

# Special Educational Needs and Disabilities (SEND) Information Report



**THE BELHAM**  
PRIMARY SCHOOL

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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 The Belham SEND policy.

You can find it on our website [The Charter Trust SEND Policy](#).

If you would like a hard copy, you can ask a member of staff to print you a copy or send you the policy.

**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?

The Belham Primary School is a mainstream school and part of The Charter Schools Educational Trust (TCSET). We have classes of up to 30 children led by a class teacher. We make reasonable adjustments possible to support a range of special educational needs (SEN) across 4 broad areas:

### **Cognition and Learning (C&L):**

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.

### **Communication and interaction (C&I):**

Difficulties might include understanding or using language and communicating socially with others. This might include SEND needs or disorders such as: Specific language impairment, autism (ASD/ASC) and speech sound disorders/delay.

### **Social, Emotional and Mental Health (SEMH):**

This might include difficulties such as experiencing trauma, anxiety, stress, distress or anger that have an impact on accessing education. It also can include SEND needs or disorders such as Attention Deficit Hyperactivity Disorder (ADHD) and Emotionally Based School Avoidance (EBSA).

### **Sensory and/or physical (S/P):**

This might include sensory processing differences affecting movement and coordination, physical disabilities, sensory sensitivities and sensory impairment (i.e. Hearing Impairment)

It is common for children to have special educational needs that span two or more of these areas. If this is the case, SEND support is designed to best support your child's needs using the resources available. A child does not need a diagnosis to access support.

## 2. Which staff will support my child, and what training have they had?

### **Our special educational needs co-ordinator, or SENCO**

Our SENCO is Emma Chan.

The SENCO can be contacted via the school office on: **020 8353 4290** or email: [echan7.210@lgflmail.org](mailto:echan7.210@lgflmail.org)

They are in their third year in the SENCO role. They are a qualified teacher with 19 years' experience working in a range of settings including private, specialist, hospital and mainstream schools.

They achieved the National Award in Special Educational Needs Co-ordination in July 2022.

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

### **Teachers in the school**

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

Recent External training that staff have received:

- Adaptive Teaching Strategies
- SEN Learning Plan Training
- Autism Spectrum Training: 'Supporting Children with Autism in the Mainstream Classroom'
- Autism Spectrum Training: Visuals
- Trauma Informed Practice
- Information sharing of pupil Individual Learning Plans and Education, Health and Care Plans (EHCPs)

- Information sharing specifically for ADHD
- The Charter Trust training on adaptive strategies for staff in the classroom: **S.L.O.O.P.S.** (**S**it and scan, **L**ive marking and retrieval, **O**pen questions, (**S**mall groups) **O**ut of Class, **P**rompting, **S**caffolding (visual, verbal, written)
- Support Children with their Mental Health (Staff Training)- from The Nest, Groundwork London
- Zones of Regulation (Staff Training)- from The Nest, Groundwork London
- Southwark Dyslexia Training:
  - Session 1: Dyslexia in the classroom (6.2.25)
  - Session 2: Classroom strategies for supporting Dyslexia (3.4.25)
  - Session 3: Using specific literacy assessments (date TBC)
- Best practice when supporting children with Visual Impairments

## Teaching assistants (TAs)

We have a team of twelve TAs, including one Early Years Practitioner and two Higher-Level Teaching Assistants (HLTAs), who are trained to deliver SEN provision.

We have teaching assistants who are trained to deliver interventions such as: Lego Therapy (social development support), Toe by Toe (phonics-based literacy support), Touch Typing, Attention Autism, Intensive Interaction (communication support), Alpha 2 Omega (phonetic, linguistic support), Power of 2 (maths coaching).

