



**St James CE Primary School**  
**Special Educational Needs and Disability (SEND) Information Report for**  
**Children with SEND (in response to the Special Educational Needs and**  
**Disability Code of Practice 2015)**

Overview	
<p style="text-align: center;"><b>St James CE Primary School</b> <a href="mailto:office@st-james.sch.southwark.uk">office@st-james.sch.southwark.uk</a></p> <p style="text-align: center;"><b>KS1</b> Old Jamaica Road Bermondsey SE16 4SU</p> <p style="text-align: center;"><b>KS2</b> Alexis Street Bermondsey SE16 3XF 020 7237 3111</p>	<ul style="list-style-type: none"><li>• Nursery to Year 6</li><li>• 2 form entry</li><li>• Breakfast and After School Club facilities on both sites</li></ul> <p><b>SEND Governor:</b> Patricia O'Connor <b>Headteacher:</b> Michael Oliver <b>Deputy Headteacher/Inclusion:</b> Peter Wood <b>EYFS SENCO support:</b> Jeanette Thorne <b>SENCO:</b> Faith Rudd <b>Mental Health Lead:</b> Faith Rudd</p>

All Southwark maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s and or Disabilities being met in a mainstream setting wherever possible, where families want this to happen. The school will meet the needs of children with the following SEND (Special Educational Needs and or Disabilities):

<b>AREA OF NEED</b>	<b>CONDITION</b>
<b>Communication and interaction</b>	Autism spectrum disorder
	Speech and language difficulties
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
<b>Social, emotional and mental health</b>	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
	Anxiety difficulties and mental health difficulties
<b>Sensory and/or physical</b>	Hearing impairments
	Visual impairment
	Physical impairment – fine and gross motor difficulties.

The information below details the offer within St James CE Primary School and ways in which parents, children and young people may access the support required.

There is a glossary of abbreviations we have used, at the end of this SEND Information Report.

**Published:** November 2025

**Next review date:** November 2026

**Following review:** November 2027

Who are the best people to talk at the school about your child’s difficulties with learning/ Special Educational Needs/Disability (SEND)? How can you talk to them about your child if you need to?	
<p style="text-align: center;"><b>Class Teacher</b></p> <p>Your child’s class teacher is the first point of contact.</p>	<p><b>The Class Teacher is responsible for:</b></p> <ul style="list-style-type: none"> <li>• Making sure that all children have access to outstanding teaching with a broad and balanced curriculum that is adapted to meet your child’s individual needs.</li> <li>• Monitoring the progress of your child and identifying, planning and delivering any additional support your child may need.</li> <li>• Co-creating individualised Provision Plans, for children with an EHC Plan (Education, Health and Care Plan) and children with high levels of need where an EHCP might not yet be in place together with the SENCO. These are shared with and reviewed with parents at least once each term.</li> <li>• Ensuring that all members of staff working with your child are aware of your child’s individual needs and/or conditions and what support best works for them in order for them to make progress. This may involve the use of additional adult, specialist support staff and individually planned work and resources.</li> <li>• Ensuring they adhere to the SEND Information Report and SEND Policy and that this is fully reflected in their teaching.</li> </ul>

