

Special Educational Needs and disabilities

Policy and Annual Report

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1 Introduction

We aim to ensure that all of our children, regardless of need, have access to a high-quality curriculum that develops both their academic knowledge and their individual skills in line with our school values:



Our children are confident learners, they work hard to succeed with every challenge.



Our children show respect for themselves and other people in our community, our country and our world.



Our children love learning and are keen to learn in our school, at home and in the future.



Our children have strong core skills in communication (reading, writing, speaking and computing), mathematics and have a good understanding of topics across the whole curriculum.



Our children are confident to share their views, listen to other people's ideas and opinions and make decisions that help everyone achieve.

And links to the following articles from the United Nations Convention on the rights of the child.



Article 13 Children have a right to find things out;

Article 23 Children have a right to special education and care;

Article 28 Children have a right to a good quality education;

Article 29 Education should develop children's talents;

This SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND



2 Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEND information report.

3 Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4 Roles and responsibilities

4.1 Class teacher

Class teachers are responsible for:

- The progress and development of every pupil in their class
- Ensuring that all children have access to high quality teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation).
- When needed, writing provision maps for children with SEND, and sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- Ensuring that all adults working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

4.2 Teaching Assistant

- A Teaching Assistant (TA) may be allocated to a pupil with exceptional special educational needs and/or disabilities. They may support a child 1:1 or in group activities.



4.3 The Special Educational Needs Co-Ordinator (SENDCo)

Our SENDCo is responsible for:

- Coordinating the support for children with special educational needs (SEND) and or disabilities, and developing the school's SEND Policy to make sure all children get a consistent, high-quality response to meeting their needs in school.
- Ensuring that parents are: involved in supporting their child's learning; kept informed about the support their child is getting; involved in reviewing how their child is doing and part of planning ahead for their child.
- Liaising with all the other people who may be coming into school to help your child's learning e.g. Speech and Language Therapy, Educational Psychology, Music Therapy, Place2Be Therapists, Occupational Therapists, STEPs and ASD Outreach.
- Updating the school's SEND record of need, (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEND and/or disabilities in the school) to achieve their best possible progress in school.
- When needed, supporting your child's class teacher to write provision maps and Individual Behaviour Plans (IBPs) that specify the targets set for your child to achieve.
- Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school.

4.4 Headteacher

The Headteacher/Head of School is responsible for:

- The strategic management of all aspects of inclusion at the school, this includes the support for children with SEN and/or disabilities. They give responsibility for day-to-day management to the SENDCO and class/subject teachers but are still responsible for ensuring that your child's needs are met.
- The day-to-day management of all aspects of the school – including the deployment of staff to maximise the support for pupils.
- Ensuring that parents are satisfied with the quality of education that their child receives at our School.
- Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND

4.5 Executive Headteacher

The Executive Headteacher is responsible for:

- The strategic management of all aspects of inclusion across the partnership, this includes the support for children with SEN and/or disabilities. They give responsibility for day-to-day management to the SENDCO and class/subject teachers but are still responsible for ensuring that your child's needs are met.
- Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND

4.6 SEND Governor

The SEND Governor is responsible for:



- Making sure that the school has an up to date SEND Policy
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school
- Making sure that the necessary support is made for any child who attends the school who has SEND and/or disabilities.

5 How children are supported at our school

Children in our school will get support that is specific to their individual needs.

We adapt the curriculum and learning environment to ensure that our children access teaching that supports their individual needs.

This will include general strategies, for example

- differentiating the work set
- adapting the teaching style
- providing extra support from teachers or teaching assistants
- using different resources

We have a 3-tiered approach to supporting a child's learning.