In the last two academic year, TAs have been trained in:

- Autism Spectrum Training: 'Supporting Children with Autism in the Mainstream Classroom'
- Autism Spectrum Training: 'Visuals'
- Intensive Interaction
- Information sharing to support children with ADHD
- Adaptive Teaching Strategies
- Trauma Informed Practice
- 
- Information sharing of pupil Individual Learning Plans and Education, Health and Care Plans (EHCPs)
- The Charter Trust training on adaptive strategies in the classroom: **S.L.O.O.P.S.** (**S**it and scan, **L**ive marking and retrieval, **O**pen questions, (small groups) **O**ut of Class, **P**rompting, **S**caffolding (visual, verbal, written)
- Southwark Dyslexia Training:
  - Session 1: Dyslexia in the classroom (6.2.25)
  - Session 2: Classroom strategies for supporting Dyslexia (3.4.25)
  - Session 3: Using specific literacy assessments (Higher Level Teaching Assistants and SENCo date TBC)
- Best practice when supporting children with Visual Impairments (VI) (for support staff working with children with VI)

## Early Help Team

We have an Early Help Team that is composed of the SENCo, HLTAs, Early Years Practitioner (EYP) and our Admissions HR and Inclusion Lead. The Early Help Team aims to provide early intervention to prevent behaviours of concern. We meet weekly to discuss and assess the needs of the children we have concerns about e.g., behaviours of concern, anxiety, learning needs, and Emotionally Based School Avoidance (EBSA).

Following the meetings, we use the graduated approach to support learners' special educational needs and disabilities. This process should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined, and revised with a growing understanding of the learner's needs and of what supports the learner in making good progress and securing good outcomes. This is referred to as the Assess, Plan, Do, Review (APDR) cycle. Please see Section 5 for further information.

## 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.

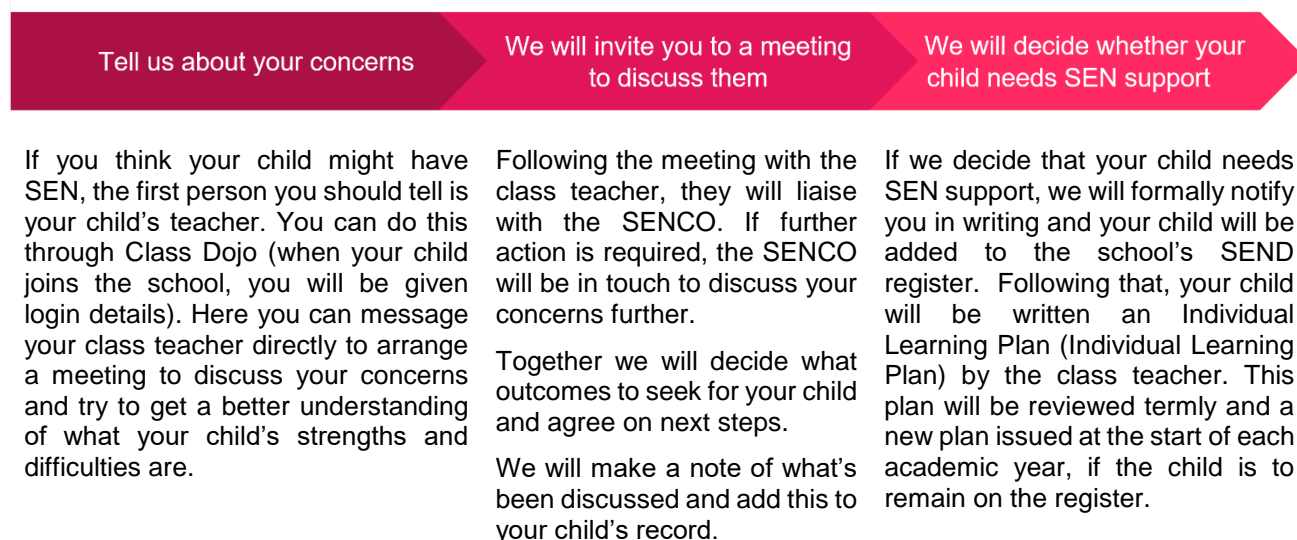
These include:

- Speech and language therapists (SALT)
- Educational psychologists (EP)
- GPs or community paediatricians
- Child and adolescent mental health services (CAMHS)
- Centre for Micro-Assisted Communication (CENMAC)
- Education welfare officers (EWO)
- Children's Social Care and other Local Authority (LA)-provided support services
- Southwark Nursing Team
- Voluntary sector organisations
- Liaise with NHS Occupational therapists

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

For your child to access the best possible support, it is important that SEND differences are identified early through appropriate methods of assessment. At The Belham, 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 (such as Comprehensive Test of Phonological Processing (CTOPP), Salford Sentence Reading Test, The Digit Memory Test) are always developmentally appropriate and we work closely with families to agree assessment methods.



