



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

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The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy. You can find it on the [school website](#).

**Note:** If there are any terms, we have used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

### I. What types of SEND does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia

<b>Social, emotional and mental health</b>	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
<b>Sensory and/or physical</b>	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment
	Sensory processing difficulty

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

### Director of Learning Support

Gill Fisher, HND OCR Level 7 Cert SpLD

Gill Fisher is responsible for co-ordinating the Learning Support for the Junior School.

### Specialist Teachers

Dawn France, BA (Hons) QTS, PG Dip Systemic Theory

Amelia Spinney, BSc MEd SEND, PGCE, PG Dip Systemic Theory

Isabella Warnke, BA (Hons) MA PGCE

### High Level Teaching assistants (HLTAs)

We have a team of two HLTAs, who are trained to deliver SEN provision and interventions.

### Training

All our teachers receive in-house SEND training and are supported by the Director of Learning Support and the Learning Support Team to meet the needs of pupils who have SEND. The school has access to NASEN (National Association for Special Educational Needs) CPD on Demand. In the last academic year, all Junior School TAs have received training to support pupils with literacy and numeracy.

### External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

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

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

Tell us about your concerns	We invite you to a meeting to discuss them	We decide whether your child needs SEND support
If you think your child might have SEND, the first person you	We will meet with you to discuss your concerns and try to	If we decide that your child needs SEND support, we

<p>should tell is your child's teacher.</p> <p>They will pass the message on to our Director of Learning Support, Gill Fisher, or a Specialist Teacher from the Learning Support Team, who will be in touch to discuss your concerns.</p> <p>You can also contact Gill Fisher directly at <a href="mailto:gfisher@colfes.com">gfisher@colfes.com</a></p>	<p>get a better understanding of what your child's strengths and difficulties are.</p> <p>Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.</p>	<p>will formally notify you in writing and your child will be added to the school's SEND register.</p>
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#### 4. How will the school know if my child needs SEND support?

All our class teachers are aware of SEND 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 their progress against the Early Years Foundation Stage in Nursery and Reception. In Key Stage 1 and KS2 attainment is tracked termly using both standardised and teacher assessment.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil additional in-class support. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled. If the pupil is still struggling to make the expected progress, the teacher will talk to the Director of Learning Support or one of the Specialist Teachers in the Learning Support Team and will contact you to discuss the possibility that your child has SEND.

The Director of Learning Support or a Specialist Teacher will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The Director of Learning Support or a Specialist Teacher will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician. Based on all this information, the Director of Learning Support or a Specialist Teacher will decide whether your child needs SEND support. You will be told the outcome of the decision in writing. If your child does need SEND support, their name will be added to the school's SEND register, and the Director of Learning Support or a Specialist Teacher will work with you to create a SEND support plan for them.

#### 5. What if my child has an Education, Health and Care plan (EHCP)?

We welcome pupils with an EHCP and will consult with the local authority to decide if the school can meet the child's needs within the terms of reasonable adjustments. Pupils with an EHCP have strategies and targets detailed in the individual Provision Plan and IEP. An Annual Review of their EHCP is conducted with the parents, any external agencies involved in the overall provision for the pupil, and the local authority.

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

We will follow the 'graduated approach' to meeting your child's SEND needs. The graduated approach is a 4-part cycle of **assess, plan, do, review**.

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

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue, and the school's targets, strategies and provisions will be revisited and refined.

### **7. How will I be involved in decisions made about my child's education?**

We will provide annual reports on your child's progress.

Your child's class/form teacher will meet you 3 times per year, to:

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

The Director of Learning Support, Director of Studies or a Specialist Teacher 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. Therefore, 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 SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

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

### **8. How will my child be involved in decisions made about their education?**

The level of involvement will depend on your child's age, and level of competence. We recognise that no 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 meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

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

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

High-quality teaching is our first step in responding to your child’s needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no 'I size fits all' approach to adapting the curriculum, we work on a case-by-case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils can access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Appropriate scaffolding to support your child to gain in confidence and competence when they are introduced to new skills and knowledge. This is usually in the form of adult support, but as they become more independent in their learning, the support can be gradually faded.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching Assistants will support pupils on a 1-to-1 basis when adult support is required – see above.
- Teaching Assistants will support pupils in small groups.