Levels of support:	What would this mean for your child?	Who can get this support?
<p style="text-align: center;">UNIVERSAL</p> <p>Class teacher input via quality first teaching for all</p>	<p>The teacher will have the highest possible expectations for all pupils in their class.</p> <p>All teaching is based on building on what your child already knows, can do and can understand.</p> <p>Putting in place different methods of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing resources adapted for your child.</p> <p>Adjusting teaching with specific strategies (which may be suggested by the SENDCO or staff from outside agencies) to enable your child to access the learning task.</p>	<p>All children in school receive this.</p>
<p style="text-align: center;">TARGETED</p> <p>Specific, small "intervention" work.</p> <p>Either:</p> <ul style="list-style-type: none"> ● Run in the classroom or in another shared learning space. ● Run by a teacher or a TA who has had training to run these groups. 	<p>The class teacher will have carefully checked on your child's progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to close the gap between your child and their peers. This is supported by termly meetings with year group leaders / Assistant Heads/Deputy Head.</p> <p>Group sessions will be planned for your child with specific targets to help them secure their learning.</p> <p>A Learning Support Assistant/teacher (or outside professional for example, a Speech and Language Therapist) will run these small group sessions using the teacher's plans, or a recommended programme.</p>	<p>Any child who has specific gaps in their understanding of a subject / area of learning.</p>



Levels of support:	What would this mean for your child?	Who can get this support?
<p style="text-align: center;">SPECIALIST</p> <p>Specialist groups run by staff as per outside agencies recommendations e.g. Speech and Language therapy, Occupational therapy groups, Sensory advisory service, ASD Outreach, specific counselling support and Specialist teacher.</p>	<p>If your child has been identified as needing specialist input (in addition to good classroom teaching and intervention groups), referrals will be made to outside agencies to advise and support the school in enabling your child to make progress.</p> <p>Before referring to external agencies the school will discuss with you the reasons for a referral and how it will support your child's progress.</p> <p>If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better.</p> <p>The specialist professional will work with your child to understand their needs and make recommendations, which may include:</p> <p>Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better</p> <p>Support to set targets which will include their specific professional expertise</p> <p>Your child's involvement in a group run by school staff under the guidance of the outside professional e.g. a social skills group or sensory circuit</p> <p>A group or individual work with an outside professional</p> <p>The school may suggest that your child needs some agreed individual support or group support in school. We will tell you how the support will be used and what strategies will be put in place.</p>	<p>Children with specific barriers to learning that cannot be overcome through whole class good teaching and intervention groups.</p>



Levels of support:	What would this mean for your child?	Who can get this support?
<p>Specified Individual support provided via an Education, Health and Care Plan (EHCP).</p> <p>This means your child will have been identified as needing a particularly high level of individual and small group support which cannot be provided from the resources already delegated to the school.</p> <p>Sometimes, the delivery of the specialist provision requires professionals from outside our school:</p> <ul style="list-style-type: none"> Local Authority services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need) Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational therapy service, Physiotherapy and/or CAMHS 	<p>The school (or parents themselves) can request that the Local Authority carries out a statutory assessment of your child’s needs. This is a legal process and you can find more details about this in the Local Authority (LA) based Local Offer, on the Royal Greenwich website: www.royalgreenwich.gov.uk</p> <p>After a request has been submitted to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child’s needs (as described in the paperwork provided) seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child’s needs. If they do not think your child needs this, they will ask the school to continue/adapt the support that is in place.</p> <p>After the reports have all been received, the Local Authority will decide if your child’s needs are severe, complex and lifelong and that they need more than 20 hours of support in school to make good progress. If this is the case they will write an EHC Plan. If this is not the case, they will set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.</p> <p>The EHC Plan will outline the level of funding that your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short-term goals for your child.</p> <p>An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.</p> <p>The EHC is reviewed annually to ensure that it is still ‘fit for purpose’. Parents, teachers and external professionals will be invited to the meeting to discuss the child’s progress made towards the targets set.</p>	<p>Children whose learning needs are:</p> <p>Severe, complex and lifelong</p> <p>Unable to be met solely by the school’s resources</p> <p>Need more than 20 hours of support in school</p>



6 Deciding whether a child has special educational needs

All teaching is designed to make sure that all pupils, regardless of ability, make the maximum progress during their time with us. We believe that special educational needs might be an explanation for delayed or slower progress but it is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.