For families who have privately commissioned assessment reports, we carefully review the recommendations provided and consider them in line with our existing provision and resources. We are committed to making reasonable adjustments within the classroom to support pupils' needs, however not all beyond the classroom will be implemented. Decisions are made in collaboration with school staff, parents, and, where appropriate, external professionals to ensure that any adjustments align with our broader SEND strategy and the best interests of the pupil within the school setting.

## 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. This might include phonics, reading, writing and number work.

As part of Assessment for Learning, if the teacher notices that a pupil is not meeting age related expectations, they try to find out if the pupil has any gaps in their learning and address any misconceptions. When they find a gap or a misconception, they will adapt the lessons and reteach the misconceptions. This may happen as part of flexible groupings where the teacher will work with a smaller group or a group of children may be supported by a teaching assistant, Early Years Practitioner (EYP) or Higher-Level Teaching Assistant (HLTA).

Children are assessed in Reading, Writing and Maths termly. A child meeting expectation will have a standardised score of between 90- 110. If the pupil is still struggling to make the expected progress, with a standardised score of between 80 and 90, this will be flagged in the termly Pupil Progress Meetings with year group staff, Deputy Head (Lead on Teaching and Learning, Curriculum and Assessment) and the SENCo. These children will access reasonable adjustments within the classroom as part of our Quality First Teaching.

If children have standardised scores below 80, children will be monitored for targeted support from a class teacher, HLTA or a TA. If despite support, your child's standardised score is below 80 for two or more terms, we may contact you to discuss the possibility that your child has SEN and agree on next steps. This may include further screening or assessments and seek advice from our Speech and Language Therapist (SALT), Educational Psychologist (EP) or our Southwark SEND Consultant. Working in partnership with parents, we may agree to refer your child to Community Paediatrics or Child and Adult Mental Health Service (CAMHS).

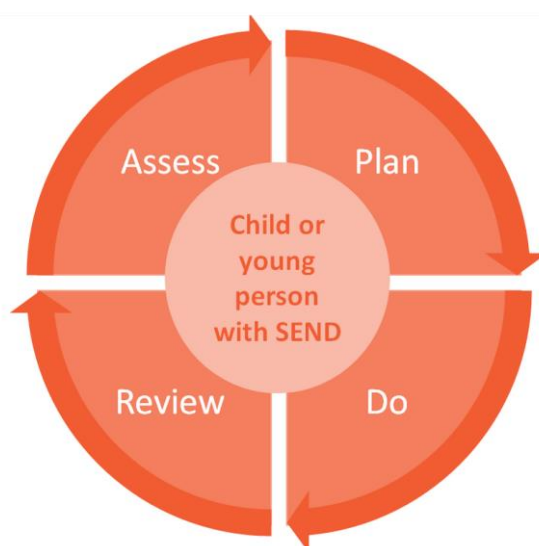
If we have concerns around a child, a member of the Early Help Team (HLTA, EYP, SENCo) will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

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 Individual Learning Plan (Individual Learning Plan) for them.

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

In line with the Code of Practice, all schools follow the graduated approach to support learners' special educational needs and disabilities. This process should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined, and revised with a growing understanding of the learner's needs and of what supports the learner in making good progress and securing good outcomes. This is referred to as the Assess, Plan, Do, Review (APDR) cycle.



### I. Assessment and Identification (Assess)

The SENCO and other appropriate staff members within the school will use a variety of assessment and screening tools to assess a child or young person's skills, strengths and differences and academic attainment to identify and build on information received from previous settings in consultation with their parents and carers.