	<p><b>How to contact your child's class teacher:</b> We operate an open-door policy where you are able to speak to your child's class teacher when needed, although we ask that you do not engage them in lengthy conversations at the beginning of the day when they are responsible for bringing the class into school. If you would like to speak with them in depth, feel free to arrange an appropriate time to meet with them.</p>
<p><b>The Special Educational Needs Co-Ordinator (SENCO)</b></p>	<p><b>The SENCO is responsible for:</b></p> <ul style="list-style-type: none"> <li>• Coordinating all the support for children with Special Educational Needs and or Disabilities (SEND), and developing school's SEND Information Report to ensure that the appropriate provision is in place in order to meet the needs of all SEND children.</li> <li>• Ensuring that parents/carers are fully involved in their child's learning and decision-making regarding their SEND.</li> <li>• Liaising with external agencies e.g. Speech and Language Therapy, Educational Psychology, Occupational Therapy, Autism Support Teams etc...</li> <li>• Providing specialist support and appropriate training for teachers and support staff.</li> <li>• Supporting your child's class teacher to create Provision Plans (PP) for children with an EHC Plan and children with high levels of need where an EHCP might not yet be in place.</li> <li>• Identifying and collating information for Education, Health and Care Plans when needed.</li> </ul> <p><i><b>How to contact your SENCO:</b> The SENCO, wherever possible, is available on the school gate at the beginning and end of the day so that you can speak with them to arrange an appointment. Alternatively, you can speak to the class teacher to arrange for the SENCO to contact you, or telephone or email the school to make an appointment or speak directly to the SENCO.</i></p>
<p><b>Mental Health Lead</b></p>	<p><b>The Mental Health lead is responsible for:</b></p> <ul style="list-style-type: none"> <li>• Working with the Inclusion Lead and SENDCos to ensure the right support is in place for pupils with SEMH needs.</li> <li>• Ensuring wellbeing is taught in the RHE curriculum</li> <li>• Along with the SENDCos, overseeing and supporting SEMH provisions</li> <li>• Working alongside the school ELSA to provide social, emotional and mental health support</li> <li>• Liaising with the LA to engage with new initiatives.</li> </ul>

<p style="text-align: center;"><b>Support Staff</b></p> <p style="text-align: center;">Teaching Assistant (TA)</p> <p style="text-align: center;">Learning Support Assistant (LSA)</p> <p style="text-align: center;">Emotional Literacy Support Assistant (ELSA)</p>	<p>Support Staff work alongside your child’s class teacher and SENCO to support all children’s learning needs.</p> <p>A member of support staff may be allocated to work with a pupil with special educational needs and/or disabilities, or may provide specialist support in a particular area, for example literacy, numeracy, speech and language therapy. Support staff who are asked to work in specific areas will have had training to support them in delivering this.</p> <p>A child may receive support from a number of adults. You will be informed of any additional interventions your child is receiving. A conversation with the class teacher or SENCO will give you a full overview of this support. If you would like to speak about the role of support staff working with your child, please feel free to do so through your child’s class teacher.</p> <p>The ELSA provides individual and group sessions to support pupils with social, emotional and mental health needs through interventions like anxiety support; friendship groups and nurture groups. She supports peer relationships during lunchtimes and supports the school in promoting resilience.</p> <p>As a school, we welcome regular dialogue between parents and staff on how a child’s day has been and we do actively encourage this continued feedback.</p>
<p style="text-align: center;"><b>Headteacher</b></p>	<p><b>Headteacher is responsible for:</b></p> <ul style="list-style-type: none"> <li>• The day-to-day management of all aspects of the school, which includes the support for children with SEND. The Headteacher delegates responsibility to the SENCO, who is responsible for ensuring that your child’s needs are fully met, and the class teachers who are responsible for ensuring every child receives quality first teaching so that they make the best possible progress.</li> <li>• The Headteacher must make sure that the Governing Body is kept up to date about all issues in the school relating to SEND.</li> </ul> <p><i>How to contact the Headteacher: contact can be made via the school office or by speaking directly to the Headteacher.</i></p>
<p style="text-align: center;"><b>SEND Governor</b></p>	<p><b>The SEND Governor is responsible for:</b></p>

- Making sure that the school has an up to date SEND Report and SEND policy.
- Making sure that the school has appropriate provision and has made the necessary adaptations to meet the needs of all children.
- Making sure that the school's SEN funding is appropriately spent.
- Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities.
- Making visits to understand and monitor the support given to children with SEND in the school and to ensure that every child achieves his/her potential.

***How to contact the SEND Governor:*** write to the SEND Governor via the school office.

## How children with SEND are involved in their education?

### **EHCP plans / Annual Reviews**

Children's views are sought before the annual review and feed directly into the meeting and, therefore, their wishes influence changes to their provision and support in place. How children's views are sought will look different from child to child and will depend on the age of the child and their ability to share their views in different formats. Children might complete a 'Thought and Feelings' or 'All About Me' worksheet independently or with the support of an adult; they might be asked to share their views through pictures and photos; they might be asked to reflect on a timeline and therefore project forward their wishes for the future; etc. For pupils who are non-verbal, talking mats or other specific strategies advised by the speech and language therapists may be used.