We make a distinction between:

<p>Some children who may require extra support at some point during their time at our School</p>	<p>For children requiring extra support, the priority is to ensure they are receiving quality first teaching and that their needs are met within their mainstream class.</p> <p>Pupils could benefit from, for example, changing where they sit in the classroom, support from adults, and being set tasks particularly suited to their level. If, despite this, their progress is not in line with expectations, extra support will be put in place with specific targets for a fixed period of time.</p> <p>We will measure the impact of this support through termly pupil progress meetings. Some children simply need some extra help along the way to becoming more confident, independent learners, so extra support is a short-term boost.</p> <p>We do not necessarily classify children in this category as having special educational needs.</p>
<p>Some children who have a specific learning difficulty or disability that significantly impacts on their learning development</p>	<p>There are two categories of SEND at the school:</p> <ol style="list-style-type: none">1. SEND Support – this is applied at a school level and is for identified children with less complex needs but who still require help.2. Educational, Health Care Plan - this is applied at Local Authority level following a referral. Request for assessment is initiated by the school. The granting of an EHC is by the Local Authority (Greenwich).

There are four broad areas of need as defined in the SEND Code of Practice 2014:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical



7 Deciding if a pupil meets the requirement for send support or an EHC plan referral

Teacher referral

Our teachers continually assess pupil progress through their ongoing work with pupils in the classroom. Pupil attainment is formally discussed with a senior teacher once a term. If there are any concerns about a child's progress then the teacher will talk to the school SENCo or the Deputy Head of Inclusion.

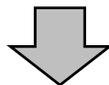
Children entering Nursery or Reception will be assessed within the first 6 weeks of school. This enables teachers to identify areas of development where children may need extra support.



Parental concerns

If parents are concerned about the progress that their child is making then they can discuss this with their child's class teacher. This may need an appointment and parents are invited to book a meeting with their class teacher via the school office.

After discussion with the child's teacher or referral to the SENCo – the SENCo will then carry out appropriate observations and assessments. If needed, a referral will be made for more specialised assessments advice from an external agency.



Screening for difficulties

Screening tools are used to assess if language is within the normal range for pupils presenting concerns. The school uses a dyslexia screen, reading and spelling assessments to identify literacy difficulties.

Parents are informed of the outcomes of any tests or screeners taken.

If a screener indicates a possible difficulty, we will make every effort to ensure that teachers are aware of how best to support that child in class. If we are concerned about the outcome of the screener we may then refer to an external agency after discussion with the parent.



Multidisciplinary assessment

Occasionally, where a pupil has a significant, severe and sustained need, it may be necessary to enter a multidisciplinary assessment process with health and social care in order to consider the need for an EHCP.

If we think a child needs to be referred to an external agency, we will discuss this with parents first, and ask for written consent to make a referral. Parents receive copies of all reports and have a chance to meet the professionals involved with their child.

If, following the above procedure, a child meets our threshold for SEN School Action or if a child has been granted an EHC plan then their name will be placed on the school's SEND register. Parents will be informed that their child is on the register and will be told how the school will continue to meet their child's needs.



8 SEND information report

1) Our SEND policy

- Our SEND policy (this document) is reviewed annually and can be found on our school website.

2) What types of SEND do we support in our school?

- We are a mainstream primary school. This means that we support children whose needs can be met within a mainstream setting.
- The types of SEN we support such as moderate/severe/profound and multiple learning difficulties in our school include (but are not limited to):
 - Communication and interaction, for example, autistic spectrum disorder (ASD), speech and language difficulties
 - Cognition and learning, for example, Dyslexia, Dyscalculia
 - Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
 - Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Information about the number of children that we have in our school with SEND can be found in section 12.

3) How does the school gather the views of parents of children with SEND needs?

We would like parents to talk to their child's class teacher regularly so we know what our children are doing at home and we can tell you about what we are doing in school. This is to ensure that we are doing similar things to support them both at home and school and can share what is working in both places.