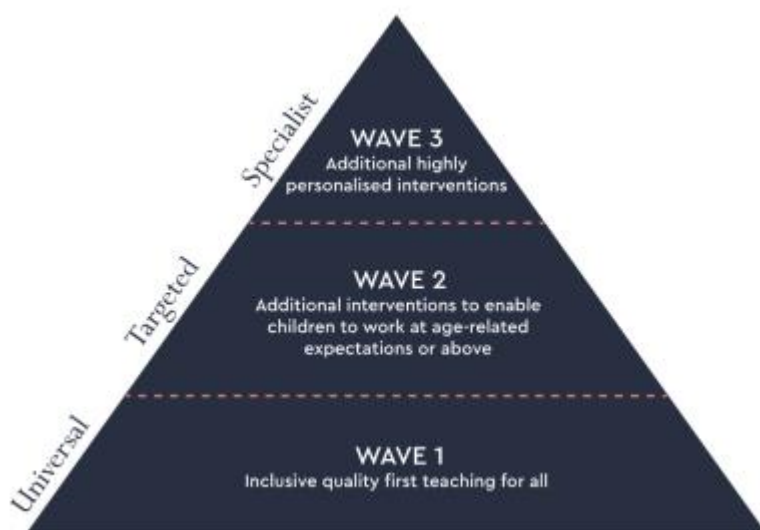
Assessment tools may include summative assessments (conventional tests), screening tools, learner and parent voice, observations, external reports, and Learning Support/ Teaching Assistant (LSA/TA) input. Positive identification of Special educational needs and disabilities requiring SEND provision will result in learners being added to the school's internal SEND register. Class and subject teachers, supported by the SENCO and relevant members of the school's SEND team and Senior Leadership Team, will make regular assessments of the progress for all learners, and identify appropriate actions, particularly those making less than expected progress, given their age and prior attainment.

## **2. Planning Provision (Plan)**

Using the information gathered through the 'assess' phase of the graduated approach, we will plan appropriate provision and support and set target(s) that we want to see your child achieve in their Individual Learning Plans. The school will use their best endeavours to plan for provision collaboratively with families, pupils, and external professionals (where applicable). The school will inform parents and carers when they are making special provision for their child and shall then work in partnership with them to establish support required, to secure best outcomes, taking full account of their views and wishes. For all children and young people on 'SEND Support,' the school will make arrangements for the class teacher (with input from the SENCO as appropriate) to meet with the parents or carers at least twice a year to review progress and support (Autumn parents' consultation and Spring parents' consultation). If parents would like to request a third meeting in the Summer Term, they can contact the class teacher. Implementing Provision (Do) The school will deliver SEND provision using a 'waved' approach structured in three waves.

## **3. Implementing Provision (Do)**

The school will deliver SEND provision using a 'waved' approach structured in three waves.



**Wave 1** – The foundation of all teaching and learning. These are universal strategies used in all classrooms, referred to as adaptive teaching strategies, ensuring that every child and young person receives high-quality, inclusive teaching tailored to their diverse needs. This wave of support will appropriately meet the needs of most pupils with a range of SEND.

**Wave 2** – Targeted Support can include additional support in groups for children and young people who require resources, adaptations, and/or support beyond which are usually available in the classroom. This support may take place in or outside the classroom and is usually lead by Learning Support Assistants (LSAs)/ Teaching Assistants (TAs) or Higher-Level Teaching Assistants (HLTAs). Targeted support might also include small adaptations to aspects of the school day that are necessary to remove barriers to learning (for example being permitted to leave a lesson 5 minutes early to avoid busy moments around the school building). A learner on 'SEND support,' requiring Wave 2 provision will often have a 'provision map' document that outlines Wave 2 provisions.



