



Southwark Diocesan
Board of Education
Multi-Academy Trust

Special Educational Needs (SEN) Information Report

St Michael's CE Primary School Sydenham

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy and how our inclusive provision works in practice. It sets out how we identify needs, remove barriers to learning and wellbeing, make reasonable adjustments and work with pupils and families.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can ask a member of staff to provide you with a copy of the policy.

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

1. What types of SEN does the school provide for?

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
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

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

Our special educational needs co-ordinator, or SENCO

Our SENCO is Eunice Asante.

She has achieved the National Award in Special Educational Needs Coordination in 2016. Her contact details are

Class teachers

All of our teachers receive in-house SEND and inclusion training and are supported by the SENCO to identify needs, remove barriers and adapt teaching for pupils with SEN. Teachers remain responsible and accountable for the progress and development of all pupils in their class.

Teaching assistants (TAs)

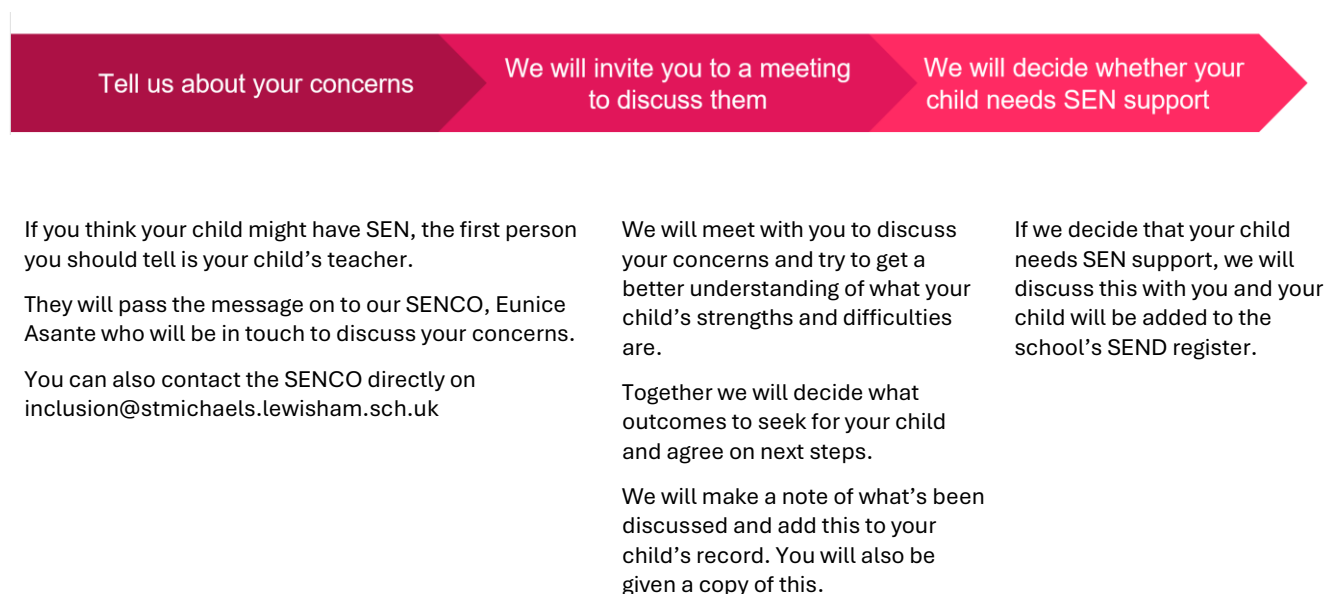
We have a team of teaching assistants, including higher-level teaching assistants (HLTAs), who are trained to support inclusive classroom practice and to deliver targeted or specialist provision where this is identified as necessary.

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
- > Mental Health Support Team
- > Outreach Support

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



4. How will the school know if my child needs SEN support?

All class teachers are alert to pupils who may be experiencing barriers to learning, participation or wellbeing, including pupils who are not making expected progress academically or socially. Needs may emerge or change over time, so concerns are identified and explored promptly.

The class teacher first considers the quality of teaching, the pupil's strengths and barriers, prior attainment and progress, attendance and wider information. Appropriate ordinarily available provision, reasonable adjustments and targeted support are put in place and reviewed. A pupil is not identified as having SEN simply because they are working below age-related expectations.

If concerns continue despite appropriate support and adaptations, the teacher will discuss the pupil with the SENCO and involve parents/carers. The graduated approach of assess, plan, do and review will be used to build a fuller understanding of need and decide whether SEN support is required.

The SENCO may observe the pupil in different contexts, review assessment and provision information, and work with teachers to understand strengths, needs and barriers. Progress and development may be considered alongside peers and available national information where appropriate.