- The SENDCO, Assistant Head Teachers, Year Group Leaders, class teachers or Deputy Head and Headteacher are available to meet with parents to discuss their child's progress or any worries you may have.
- All information from outside professionals will be shared and discussed with the parents, or where this is not possible, in a report. The SENDCO will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.
- A home/school contact book may be used to support communication with parents, when this has been agreed to be useful for communication between home and school.
In addition, if a child is undergoing statutory assessment, parents will also be supported by the Children's Services SEND Team. They will ensure that you fully understand the process.

For new parents who are starting our school:

- We will first invite parents to visit the school with your child to have a look around and speak to staff
- If other professionals are involved, a team meeting will be held to discuss your child's needs, share strategies used, and ensure provision is put in place before your child starts
- The child's teacher/Teaching Assistant may visit your child if they are attending another provision e.g., nursery
- We may suggest adaptations to the settling in period to help the child to settle more easily.



4) How does the school gather the views of children with SEND needs?

We regularly ask children for their views – this might be through general questions in class or more structured conversations and surveys.

- Specifically, for children with SEND needs we will, if appropriate, ask them about their learning. We will do this during learning sessions and at the end of a specific intervention.
- We will also ask the views of adults who have close working relationships with individual children who can, if needed, relay the views of the children they work with (e.g., signs of contentment or a feeling of being unsettled).
- We will also ask children for their views when we are reviewing their provision or making an application for an EHC plan.

5) How does the school assess and review progress of children with SEND?

- Children's progress is continually monitored by their class teacher and compared to that of their peers and national data.
- All progress of every child is reviewed formally every term and a level is given in reading, writing and mathematics as well as progress in other areas, as appropriate, such as attendance, engagement in learning and behaviour.
- If a child is in Year 1 and above, but is not yet working within the National Curriculum, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. This is called the engagement model.
- In Year 1 children's knowledge of Phonics is formally assessed; this is required of all schools by the government and the results are published nationally. (If a child does not meet the required standard, they have additional support in Year 2 and are reassessed at the end of that year).
- At the end of each key stage (i.e., at the end of Year 2 and Year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). The government requires all schools to do so and the results are published nationally.
- The progress of children with an EHCP is formally reviewed at an Annual Review meeting with all adults involved in the child's education.
- The SENDCO will also check that your child is making good progress within any individual work and in any group that they take part in.
- A range of ways will be used to keep you informed, which include:
 - Home/school book.
 - Email correspondence
 - Letters/certificates sent home.
 - Additional meetings as required.
- Reports
- The views and experience of parents.
- The pupil's own views, if applicable.
- Advice from external support services, if relevant



6) How does the school adapt the curriculum and learning environment to meet the needs of children with SEND?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adjusted in order to enable your child to access their learning as independently as possible.
- Specially trained support staff can implement the teachers' modified/adapted planning to support the needs of children where necessary.
- Specific resources and strategies will be used to support children individually and in groups. This might include using recommended aids, such as laptops, visual timetables, larger font, etc.
- Use of PECS (Picture Exchange Communication System).
- Planning and teaching will be adapted on a daily basis if needed to meet children's learning needs and increase children's access to what is on offer.
- Additional programmes we offer include:
 - Active listening (SALT)
 - Word Aware and Language groups (SALT)
 - Small talk (SALT)
 - Language for Thinking (SALT)
 - Intensive Interaction (ASD)
 - Interactive music making
 - Attention Autism (ASD)
 - Shape Coding
 - Clicker programme (Writing)
 - Drawing and Talking

7) What is our approach to teaching children with SEND?

- We follow a 3-tiered process making adjustments to our teaching approach so that all children can access our curriculum.
- Giving longer processing times including pre teaching/over-learning of key vocabulary and concepts.
- Reading instructions aloud.
- Use of audio books and other reading aids.
- This approach is explained further in section 4.

8) How do we adapt our curriculum and learning environment to support the needs of children with SEND?

- Our aim is that all children will receive the full, broad curriculum that we offer.
- We adjust our teaching so that the approach that children receive is differentiated to meet their needs.
- Occasionally, we may have to remove some very limited aspects of the curriculum – if this happens, we will discuss this with parents.
- We also run a range of interventions including:
 - Speech and Language programmes;
 - ASD support and provision;
 - Occupational Therapist fine and gross motors support;
 - SEMH support;
 - English and dyslexia support;
 - Specialist maths sessions



9) How do we review the effectiveness of our provision?