**Wave 3 – Specialist Support.** For a very small number of children and young people, a highly personalised and individualised approach to learning is required, using recommendations from external professionals such as a speech and language therapist (SaLT), Educational Psychologist (EP) or therapists/specialists from other services. This type of support will vary significantly between individuals dependent on a pupil's strengths and difficulties. Children and young people who might require Wave 3 support will most often have or require an Education, Health, and Care Plan (EHCP) in order for the school to provide the level of specialist support required.

Support for children and young people will change over time. Planned targeted and specialist support is delivered over a set period of time with a review date at the end of the delivery cycle i.e., termly/half-termly. A child or young person supported by Waves 2 and 3 support will continue to access Wave 1 universal strategies, supplemented but not replaced by Waves 2 and 3 strategies. This 'waved' approach ensures that every pupil receives the appropriate level of support to thrive academically and personally, developing independence with dignity.

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?

Your child's class teacher will meet with you for Parent Consultations in the Autumn Term and in the Spring Term. You will receive an extended end-of-year report in the Summer Term.

At the Parent Consultations, your child's teacher will meet to:

- Discuss your child's progress, both academically and holistically.
- Discuss the support we put in place to help your child make that progress.
- Where relevant, Individual Learning Plans are shared with parents, to allow their input and reviewed jointly for completeness.

Where necessary, 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, please let us know so we can keep our provision as relevant as possible.

Individual Learning Plans are reviewed, edited and shared termly. They will reflect any feedback from teachers, parent meetings and support staff.

If you have concerns that arise between these meetings, please contact your child's class teacher through Class Dojo.



## 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 developmental stage. We recognise that no two 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 sessions with subject leaders
- Attend sessions with the senior leadership team
- Book looks with the students
- Book looks without the children
- Complete a survey

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

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

Adaptive Teaching Strategies 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 believe in an Inclusive Classroom, where we will adapt how we teach to suit the way our pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we make sure the adaptations we make are meaningful to all children.

### Universal support as part of Quality First Teaching (Wave 1 Support):

- High Contrast slides
- Handouts of important information is written down with visual supports
- Small amounts on a page (presentation slides and resources)
- Clear fonts for resources (font size 12 or 14)
- Handouts clear and spaced out
- Printed texts for Guided Reading and where appropriate
- Bold, bullet point, subheadings, images and diagrams where appropriate
- Providing scaffolds, such as writing frames and sentence stems
- Use of mind maps and checklists
- Providing phonics mats, keywords maps, question word maps and word banks for independent writing/ topic-based vocabulary
- Adapting our resources
- Short chunked teaching and mini plenaries to allow children time to process information.
- Differentiating our teaching, for example, giving longer processing times, reading instructions aloud, etc.
- Marking in blue pen with comments to guide learning, as a form of dialogue that children can refer to
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger fonts, etc.
- Adapting our curriculum to make sure all pupils are able to access it, for example, by flexible grouping, 1-to-1 work, multisensory learning, adapting the teaching style or content of the lesson etc.

**Some adaptations for specific learning needs might include (Wave 2 Support) Note - the strategies below are not limited to pupils with a formal diagnosis :**

Autism Spectrum Disorder:

- Quiet workstation
- Movement breaks
- Availability of ear defenders
- Visual timetables
- Social stories

Attention Deficit and Hyperactivity Disorder (ADHD)/ Attention Deficit Disorder (ADD):

- Fidget toys to prevent undesirable noise/distraction
- Quiet workstation
- Movement breaks
- Wobble cushions
- Resistance bands on chairs
- Sat near an adult for Verbal/ Non-Verbal prompts to refocus
- Availability of ear defenders for focus tasks
- Sitting near the front of the classroom looking at the board

Dyslexia:

- 25% extra time for Assessments and appropriately adjusted outcomes
- 1:1 reading
- Small group Reading Comprehension Group
- Laptop for longer pieces of writing
- Own resources to support organisation
- Use of a whiteboard to discuss/draft writing and then independently write.
- Using a whiteboard to test the look of his spellings before committing them to paper
- Sat near the front of the classroom for Verbal/ Non-Verbal prompts to refocus
- Talk ideas to rehearse sentences prior to writing with an adult
- Sitting near the front of the classroom looking at the board
- Writing slope