We may also provide the following interventions:

<b>AREA OF NEED</b>	<b>CONDITION</b>	<b>HOW WE SUPPORT THESE PUPILS</b>
<b>Communication and interaction</b>	Autism spectrum disorder	<b>All:</b> High Quality Teaching – high expectation for all Consistent application of the restorative Behaviour Policy Visual timetables Structured classroom routines Girls Onboard and Boys Zone <b>Targeted Group:</b> Attention and listening sessions (EYFS & KS1) Social skills and nurture groups Language groups Social Skills groups Lego-based Therapy <b>Individual support:</b> Speech & Language Therapy Individual programme of interaction (EYFS & KS1) Check-in with Specialist Teacher Social Skills groups Lego-based Therapy
	Speech and language difficulties	
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	<b>All:</b> High Quality Teaching – high expectation for all, Read Write Inc Phonics, White Rose Mathematics, Spelling Shed, Times Table Rock Stars, Snap Science <b>Targeted Group:</b> KSI Multisensory literacy and numeracy groups

		<p>Year 5 &amp; 6 booster groups for reading, mathematics and writing</p> <p>Year 3 &amp; 4 guided reading groups and mathematics groups</p> <p>Spelling lesson</p> <p><u>Individual support:</u></p> <p>Nessy Reading &amp; Spelling</p> <p>Dynamo Mathematics</p> <p>RWInc Phonics 1:1 tutoring</p> <p>Multisensory literacy or numeracy lesson</p> <p>Teodurescu – fine motor programme</p> <p>Sound Linkage</p> <p>1:1 TA support to access the curriculum</p>
<b>Social, emotional and mental health</b>	ADHD, ADD	<p><u>All:</u></p> <p>High Quality Teaching – high expectation for all</p> <p>Consistent application of the restorative Behaviour Policy</p> <p>Class Charter</p> <p>Consistent use of language and expressing expectations</p> <p>Simple instructions – support with visual cues</p> <p>Communicate – clearly and calmly</p> <p>School Values</p> <p>Strong links between school and home</p> <p>Assemblies</p> <p>Worry Box</p> <p><u>Targeted:</u></p> <p>Circle Time</p> <p>Social Stories</p> <p>Legitimised movement/brain breaks</p> <p>Quiet workstation</p> <p>Social Skills group/lunches</p> <p>Play nurture groups</p> <p>Reward Chart (positive reinforcement)</p> <p>SMT on call</p> <p>School Nurse</p> <p>Designated ‘safe spaces’</p> <p><u>Individual support:</u></p> <p>Zones of Regulation</p> <p>Talk-About-Self-esteem/Talk-About-Friendship</p> <p>ELSA Support</p> <p>‘Golden Book’ reviewed by SMT</p> <p>Referral to School Counsellor, CAMHS.</p> <p>1:1 TA Support</p>
	Adverse childhood experiences and/or mental health issues	
<b>Sensory and/or physical</b>	<p>Hearing impairment</p> <p>Visual impairment</p> <p>Multi-sensory impairment</p> <p>Physical impairment</p>	<p><u>All:</u></p> <p>Consistent application of the restorative Behaviour Policy</p> <p>Targeted movement breaks</p> <p>Specific equipment and resources</p> <p>Adaptation of uniform policy</p> <p>Touch typing lessons</p> <p><u>Targeted:</u></p> <p>Fine and gross motor skills groups</p> <p>Touch typing group</p>

		<p>Adapted routines and timetable</p> <p><u>Individual support:</u></p> <p>Individualised plan for self-care</p> <p>Assistive technology</p> <p>Visual Impaired Teacher – access to the Local Authority support</p> <p>Teacher of the Deaf - Consistent application of the restorative Behaviour Policy</p> <p>Speech &amp; Language Therapist in support of pupils with physical difficulty</p> <p>Specialist training for staff</p>
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### **10. How will the school evaluate whether the support in place is helping my child?**

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term (Pupil Progress Meeting)
- Reviewing the impact of interventions after each term
- Using pupil questionnaires
- Monitoring by the Director of Learning Support and Director of Studies
- Using provision plans to measure progress
- Holding an annual review (if they have an Education, Health and Care (EHC) plan)

### **11. How will school resources be secured for my child?**

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

- Extra equipment or facilities – reasonable adjustments are usually provided within the school's Learning Support budget
- 1:1 teaching assistant hours – funded by parents
- External specialist expertise – funded by parents. We will consult with external agencies to get recommendations on what will best help your child access their learning.
- EHCP funded pupils are funded or partially funded by the local authority.