We have various methods of evaluating our provision.

- At a whole school level, we review our progress outcomes against other schools to evaluate the effectiveness of our school's approach.
- At an individual child level, we use various sources of evidence to celebrate the progress made against individual targets and to identify next steps for the child. This will draw on
 - The teacher's assessment and experience of the pupil
 - Their previous progress and attainment or behaviour
 - Other teachers' assessments, where relevant
 - The individual's development in comparison to their peers and national data
 - The views and experience of parents
 - The pupil's own views
 - Advice from external support services, if relevant.

10) How do we enable pupils with SEND to engage in activities available in the school to those who do not have SEND?

- We aim to include all children, including those with SEND needs, to take part in every school activity (e.g., assemblies, playtimes etc.)
- All of our extra-curricular activities and school visits are available to all of our pupils, including our after-school clubs.
- All pupils are encouraged to go on our trips including our residential trip.
- All pupils are encouraged to take part in sports days/ school plays/ special workshops etc.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability. We will make reasonable adjustments necessary for all our students to be able to take part and participate in our activities.

11) How do we support children with their emotions and social development?

- All staff support children with their emotions. This might be having a quiet chat at a difficult time or giving a clear structure to help children deal with difficult feelings.
- Through our curriculum, we take a proactive approach to developing children's resilience and self-regulation so that they are equipped to deal with difficult situations. This includes encouraging children to talk to adults when they feel upset.
- Staff continually think about children's emotions and will take supportive actions if they notice a change. This might be a short-term limited reaction to an individual situation or a longer change that might need extra support to help process a difficult situation or feeling.
- If there is a long-term change to a child's behaviour or emotional reactions we will meet with the family to see if there are any changes that the child might need help with.
- If needed, we can support children with in-school provisions (e.g, counselling including Place2Be, family support) and we can signpost families to external agencies who will also support with emotions and mental well-being.
- SEMH Lead and Learning mentor support identified children daily in order to provide time for them to express their emotions and create strategies for them to be able to regulate their emotions independently.

Transition arrangements

We recognise that 'moving on' can be difficult for a child with SEND/and or disabilities and take steps to ensure that any transition is as smooth as possible.



If a child is moving to another school:

- We will contact the new school's SENDCO and ensure they know about any special arrangements or support that need to be made.
- We will make sure that all records are passed on as soon as possible.
- We will use the Year 5 Annual Review to prepare transition to secondary school for our children with EHC plans or with specific diagnoses.

When moving classes in our school:

- Information will be passed on to the new class teacher and in most cases, a planning meeting will take place with the new teacher.

In Year 6

- The SENDCO will attend the Primary Transition Day to discuss the specific needs of SEND children with the SENDCO of their secondary school, and the specialist session for students with an ASD, as appropriate.
- SEND children attend a small group in school, to support their understanding of the changes ahead. This may include creating a 'Personal Passport' which includes information about themselves for their new school.
- Where possible children will visit their new school on several occasions and in some cases staff from the new school will visit children in our school.

12) What other organisations do we work with to support families?

Directly funded by the school

- Specialist teacher(s)
- Learning mentor and SEMH Lead
- Counselling – Place 2 Be
- Additional Speech and Language Therapy input to provide a higher level of service to the school
- Additional Educational Psychology input to provide a higher level of service to the school
- Mental Health support through CAMHS Link Worker.

Paid for centrally by the Local Authority/NHS and delivered in school

- Autism Outreach Service
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- Speech and Language Therapy (provided by Health but paid for by the Local Authority).
- Occupational Therapy/ Physical therapy through referral
- School Nurse
- Community Paediatrics / IND clinic through referral
- Professional training for school staff to deliver medical interventions
- Waterside Behaviour advice service
- Parent Partnership Service (to support families through the SEND processes and procedures).