Parents/carers and the pupil are central to this process. Where appropriate, the school may also seek advice from external professionals such as speech and language therapists, occupational therapists, educational psychologists, outreach services or paediatric services.

Using this evidence, the school will decide whether the pupil requires SEN support. Parents/carers will be informed of the outcome and the reasons for the decision.

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.

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

We will follow the 'graduated approach' to meeting your child's SEN 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.

When we put a targeted intervention in place, we identify a clear starting point or baseline and the intended outcome. This enables us to evaluate the impact of the support rather than simply whether it has been delivered.

Targeted interventions are normally reviewed in 6–8 week cycles, or sooner where appropriate. Teachers also check progress continually through classroom assessment, observation, pupil voice and discussion with families. Provision is adjusted in response to what the evidence shows.

The assess–plan–do–review cycle is continual. If a pupil has made sustained progress and no longer requires special educational provision, SEN support may cease following discussion with the pupil and parents/carers. Where needs remain, outcomes, strategies and provision are revisited and refined.

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

We provide termly feedback on your child's progress and review SEND outcomes and provision with families as part of the graduated approach.

Your child's class teacher will meet with you at least twice a year, with additional contact where needed, 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 SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change 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. This can be done by sending an email or speaking to them at the end of the school day.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 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
- Complete or contribute to a one-page profile or pupil-centred plan (using writing, drawing, visuals or another accessible format)
- Discuss their views with a member of staff who can act as a representative during the meeting

8. 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, inclusive teaching is our first response to pupils' needs. We aim for every pupil to access an ambitious, broad and balanced curriculum. Teachers use assessment and their knowledge of pupils to anticipate barriers and make appropriate adaptations.

We use adaptive teaching and reasonable adjustments rather than a one-size-fits-all approach. Adaptations are selected according to the pupil's strengths, needs and the demands of the learning, and are reviewed for impact.

Our ordinarily available and additional provision may include:

- Adapting explanations, modelling, questioning, task structure, grouping and the amount or format of recording so that pupils can participate in the same ambitious curriculum.
- Providing additional processing time, pre-teaching and revisiting key vocabulary, breaking instructions into manageable steps, checking understanding and using explicit teaching and retrieval where helpful.
- Using whole-class and individual visual timetables, Now/Next supports, communication boards and other visuals where needed, alongside calm and predictable routines.
- Providing recommended or appropriate resources such as pencil grips, wobble cushions, fidget tools, putty, adapted writing equipment, larger print, coloured overlays or technology where these reduce a barrier.
- Supporting regulation and readiness to learn through approaches such as sensory circuits, regulation resources, movement or sensory breaks and access to a trusted adult where appropriate.
- Teaching assistants are deployed strategically to promote participation and independence. They may support individuals or groups, but the class teacher retains responsibility for each pupil's learning and progress.

Where pupils need support additional to or different from ordinarily available provision, we may provide targeted interventions or specialist strategies. The examples below are not exhaustive and provision is matched to assessed need:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables Now/Next supports Social stories Communication boards Drumbeat Autism Outreach strategies Trusted-adult support and structured routines
	Speech and language difficulties	Speech and language strategies Language for Thinking Word Aware / vocabulary teaching Communication boards SALT recommendations
Cognition and learning		Little Wandle Keep-Up / Rapid Catch-Up where appropriate

	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Precision Teaching Toe by Toe Power of Two Pre-teaching and retrieval Fine-motor / handwriting support where needed
	Moderate learning difficulties	Adaptive teaching and scaffolded curriculum access Pre-teaching and overlearning Precision Teaching where appropriate Strategies directed by the SENCO or external professionals
	Severe learning difficulties	Highly personalised adaptations and provision Small-step teaching and overlearning Strategies directed by the SENCO and external professionals
Social, emotional and mental health	ADHD, ADD	Predictable routines Visual supports / Now-Next Movement or sensory breaks Quiet workstation where appropriate Regulation resources Chunked instructions and processing time
	Adverse childhood experiences and/or mental health issues	ELSA support Zones / regulation approaches Sensory Circuits Trusted-adult check-ins MHST support Outreach support
Sensory and/or physical	Hearing impairment	Radio aid and seating/environmental adjustments when recommended External professional advice
	Visual impairment	Larger print and adapted resources Seating and environmental adjustments External professional advice
	Multi-sensory impairment	Individual reasonable adjustments SENCO and external professional recommendations
	Physical impairment	Individual reasonable adjustments OT / physiotherapy or other specialist recommendations where applicable SENCO direction

These interventions are part of our contribution to Lewisham's local offer.