Dyscalculia:

- Use of a whiteboard to 'work out' answers and then independently complete questions to ensure accurate calculations
- Concrete resources provided/ accessible (Numicon, Dienes, 100 Bead Strings, tens frames etc.)
- Number fact resources provided to reduce the stress of having to remember the facts e.g., Times Table Grids, number bonds, Division Facts etc.
- Other resources provided for calculations e.g., Number lines, place value grids
- Small group Maths Catch Up Groups
- Use concrete materials, such as Cuisenaire rods, ten frames, two coloured counters and base ten materials, which children have access to from Reception to Year 6.
- Spend time exploring these and don't take them away too soon; they will help to develop the child's understanding.
- Try to encourage the child to use more efficient calculating strategies, such as counting on rather than counting all.
- Encourage the child to visualise the maths by drawing diagrams and using concrete materials to model the maths.
- Make the maths practical and as multisensory as possible; try to avoid worksheets.
- Adopt a little and often approach; repetition and 'overlearning' will help.
- Use mathematical language as much as possible and encourage the child to do the same.
- Support staff may support pupils in small groups when they are working towards expectations.

### Specialist Intervention (Wave 3 Support):

- Teaching assistants will support pupils on a 1-to-1 basis if they have an Education Health Care Plan.
- Cherry Garden Branch Map planning for children who are unable to access the mainstream curriculum.
- Child Psychologist - 2 hours per week (1:1 work with therapeutic work pupils and small group work)
- Speech and Language Assistant- Training for support staff to deliver Speech and Language Therapy.
- Work with the Local Authority's Qualified Teacher of the Deaf
- Working closely with the Local Authority Qualified Teacher of the Visually Impaired (QTVI),
- Referrals to Centre for Micro-Assisted Communication (CENMAC)
- Work with professionals to put Care Plan in place, support with PEEP etc.

### 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 SENCO and Year 6 team will determine which pupils are eligible for access arrangements for the SATs, based on the criteria set out by the DfE, and will apply to the DfE accordingly during the Spring term

## **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:

- Using Insight Tracking to record and monitor progress
- Termly 'Pupil Progress Meetings' held with year group teams (including teaching staff, deputy head and SENCo)
- Reviewing the impact of interventions termly (where appropriate)
- Reviewing their progress towards their Individual Learning Plan goal(s) each term (where applicable)
- Holding an annual review (if they have an education, health and care (EHC) plan)

We also continually monitor and evaluate the effectiveness of our SEN Provision across the school. We do this in a variety of ways, including:

- Termly pupil progress meetings with the SLT
- Robust evaluation of policies
- Book looks and learning walks with a SEN focus
- Trust SEND reviews
- Pupil voice
- Parent questionnaires

## **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 time
- Further training for our staff
- External specialist expertise

In some cases, we may need to consult with external agencies to get recommendations on what will best help your child access their learning.

As a mainstream school, we have an identified amount of funding for SEN known as the 'notional SEN budget'. This identified amount of funding is from our school's overall budget and not a separate amount of money given to us specifically for SEND. The school will use our notional SEND funding to cover up to £6,000 of necessary costs to meet a child's SEN needs. However, this does not mean we will spend £6000 on every child with SEND. Funding is deployed according to the needs of the school to ensure it is cost-effective and delivers the most impact. For example, to run specialist support groups for children with similar needs.

For pupils with high needs, funding may be needed beyond this. In such cases, we will seek additional funding from our local authority (Southwark). We would do this by applying for an Education Health Care Needs Assessment (EHCNA). The local authority will have six weeks to decide whether they will accept the request. If they refuse, they will send a letter to explain the decision. If you would like to dispute the decision, you have the right to go to mediation, appeal or go to tribunal.

If the local authority accepts our request, an EHC needs assessment of your child will be conducted to determine if your child requires an EHCP. Following that, they will make a decision on whether to issue a plan or not.

