be contacted via the school office. Helen has over ten years' experience as a SENDCo and holds the National Award for SEN Coordination which is the statutory qualification that all SENDCos must have in maintained schools. She has also been a class teacher and has worked in a wide range of different primary schools for over twenty years.

### **Securing equipment and facilities**

Provision for children with special educational needs will usually be financed through the school's core budget and the Notional special educational needs budget, which is an additional amount of money allocated to the school for SEND provision. Pupils with EHCP's are awarded top-up funding by the local authority as they require significantly more support than other pupils.

The school will purchase equipment such as software designed to support pupils with SEND based on the needs identified by the school.

### **Tests and Examinations: Access Arrangements**

For some pupils, additional arrangements and adjustments can be made to enable them to fully access tests and examinations. These might include additional time, rest breaks or the use of a scribe or word processor. Such arrangements are made when there is clear evidence to show that they are needed and the child is eligible. The SENDCo and Year 6 team will determine which pupils are eligible for access arrangements for the SATs,



based on the criteria set out by the Department for Education (DfE), and will apply to the DfE accordingly during the Spring term in Y6.

### **Support for improving emotional and social development**

The mental health and well-being of all our pupils is always a priority at the Hamlet. Please see the lists under Targeted Intervention and Support and Specialist Support, above, for the types of provision that we offer. In addition, we aim to provide:

- Lunchtime clubs for those who need extra structure or social skills support
- Staffed library at lunchtime, whenever possible
- Zoned playground areas with staff-led organised games e.g. den building, calm space
- Regular opportunities to celebrate success and boost self-esteem e.g. celebration assemblies.
- Enhanced Transition programme for identified children joining us in Year 3.

Please also see our Values and Behaviour Policy for further information.

### **Enabling pupils with SEND to access and engage in all activities**

At the Hamlet, 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 residential trips, and careful planning takes place to ensure that appropriate provision is in place for those with SEND. No pupil is excluded from taking part in these activities because of their SEND or disability.

## **Support for pupils with disabilities**

We comply with our duties under the Equality Act 2010 towards individual disabled children and young people. We make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. We comply with our wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations. Please see our Admissions Policy, Values and Behaviour Policy, Anti-Bullying Policy, Equality Objectives and Accessibility Plan for more detail. The school works hard to ensure that no child with SEND or a disability is treated unfairly by their peers. For example, regular assemblies on themes such as Neurodiversity and disabilities aim to celebrate difference as well as raise children's awareness of others' needs.

## **Looked After Children with SEND**

Mr Salomonson is our Designated Teacher for Looked After Children. He works closely with Helen Bansback (SENDCo) to ensure all teachers in school understand the implications for those children who are looked after and have SEND.

Looked after children with SEND will receive both a Personal Education Plan (PEP) and a SEND Learning Plan. They are supported in the same way as all children in school with SEND through the Graduated Response, the Assess, Plan, Do, Review cycle. Both of these plans are regularly reviewed and monitored closely. During a Looked After Child (LAC) meeting, the child's progress towards targets will be discussed and reviewed alongside the social worker and carers.

## **Admissions for pupils with SEND**

Pupils with SEND or a disability are allocated places in two separate ways:

Those pupils with statements or Education, Health and Care Plans (EHCPs) have a separate admissions procedure overseen by Southwark's SEN team details of which can be found on Southwark's Local Offer ([www.localoffer.southwark.gov.uk](http://www.localoffer.southwark.gov.uk)). Applications for children with special needs or with a disability will be treated fairly.

Those pupils who have SEND but do not have an EHCP are admitted via the normal school admissions criteria. Detailed information and guidance of how to apply for a place at Dulwich Hamlet Junior School can be found via the following website:

<http://www.southwark.gov.uk/schooladmissions>

Please also view our Admissions Policy for specific criteria relating to Dulwich Hamlet. Any additional needs that are identified on admission are discussed with parents and carers allowing the school to put into place the most appropriate support and/or arrangements.

## **Supporting children moving between phases and preparing for adulthood**

We run an Enhanced Transition programme for identified children joining us in Year 3 to help to make their move to the Hamlet as smooth as possible and to support the child and their family with any concerns that they may have. This may include a small group guided tour of the school, a visit to observe/meet the child in-situ at their current school setting, and a meeting for parents and carers with the SENDCo during the Summer term.

In Year 6, class teachers plan and lead a range of lessons and activities designed to prepare children for the transition to secondary school. We share information with the new school, college or other setting that each

pupil is moving to, including inviting the SENDCo from the receiving secondary school to attend the child's final Annual Review meeting if they have an EHCP. The SENDCo may refer some pupils to the Southwark SEND Inclusion Practitioner Southwark (SENDIP) who can provide extra support during the transition period. Parents and carers will always be asked for their consent before a referral is made. We make sure that all records are passed to the receiving secondary school. Where possible, children with additional needs will visit their new school, and in some cases, staff from the new school will visit them at the Hamlet during the summer term.

For pupils with an EHCP, a detailed phase review is carried out during Year 5, after which the Local Authority will amend the EHCP to ensure that it is fit-for-purpose as the pupil moves into Key Stage 3.

## **Complaints**

At the Hamlet, we are always willing to listen to parents/carers' concerns and by working closely together we can usually find a positive way forward. Complaints about SEND provision in our school should be made to the SENDCo or Headteacher in the first instance. They will then be referred to the school's complaints policy.

Parents/carers of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that the school has discriminated against their child. They can make a claim about alleged discrimination regarding:

- Admissions
- Exclusions
- Provision of education and associated services

- Making reasonable adjustments, including the provision of auxiliary aids and services.

Information on how to make such a claim can be found here:

<https://www.gov.uk/complainabout-school/disability-discrimination>.

Before going to a SEND tribunal, parents/carers can go through processes called disagreement resolution or mediation, where they can try to resolve your disagreement before it reaches the tribunal.

### **The Local Authority Offer**

Southwark Information, Advice and Support Service (SIAS) offers parents and carers support, training and advice on all aspects of SEND. This service is impartial, confidential and free to all parents and carers of children attending school in Southwark.

Email: [sias@southwark.gov.uk](mailto:sias@southwark.gov.uk)

Telephone: 020 7525 3104

Parents and carers can also find out more about SEND provision in Southwark by visiting the [www.localoffer.southwark.gov.uk](http://www.localoffer.southwark.gov.uk).

### **Monitoring Arrangements**

This document will be reviewed and updated by the SENDCo and Headteacher annually. This document is approved by the governing body and is shared with all staff.

## **Links with other policies and documents**

This document should be read alongside the Charter Schools Educational Trust SEND Policy, which is reviewed annually.

This policy also links to our other policies/documents on:

- Equality Objectives
- Accessibility Plan
- Values and Behaviour
- Supporting pupils with medical conditions (Charter Schools Educational Trust)
- Admissions