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

Extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs, subject to reasonable adjustments.

All pupils are encouraged to go on our school trips, including our residential trips, specifically in Year 5 to Bradwell Bay, Essex and in Year 6 to Corfe, Dorset.

All pupils are encouraged to take part in every event – Sports Day, House competitions, Tea-time music concerts, in-house workshops, trips to museums and art galleries.

We will make reasonable adjustments, where possible, to enable pupils with SEND and disabilities to be included.

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

Please see the school [Admissions Policy](#).

### **14. How does the school support pupils with disabilities?**

The school's Accessibility Plan is available on request.

### **15. How will the school support my child's mental health and emotional and social development?**

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

- Pupils with SEND are encouraged to be part of the school council
- We provide extra pastoral support for listening to the views of pupils with SEND by
  - We run a nurture club for pupils who need extra support with social or emotional development
  - We have a 'zero tolerance' approach to bullying. See [Harmful and Abusive Behaviours Policy](#)
  - Pastoral Assessment of Self & School (PASS)
  - Girls Onboard
  - BoyZone
  - Social skills groups
  - Lego-based Therapy

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

#### **Between years**

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

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEND is discussed
- Create personalised books to help pupils transition between classes or at least Key Stages
- Schedule story-telling sessions with the incoming teacher towards the end of the summer term
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#### **Following educational setting**

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. A visit or call between the Director of Learning Support and new school's SENCO can be arranged.

Create personalised books to help pupils transition between schools if required.

#### **Between phases**

Pupils will be prepared for the transition by:

- Visiting the new area and meeting the staff
- Learning how to get organised independently
- Plugging any gaps in knowledge
- Supported with resources between phases e.g. extra reading books over the summer holiday

#### **Between phases (for secondary schools)**

The Junior Director of Learning Support meets with the Head of Learning Support in the senior school to discuss the needs of the incoming pupils near the end of the summer term.

Year 6 teachers meet with the Head of Year 7 for a comprehensive handover meeting. We arrange meetings with the parents/carers of incoming pupils to discuss how we can best welcome their child into our community.

All Year 6 pupils visit the library and meet with the Librarian, who then supports and guides some of the pupils with SEND through the first few weeks of the new school year.

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

Mrs Sue Gurr, Deputy Head Junior School, DSL will work with Gill Fisher, Director of Learning Support, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported in much 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 SEND support plans or EHC plans are consistent and complement one another.

## **18. What should I do if I have a complaint about my child's SEND support?**

Complaints about SEND provision in our school should be made to the Director of Learning Support 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.

## **19. 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 Greenwich, Lewisham, Bromley and Bexley's local offer. All local authorities publish information about the local offer on their website:

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

- [Greenwich \(councilfordisabledchildren.org.uk\)](http://councilfordisabledchildren.org.uk)
- [Lewisham \(councilfordisabledchildren.org.uk\)](http://councilfordisabledchildren.org.uk)
- [Kent \(councilfordisabledchildren.org.uk\)](http://councilfordisabledchildren.org.uk)
- [Tower Hamlets \(councilfordisabledchildren.org.uk\)](http://councilfordisabledchildren.org.uk)

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

- [Drumbeat School and ASD Service](#)
- [Dyslexia Action | Training and Professional Development](#)

National charities that offer information and support to families of children with SEND include:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)
- [SOS!SEN – The Independent Helpline for Special Education Needs – We offer a free, friendly, independent and confidential telephone helpline for parents and others looking for information and advice on Special Educational Needs \(SEN\) \(sossen.org.uk\)](#)

## **20. 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 SEND 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 SEND in the local area

**Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment

**Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child’s disability

**SENCO** – the special educational needs co-ordinator

**SEND** – 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

**SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND

**SEND support** – special educational provision which meets the needs of pupils with SEND

**Transition** – when a pupil moves between years, phases, schools or institutions or life stages