### **Planning**

Teachers ensure that planning reflects the needs of their class and will annotate specific adaptations for individuals and groups onto their plans. Plans are shared with adults working within the class and, through ongoing reflection and discussions, are adapted throughout the learning journey. Teachers ask children to give feedback regularly on how well they feel they are doing or whether they feel they need additional support in certain areas. Plans are also adapted according to this feedback. There are a range of methods/resources that children are able to access, depending on their learning styles and needs, e.g. using concrete materials, pre-teaching vocabulary, free-flow within reception, options for recording etc... In addition to their involvement across the curriculum and in RHE lessons, discrete Circle Time lessons are taught. It may also be considered that pupils need additional support from the ELSA within the school. The type and level of support the child has planned from the ELSA will depend on their needs and assessments and will be communicated with parents.

### **Target setting**

Where appropriate, children should know their targets for the next steps in the core subjects and these are shared with them. As much as possible, they are involved in their target setting through high quality marking and opportunities to respond to marking built into the school day. Strategies, such as verbal conferencing between the teacher and the child to ensure pupils have actively engaged with feedback and are involved in the process.

### **School council**

St James has an active school council that meets regularly. They listen to their peers and school council meetings provide an opportunity for all children to share their views and ideas. In the past, this has had a real impact upon school life, for example school dinners, raising money for charities and the equipment we have in our playgrounds.

### **School Ethos**

Within school, a safe environment which nurtures expression is established. Children know that they can share their thoughts and feelings with adults in the school. Furthermore, many classes have worry/thought boxes and prayer areas, which allow children to communicate anything that may be on their minds.

We have a robust and consistent approach to bullying and cyber bullying, which makes it clear that bullying will not be tolerated. Students with SEND may be more vulnerable to bullying and harassment and so particular care is taken to ensure that they feel supported and any incidents are dealt with promptly. Additional teaching on this is explicit for some pupils who it is felt necessary for or who are identified as vulnerable and this may include additional workshops. For full information about how we deal with bullying, please see our behaviour policy.

## **How will the school know if my child needs SEND 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, with communication, socially or with physical difficulties.
- 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 extra support to try to fill it. Pupils who don't have SEN usually make progress 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 SENCO, and will contact you to discuss the possibility that your child has SEN and discuss the best options for identifying any potential need.
- The SENCO and or class teacher may 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 SENCO 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 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 support plan for them.
- The school will hold TAC meetings to discuss this with you.

## HOW COULD MY CHILD GET HELP AT ST JAMES CE PRIMARY SCHOOL?

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

- Additional Support Staff
- Outside Agencies (e.g., Autism Support Team, Speech and Language Service, Educational Psychology Service)
- Specific work with the SENDCo

What are the different types of support available for all children, children with SEN and/or disabilities at St James?		
Type/level of support	What this looks like	Who can receive this support
Quality First Teaching	<ul style="list-style-type: none"> <li>➤ The class teacher will ensure the following for all children:                             <ul style="list-style-type: none"> <li>• Provide Quality First Outstanding Teaching</li> <li>• Have the highest expectations for all children</li> <li>• Ensure a differentiated curriculum to meet all children’s needs</li> <li>• Offer a broad and balanced curriculum.</li> <li>• Provide a range of resources and teaching strategies to support all learning needs</li> <li>• Ensure that individual strategies/resources are in place for children with specific needs</li> <li>• Provide a safe and trusted place for children to bring any concerns and worries that are then addressed according to the school’s ethos and policies</li> </ul> </li> </ul>	All children in school <b>will</b> receive this.