9. How will the school evaluate whether the support in place is helping my child?

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

- Reviewing progress towards agreed outcomes at least termly, alongside ongoing teacher assessment
- Reviewing targeted interventions in 6–8 week cycles, or sooner where appropriate, using baseline and review information to evaluate impact
- Gathering pupil voice and parent/carer views to understand whether support is reducing barriers in school and beyond
- SENCO monitoring, including review of classroom provision, pupil work, assessment information and implementation of agreed strategies
- Using SEN support plans, provision maps and other school records to check that provision is implemented and is making a difference
- Holding an annual review (if they have an education, health and care (EHC) plan)
- Maintaining ongoing professional dialogue between class teachers, teaching assistants, the SENCO and relevant external professionals

10. How will the school resources be secured for my child?

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

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

Schools are expected to meet the first £6,000 of additional provision for a pupil with SEN from their delegated resources, where applicable under the current funding arrangements. Where a pupil requires provision beyond what can reasonably be provided from the school's resources, the school may seek additional or high-needs funding from the local authority in line with local arrangements.

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

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trip.

All pupils are encouraged to take part in sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

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

The Governing Body is committed to equal opportunities for all candidates including the disabled. Reasonable adjustments are made under the Equality Act 2010 to accommodate the needs of children with any disability. Children who have Education, Health and Care Plans that name the school under the terms of the Education Act 1996 will be admitted to the school under a different admissions procedure through their home Local Authority.

Exceptional social or medical needs of the child, of which a professional assessment has been provided with the application form, will be considered as stated in the oversubscription criteria.

Arrangements for when the School is oversubscribed.

- Governors will admit any children offered a place at St Michael's through the separate process which admits those with Education, Health and Care Plans, which specifically name the school.

The Governors will give the highest priority to Looked After Children, including those previously Looked After.

For further details, please see the school's Admission Policy

13. How does the school support pupils with disabilities?

We are fully committed to establishing equality for all children, their parents, staff and other users of the school. We treat all children as individuals, including those with disabilities. We ensure we have an up-to-date Accessibility Policy that adheres to requirements of schedule 10 of the Equality Act 2010, Special Educational Needs and Disability (SEND) Code of Practice and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

We focus on the following areas to effectively support children with disabilities:

- Increasing access to the curriculum for pupils with disabilities.
- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide
- Improve the availability of accessible information to disabled pupils

For further details, please see our Accessibility Policy

14. 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 SEN are encouraged to be part of our committees and in leadership roles
- We provide pastoral support and trusted adults who listen to pupils' views and help them access support when needed.
- We work with outreach and other external services where pupils need additional support with social, emotional or communication needs.
- Bullying is not tolerated. Any concerns are addressed in line with the school's behaviour, anti-bullying and safeguarding procedures, with reasonable adjustments made where appropriate.
- We take part in national events such as Anti-Bullying Week and Odd Socks day
- Respect for one another – our one school rule
- We work in close partnerships with Lewisham Mental Health Support Team who provide support for individuals and families.
- We seek external support from Educational Psychologists and make referrals to CAMHS
- The SENCO has attended the Mental Health First Aid Training

15. 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 SEN is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between phases

The SENCO liaises with the SENCO or inclusion team at the receiving secondary school. Relevant information about pupils receiving SEN support is shared in accordance with data protection requirements and in partnership with families.

Pupils will be prepared for the transition by:

- Practising with a secondary school timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge

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

Jacqueline Gillespie and Eunice Asante are the designated teachers for looked-after children and previously looked-after children here.

Eunice Asante will make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

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

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services

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

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

Parents may also be signposted to SENDIAS (Special Educational Needs Disability Inclusion Service).

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

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Lewisham's local offer Lewisham publishes information about the local offer on their website:

<https://lewisham.gov.uk/myservices/children-and-young-people-service/services-for-children-with-complex-needs-and-disabilities/local-offer>

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

SENDIAS (Special Educational Needs Disability Inclusion Service)

Contact Number: 0203 319 2163

Email: Lewisham@kids.org.uk

<https://www.kids.org.uk/sendias/services/lewisham-sendias/>

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

Other Lewisham support services for children with SEND:

Special Educational Needs

32 Kaleidoscope Child Development Centre,
Rushey Green
SE6 4JF
Tel: 02030491475

Email: SEND@lewisham.gov.uk

ASD Support

Drumbeat Brockley School
Revelon Road
London
SE4 2PR
Tel: 020 7635 9022

Speech and Language

Kaleidoscope Lewisham Children's and Young People's Centre,
32 Rushey Green,
Catford,
SE6 4JF
Telephone: 020 7138 1464

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

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)

- [Family Action](#)
- [Special Needs Jungle](#)

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Adaptive teaching** – responsive teaching that maintains high expectations while adapting explanations, modelling, scaffolding, resources, grouping or other aspects of teaching in response to pupils' needs and assessment information
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages
- **Ordinarily available provision** – inclusive teaching, adjustments, strategies and resources that the school makes available to meet a wide range of needs as part of its usual provision