## **11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?**

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 Year 5 residential trip to Cobnor Activity Centre, in Chichester. Here the children take part in a range of outdoor activities, including gaining their Royal Yachting Association (RYA) Youth Sailing Scheme- Start Sailing Stage 1 Qualification.

All pupils are encouraged to take part in all school activities such as; celebration assemblies, sports days, school plays, school concerts, special workshops and educational visits.

Our after-school club provider is 'Nimble Arts'. They begin straight after school and finish at 6.15pm

No pupil is excluded from taking part in these activities because of their SEN or disability. We will make whatever reasonable adjustments that are needed to make sure that they can be included. Occasionally, we need to source additional funding for additional adult support in wrap-around care and will speak to parents about this.

## **12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?**

### Admissions and Criteria

Where the number of applications for admission is greater than the number of places available, applications will be considered against the criteria set out below. Please click the link for [The Admissions Policy](#).

We would always encourage any prospective parent but especially those with children with SEND to visit our school prior to application. This allows them to meet the team and understand the school offer. Information on the provision is also available on our website.

After the admission of pupils with an Education, Health & Care Plan, where The Belham Primary School is named on the Statement or within the Plan, criteria will be applied in the order below:

1. Looked after children and children who were previously looked after but ceased to be so because they were adopted (or became subject to a child arrangements order or special guardianship order) immediately following having been looked after. It also includes children who appear to have been in state care outside of England and ceased to be in state care as a result of being adopted.

2. Children who will have a sibling attending the school at their time of entry.
3. Children who have a specific psychological, medical or social need which the school is best placed to meet, backed up by professional advice and agreed by the Headteacher and an Admissions Panel.
4. Children of permanent staff members.
5. Children living nearest the school, measured by a straight-line route from home to the main school entrance on Maxted Road.

All applications made for pupils with an EHC plan are thoroughly assessed and responded to by the SENCO and a comprehensive response is offered.

### 13. How does the school support pupils with disabilities?

Many children and young people with Special Educational Needs may also have a disability. A disability is described in law (the Equality Act 2010) as 'a physical or mental impairment, which has a long-term (a year or more) and substantial adverse effect on their ability to carry out normal day-to-day activities.' This includes, for example, sensory impairments such as those that affect sight and hearing, and long-term health SEND needs such as asthma, diabetes, or epilepsy.

The Equality Act requires early years' providers, schools, colleges, other educational settings, and local authorities to: - Not directly or indirectly discriminate against, harass, or victimise disabled children and young people; - Make reasonable adjustments, including the provision of extra aid services (for example, tactile signage or induction loops), so that disabled children and young people are not disadvantaged. This duty is known as 'anticipatory.'

Below is a list of the facilities we provide to help disabled pupils access our school. This includes the provision of auxiliary aids and services:

- If your child has a Visual Impairment or a Hearing Impairment, they will receive support from the Local Authority as part of the local offer and we will implement advice and make a Centre for Micro-Assisted Communication (CENMAC) Referral where necessary.
- There is a disabled access toilet on each of the three floors of the school.
- Emergency systems have visual alarms.
- There is a lift to enable access to all floors by wheelchair users or those with mobility difficulties.
- The school will create a Personal Emergency Evacuation Plan where needed.
- New build and refurb areas of the school are all wheelchair accessible.
- Hoists and changing tables are in place on the ground floor and the first floor.

#### Accessibility Plan

Please click on the link to access the [BPS Accessibility Plan](#). The plan aims to:

- o Increase the extent to which disabled pupils can participate in the curriculum
- o Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide
- o 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?

Our school vision is: Enthusiastic Learning, Inspirational Curriculum, where Everyone Matters with the Community at heart, as an Inclusive School.

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

- Support of trained staff: Higher Level Teaching Assistants and Teaching Assistants
- Life skills
- Parent pupil workshops
- Support from the Early Help Team
- ELSA (Emotional Literacy Support Assistant) trained staff
- Access to 1:1 support for parents
- Access to therapeutic therapy with a child psychotherapist
- All pupils are encouraged to take part in all activities, clubs and fixtures
- We provide extra pastoral support for listening to the views of pupils with SEND by termly 'Pupil Voice Sessions' where children meet with the school SENCO and Subject Leaders.
- We run interventions for pupils who need extra support with social or emotional development
- The Senior Leadership Team priorities pupil and staff wellbeing.