	<p>If you have any questions regarding the above support, please feel free to speak to your child's class teacher or SENCO.</p>	
<p><b>Targeted Support</b></p> <p>Targeted Support can be for individual children or groups, and can be either in the classroom or outside of the classroom</p>	<p>➤ The class teacher will have carefully monitored your child's progress and if it is felt that they have a specific gap in their learning and understanding, targeted support will be put into place.</p> <p>➤ You will be informed if your child is receiving targeted support.</p> <p>➤ Your class teacher/SENCO will discuss any interventions that have been put in place to support your child's needs with you.</p> <p>➤ Interventions may include small group work or individual sessions on a specific target.</p> <p>The Targeted Support that your child <b>could</b> receive is as follows:</p> <ul style="list-style-type: none"> <li>• Phonics/reading or maths booster.</li> <li>• Read, Write Inc</li> <li>• Additional writing or maths groups.</li> <li>• Fine and gross motor skills support</li> <li>• Sensory work</li> <li>• ELSA support</li> </ul> <p>If you have any questions regarding the above support, please feel free to speak to your child's class teacher or SENCO.</p>	<p>Any child who has specific gaps in their understanding of a subject/area of learning <b>could</b> receive this support.</p>
<p><b>Specialist Support</b></p> <p>Specialist Support can be for individual children or groups, and can be either in the classroom or</p>	<p>➤ Your child's teacher will have carefully checked your child's progress and may decide that your child needs specialist support for their learning.</p> <p>➤ Your class teacher and SENCO will discuss with you any specialist support that your child is going to receive.</p> <p>➤ These interventions will have clear targets to help your child make progress.</p>	<p>Any child that continues to have significant gaps in their learning and development, despite receiving interventions at a targeted level, and/or has a diagnosis and/or presents with a</p>

<p>outside of the classroom. Specialist Support can be run by school staff or outside agencies.</p>	<p>➤ Specialist support from outside agencies may look different depending on the individual child's needs. E.g., this may involve a professional working 1:1 with your child or your child working within a small group.</p> <p><b>The Specialist Support that your child could receive is as follows:</b></p> <ul style="list-style-type: none"> <li>• Speech and Language Therapy</li> <li>• Educational Psychologist</li> <li>• Outreach Support Service (for autism, children with visual or hearing impairments)</li> <li>• Occupational Therapy</li> <li>• Summerhouse PRU (behaviour support)</li> <li>• CAMHS (Child Adolescent Mental Health Service)</li> </ul>	<p>specific special educational need <b>could</b> receive this support.</p>
<p><b>EHCP (Education, Health and Care Plan)</b></p> <p>A statutory assessment for an EHCP will be initiated by the class teacher/SENCO in discussion with you, if your child is identified as needing a higher level of individual and small group support which cannot be provided from the resources already delegated to the school.</p>	<p>If, despite the outstanding, quality first teaching, targeted intervention, advice and specialist support from outside agencies that the school has provided from its own resources, it is felt that your child needs further or more specialist input to make progress, the school or you can request that the Local Authority makes a statutory assessment for an Education, Health and Care Plan (EHCP).</p> <ul style="list-style-type: none"> <li>➤ This is a legal process and you can find full details about this on the website of your residing local authority under their SEND/Local offer section.</li> <li>➤ This is done in full partnership with you and your child. After the school have sent in the request to the Local Authority (LA), including a range of information about your child provided by you as the parent as well as the school, the LA will decide whether they think your child's needs are sufficient to require a statutory assessment.</li> </ul>	<p>Children whose learning needs are more severe, complex and potentially lifelong.</p>

	<ul style="list-style-type: none"> <li>➤ If this is the case the local authority will ask you and all the professionals involved with your child to write a report, to which your child contributes, outlining your child's needs and how they should be met and the long- and short-term outcomes that are being sought. A meeting involving you and relevant professionals will also be held.</li> <li>➤ If the Local Authority do not think your child needs this, they will ask the school to continue with the SEN Support in School and provide further support to you and the school to ensure your child's needs are met.</li> <li>➤ After the reports have all been sent in, an EHC Plan, to which you and your child will contribute, will be prepared. It is called an Education Health and Care Plan because it brings together all of the educational, health and social care needs that your child may have in one plan.</li> <li>➤ The school must make its best endeavours to put in place the support identified in the plan.</li> <li>➤ The progress your child makes with the support identified will be regularly reviewed and changed according to the progress your child makes. There will be formal Annual Reviews and ongoing professionals support.</li> </ul>	
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**How will we support your child with identified SEND when he/she starts at school?**

**Admissions**

- We take all applications on an individual basis.
- Each child and their needs are considered on an individual basis.