13) How can parents let the school know of any concerns they have about their child's progress in school?

- If parents have concerns about their child's progress they should speak to their child's class teacher initially.
- If parents would like to discuss how any concerns regarding their child's progress are being managed, they should speak to the SENDCO, or Year Group Leaders.
- Parents can request, having spoken to the SENDCO, to speak to the Deputy Headteacher followed by the Headteacher to discuss concerns further and another appointment with the Executive Headteacher can also be made if needed.
- Parents can also speak to the school SEND Governor.

Making a complaint about the provision in our school

- If parents wish to make a complaint about any aspect of the school's work, including our work with pupils with SEN and/or disabilities then they should follow the complaint's procedure which can be found at our school website

14) How does our school make special arrangements for looked after children (LAC) with SEND?

- We consult with the virtual school – Head Teacher and SENDCO as appropriate for personalised support as required. We also liaise with the allocated social worker, to ensure all agencies are working collaboratively to develop an appropriate support package (PEP/EHCP) for each child.
- We work closely with social services and the named social worker.
- We review the child's needs and progress regularly, for example before entering the school to ensure a smooth transition from their previous setting and then at regular intervals.
- We ensure Pupil Premium Plus is being used to effectively enable the child to meet their outcomes.
- The SENDCO ensures that training and policies are supportive of looked after children with SEND
- The Designated Governor for LAC works to ensure provision is enabling LAC with SEND to make good progress.

15) How do we work with the Local Authority's Local Offer?

- The school works with the Local Authority to support the needs of children that attend our school.
- We direct parents to the Local Authority Local Offer: Greenwich Community Directory

16) How do children with SEND need access to our school's curriculum?

- Where possible, all children access all of our curriculum. We make adaptations to help children engage with different subjects and lessons (for more information see section 4).
- Teachers will adapt classroom teaching using a range of methods including differentiated learning activities, additional support, feedback and targeted physical resources.
- Some children will also be supported by extra group work that might take place within the classroom or outside through our intervention programme.
- Our SENDCO will co-ordinate Individual Education Plans for children who need individual adaptations to our curriculum.

The numbering of the questions above matches the requirements of this report as set out in section 69 of the Children and Families Act 2014.



9 Contacting the school about the support your child is receiving

In general, the first person to talk to is the class teacher who will be happy to discuss how your child is doing in class.

It can be difficult for class teachers to talk at the start and end of the day as they are supervising their class. If you would like to talk with your class teacher, please **email the school office** and they will find a time to call you back or chat with you after school.

If you would like to talk to the SENDCo, the Headteacher/Head of School, the Executive Headteacher or a Governor, please **email the school office** and they will pass your request on.

10 Monitoring arrangements

This policy and information report will be reviewed by the Executive Headteacher with the SENDCos and SEND governor **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

11 Links with other policies and documents

This policy links to our policies on

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions



12 School based data

James Wolfe Primary School

How many students did we have at our school with an EHCP in July 2022?	21 (including Centre children)	
How many students did we have that were classed as “Need Support”	132 pupils across the school are currently identified as needing some form of provision.	
What were the primary needs of our children last year?	learning difficulties	118
	sensory impairment	14 (including Centre children)
	developmental delays	
	physical disability	1
	children with a diagnosis of Autism	31
	children who require extra support to help them deal with their emotions.	15
What training did staff receive in the last academic year?	<ul style="list-style-type: none"> ● ASD training (including Intensive Interaction, Attention Autism, PECS training) ● SALT - Shape Coding ● Safeguarding ● SALT training (including Small Talk, Language groups, Lego Therapy, Active Listening) ● Clicker software training 	
How were governors kept informed about progress, attainment and provision for pupils with SEND?	Termly report to governors.	



Appendix A: Local Authority offer for Special Educational Needs

The Local Authority offer for Special Educational Needs is a powerful resource that gives parents useful information about different support available within our local area.

This includes links to support groups, activities and other resources.

It can be accessed here: [Special Educational Needs and Disabilities \(SEND\) Local Offer | Greenwich Community Directory](#)