We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by:

- Anti- Bullying Week
- Mental Health Awareness week
- PHSE units including: Relationships, dealing with stress and anxiety and where and how to seek support.

Here is a link to our [Behaviour and Anti-Bullying Policy](#)

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

### **Transition between year groups in Primary**

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 a handover meeting at the end of the year when the pupil's SEN is discussed
- Children's Individual Learning Plans (Individual Learning Plans) will be updated (strengths, needs and what works/ strategies) and shared with the new teacher
- There will be a 'Meet the New Teacher' lesson with the incoming teacher towards the end of the summer term
- SEND children (where appropriate) will be invited into school for an 'Enhanced Transition' before all children return to school in September. During this visit, they will be welcomed by their new class team including their new class teacher and support staff (if any assigned to the class)

### **Transition between Nursery and Primary School**

Upon offer into Reception, the Early Years Lead will contact Nurseries to arrange visits to meet the children in their Nursery Settings. The Early Years Lead will also have discussions with their key workers, to get to know the children. If it may be likely that we need to put in measures to support a smooth transition, these will be arranged. The parents will complete the 'All About Me Booklet' prior to starting school. If your child has a known need, the Nursery may do a referral to SENDIP (Special Educational Needs and Disability Inclusion Practitioner from the Southwark SEND Team) who will facilitate an enhanced transition and coproduce a Transition Plan.

Other support for the Nursery to School transition, includes:

- New parents evening social
- Meet the teacher curriculum evening
- Stay and play
- Social stories
- Staggered start dates
- Enhanced transition periods
- Links with parents on Class Dojo
- Parents evening in the Autumn Term

## **Transition between Primary school to Secondary school**

The SENCO will attend the 'Southwark Secondary Schools Transfer Meeting'. Here, the secondary school SENCOs will meet the Primary School SENCOs and they will discuss the needs of SEN pupils as they transition on. Where there are large numbers of children transitioning on to secondary schools, a member of staff from the secondary school will come into our school for a meeting with our SENCO and to meet the children. They will discuss the needs of all the children who are receiving SEN support. We may also refer children to SENDIP (Special Educational Needs and Disability Inclusion Practitioner from the Southwark SEND Team) who will facilitate an enhanced transition and coproduce a Transition Plan to support children into Secondary School.

Pupils will be prepared for the transition by:

- PSHE Units
- Practicing with a secondary school timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge
- Online safety
- Road safety
- TfL Workshop

## **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.

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

Emma Chan (SENCO and Early Help Team Lead) and Lauren Hogg (Reception Lead, PSHE/RHSE and Character Curriculum Lead) are the designated teachers for looked after children (LAC) and previously looked-after children (post-LAC).

Emma and Lauren will work together to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning. We are a trauma informed school and all staff have had training from Trauma Informed Schools UK

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 Individual Learning 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 ([link below](#)).

How to raise a concern: [TCSET Complaints Policy and Procedure](#)

As part of the Southwark Local Offer, you can contact The Southwark Information Advice and Support (SIAS) team provides impartial, confidential advice and support about special educational needs and disabilities (SEND) to parents, carers and young people. Please click on the link for further details: [SIAS](#)

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

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. Click on the link to access the [Southwark Mediation Service](#) through the Local Offer.

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

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 Southwark's local offer. Southwark publishes information about the local offer on their website [Southwark's Local Offer](#).

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

- The Nest - <https://thenestsouthwark.org.uk/>
- Ground Work - <https://www.groundwork.org.uk/veolia-southwark/>
- The Neurodiversity Family Hub - <https://theneurodiversityfamilyhub.org/>
- [The National Autistic Society Southwark](#)

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 coordinator
- **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