- Reasonable adjustments will be made, wherever possible, if required, e.g. disabled access.
- Careful consideration is given to the most suitable class, with consideration being given to the current cohort and the support required.
- New children arriving mid-year may have identified buddies within the classroom. Contact is made with the previous school as well as visits carried out where necessary to ensure comprehensive handover of information.

### **Starting school**

- If your child has been allocated a place in our school by the local authority and your child has a SEND, please contact the school SENCO as soon as you receive the offer of a school placement as we may not have details of your child's needs at this stage.
- We will invite you to visit the school with your child to have a look around and speak to staff and meet the members who will work with you and your child at school.
- To help your child settle more easily, we may suggest adaptations to the settling in period, but this will be agreed with you and the class teacher.
- If your child has not already visited, and if appropriate, your child will be encouraged to visit the school in advance of starting to meet the staff they will be working with and their classmates.
- Following the settling in period, the class teacher may arrange an early meeting with you to review your child's learning and progress. The school operates an open-door policy if you would like to meet a member of staff.
- The staff will then hold regular meetings in school to monitor the progress of your child and invite you into school at least once a term to review this with you.

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

- If you have any concerns, we recommend you speak to your child's class teacher initially.

- Further discussion can be held between yourself, your child's class teacher and the school SENCO to discuss your concerns.
- There are also opportunities at parents' evening to discuss any concerns you have regarding your child and TAC meetings can be arranged upon request.
- If you are not happy with support, put into place for your child, you can contact the Headteacher or another member of the Senior Leadership Team (SLT). If you are still dissatisfied after you have contacted the Headteacher, you can contact the school SEND Governor. The school complaints procedure is also on the website should you need this.

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

- The class teacher will raise any concerns that they have regarding your child's progress and learning throughout the year with you.
- The teacher will discuss your child's progress with you at our termly parents' evenings when you will be informed of your child's progress and any additional support being given.
- We have regular meetings between the class teacher, SENCO and senior members of staff in the school to ensure all children are making progress. This is another way to identify if your child is not making expected progress.
- If your child is identified as not making expected progress the school will continue to closely monitor this and set up support for your child and ask for your input in identifying concerns you may have.
- If your child is still not making expected progress the school will discuss with you:
  - Any further interventions or referrals to outside professionals to support your child's learning
  - How we could work together with external agencies to support your child at home/school.

Who are the people providing services to children with SEND in this school?	
A. Directly funded by the school.	<ul style="list-style-type: none"> <li>• Private Speech and Language Therapists x2</li> <li>• Educational Psychologist (Local Authority)</li> </ul> <p><i>If you have any questions regarding the above support, please feel free to speak to your child's class teacher or SENCO.</i></p>
B. Paid for centrally by the Local Authority but delivered in school.	<ul style="list-style-type: none"> <li>• Hearing Impairment Outreach service</li> <li>• Mental Health Support Team (MHST) from Groundworks</li> <li>• Visual Impairment Outreach service</li> <li>• Autism Support team (AST)</li> <li>• SIAS (Southwark Information Advice and Support Team) service (to support parents through the SEN processes and procedures)</li> </ul> <p><i>If you have any questions regarding the above support, please feel free to speak to your child's class teacher or SENCO.</i></p>
C. Provided and paid for by the Health Service.	<ul style="list-style-type: none"> <li>• Occupational Therapy (NHS)</li> <li>• Community Paediatric service (NHS)</li> <li>• Child Adolescent Mental Health Services (CAMHS)</li> </ul> <p><i>If you have any questions regarding the above support, please feel free to speak to your child's class teacher or SENCO.</i></p>
	<p>The contact details for the support services can be found on the school website and on the Southwark Local Offer website  <a href="http://localoffer.southwark.gov.uk/">http://localoffer.southwark.gov.uk/</a></p> <p>The Southwark Local Offer Web site contains full information of the services available to children, young people and their families.</p>

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**How is the effectiveness of provision made for the children with SEND evaluated?**

- Observations of all staff (including for Early Career Teachers – ECT)
- Book looks
- Peer observations and learning walks
- Impact of provision on the attainment and progress of each individual is discussed throughout the year.
- Termly assessment to track progress and attainment of pupils.
- Termly pupil provision meetings with EduKey plans.
- Informal conversations between professionals.
- Specific and targeted provision is monitored and evaluated using EduKey.
- Reviews of provision with external professionals (e.g., Educational Psychologists and Speech and Language Therapists)
- EHCP progress meetings and parents’ evenings.
- Annual SEND audit with those holding responsibility (e.g., SENDCo, Headteacher, SEND governor, Key Stage SENCOs and SEND class teacher).
- Annual deep dive which feeds into next actions, staff training and annual audit.
- Staff meetings and staff training.

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

- The SENCO’s job is to support the class teacher and support staff in planning for children with SEND.
- The school identifies training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as children with ASD, dyslexia etc.
- The school delivers whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school’s approach for children with a SEND and to ensure the school follows the graduated approach model.

- Individual teachers and support staff attend training courses run by the school during INSET days, and through outside agencies that are relevant to the needs of specific children in their class e.g., from the Speech and Language therapists/ Educational Psychologists/ ASD Outreach service or medical /health training to support staff in implementing care plans.
- Individual training can be arranged for an identified staff member linked with the needs of a child with special educational needs and/or disabilities or identified through the school's performance management process.
- SENCOs access additional training to support staff and to train and support in the delivery of Quality First Teaching for all learners with SEND. This might include access to more specialised training on certain areas of SEN or a focus on pedagogies, approaches and resources for children with SEND.
- Training takes place for all teachers and support staff. If you would like to hear about the training which is currently taking place or has taken place by the staff members in the school, please speak to the Headteacher or Deputy Headteacher.
- SEND staff training throughout the year which uses both external specialists and the knowledge with the school to develop and support those working with pupils with SEND.

#### **How will the teaching be adapted for my child with SEND, including exam arrangements?**

- The class teachers plan lessons according to the specific needs of all groups of children in their classes, and will ensure that learning tasks are adapted to enable your child to access their learning as independently as possible. They are supported in this from the SENCO and subject leads as well as external training if necessary. St James works to create communication friendly classrooms as standard practice.
- Specially trained support staff can implement the teachers modified/adapted planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually, in groups and in the classroom so that they can learn most effectively.
- We are conscious of the impact that exams can have upon pupils' mental health and can increase anxiety. As a response, it is part of the school's ethos to remind pupils of developing the whole person and that academics are a part of them. We support pupils by making exams a relaxed and calm

environment and one that is similar to classroom practice so it feels 'routine'. This is additional and specific support for those struggling through the school's ELSA.

- Planning and teaching will be adapted on a regular basis if needed to meet your child's learning needs and increase your child's access to what is on offer.

### **Exam Arrangements**

- Water provided for children
- Movement breaks
- Small group environment to support children with focus and concentration where appropriate
- Support reading the paper where appropriate

Where necessary, applications will be made for the following access arrangements:

- Additional time (Pupils with an EHCP automatically receive 25% additional time).
- Scribes
- Dyslexic friendly paper
- Transcript

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

- Your child's progress is continually monitored by their class teacher.
- Your child's progress is reviewed formally every full term, through assessment weeks and pupil progress meetings as well as SMART target reviews. Children with an EHC plan are also reviewed at termly provision plan meetings that are shared with parents. Age-related standards of attainment are given in reading, writing and maths in accordance with the National Curriculum. This is discussed as well as progress in other areas, as appropriate, such as attendance, engagement in learning and social and emotional development and communication skills.

- If your child is in Key Stage 1 or 2, but has not yet met age-related expectations against the standards of the National Curriculum, a more sensitive assessment tool may be used through the use of a provision plan with SMART targets. These will show their attainment in more detail and will also show smaller but significant steps of progress.
- At the end of each key stage (i.e., at the end of Reception, Year 2 and Year 6) all children are more formally assessed. The school's strategy for doing this is SATs tests.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults, including parents involved with the child's education.
- There are a range of ways to keep you informed, which may include:
  - Home/school learning diary
  - Home/school contact book
  - Letters/certificates/postcards sent home
  - Additional meetings as required (TAC meetings)
  - Annual Reviews
  - Termly reports and parents' meetings.
  - Text messages
  - End of year reports

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

- We would like you to talk to your child's class teacher regularly so we know what your child is 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 is available to meet with you to discuss your child's progress or any concerns/worries you may have.

- All information from outside professionals will be discussed with you by the person involved directly, 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.
- If your child has an EHC plan, the provision plan will be reviewed with your involvement each time.
- Home learning will be adjusted as needed to your child's individual needs.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

**In addition:**

- A Parent Liaison works at the school to support parents in numerous ways.
- We regularly hold workshop for parents of all children in the school, for example in relation to reading, phonics or maths. We will be happy to discuss any necessary adaptations for your child.
- The external professionals involved with your child will be happy to meet with you on request.
- We will be happy to consider any ideas that you may have to further support your child.
- We run SEND coffee mornings with outside professionals.
- Sign-posting to services which can support families.

*If your child is undergoing statutory assessment for and EHCP, you will also be supported by the SEND team in Southwark. They, along with the school, will ensure that you fully understand the process.*

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

- Where possible our schools are accessible to children with physical disability via ramps.
- Class allocations can be adapted to ensure rooms are accessible for children with disabilities.
- Where possible our schools have designated calm spaces for children to access.
- We ensure that equipment used is accessible to all children regardless of their needs.
- Where appropriate staff will be trained to support your child's needs.
- For details and queries about accessibility plans, please speak with your school's SENCO.

### How will we support your child when they are leaving the school or moving to another class?

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

#### **If your child is moving to another school:**

- We will talk with your child to identify how they are feeling about the move and discuss with them how to make it as positive an experience as possible.
- We will contact the new school's SENCO and ensure s/he knows about any special arrangements or support that needs to be made for your child.
- Where possible we will support a visit to the new school in advance of the move.
- We will make sure that all records about your child are passed on as soon as possible.
- Where appropriate, your child may be provided with a transition book to support them with the move to a new school.
- When moving classes in school:
- You will be informed of your child's new teacher prior to the move and you will be invited to meet with them.

- Support is taught in RHE lessons.
- Information will be passed on to the new class teacher in advance and any Provision Plans will be shared with the new teacher.

**In Year 6:**

- Our SENCO/SENCO assistant arranges meetings (telephone or face to face) with new schools to discuss the specific needs of your child with the SENCO of their secondary school.
- Your child may take part in circle times in school or visit, to support their understanding of the changes ahead.
- We work in partnership with secondary schools and parents to ensure that where possible all children will visit their new school.
- Works in partnerships with the SENDIP (Local Authority transition support worker)
- The school will arrange transition meeting with the secondary school for pupils with EHCP or recognised need for more support.

## **GLOSSARY OF TERMS**

### **General School Abbreviations**

**TA** – Teaching Assistant

**CT** – Class teacher

**SENCO** – Special Educational Needs Coordinator

### **Special Educational Needs Abbreviations**

**SEND** - Special Educational Need and Disabilities  
(previously SEN)

**PP** – Provision Plan  
**EHCP** – Education, Health and Care Plan (previously Statement)  
**CAF** – Common Assessment Framework  
**SEMH** – Social Emotional and Mental Health  
**ASD** – Autistic Spectrum Disorder  
**SLCNs** – Speech Language and Communication Needs  
**ADHD** – Attention Deficit and Hyperactivity Disorder  
**ADD** - Attention Deficit Disorder  
**ODD** – Oppositional Defiance Disorder  
**DCD** – Developmental Coordination Disorder  
**SLT** – Speech and Language Therapy/Therapist  
**OT** – Occupational Therapy/Therapist  
**EP** – Educational Psychologist  
**CAMHS** – Child and Adolescence Mental Health Services  
**ELSA** – Emotional Literacy Support Assistant

**Family Services Abbreviations**

**CP** – Child Protection  
**CIN** – Child in Need  
**LAC** – Looked After Child  
**SGO** – Special Guardianship Order  
**PEP** – Pupil Education Plan  
**CAIT** – Child Abuse Investigation Team  
**SW** – Social Worker  
**MDT** - Multi Disciplinary Team  
**TAC** - Team Around the Child  
**CYPS** - Children and Young Peoples Services  
**R&A** - Referral and Assessment  
**FSCPO** - Family Support and Child Protection Officer  
**SIAS** – Southwark Information Advice Support Team

