GROVE PRIMARY SCHOOL
Special Educational Needs and Disabilities Information Report

We welcome children with Special Educational Needs at Grove Primary School. We will provide support for their needs and opportunities for their strengths.

At Grove Primary School, we are committed to ensuring high-quality, inclusive education for every pupil. This report meets the statutory requirements of the Special Educational Needs and Disability (SEND) Code of Practice (2015) while detailing our proactive alignment with the 2026 Schools White Paper ("Every Child Achieving and Thriving").

In accordance with regional accountability frameworks taking effect this academic year, this report will operate directly alongside our standalone School Inclusion Strategy (published by 31 December 2026). Our provision aims to remove barriers to learning dynamically, unlocking early, targeted intervention without requiring a formal external clinical diagnosis.

We will:

- Identify those pupils who have special educational needs or disabilities and meet their needs.
- Talk to parents about their needs and decide the best provision.
- Involve children in decisions about their education.

What is a special educational need?

A special educational need (SEN) can be a number of different things. A person has a special educational need (SEN) if they have learning difficulties or disabilities that make it difficult for them to learn or take part in an area, or more than one area of education. They will require special educational provision that is different or additional to that normally available to children of the same age. For some children this may be a temporary difficulty which can be addressed by a short intervention, while for others it may be a more long term need that needs addressing.

What kinds of special educational needs are provided for at this school?

At Grove Primary we address the needs of all children through Quality First Teaching in the first instance. Any additional learning needs that are identified will be provided for appropriately either by making reasonable adaptations in class or advice from outside agencies. We support the following range of SEN:

- **Cognition and Learning difficulties** – children may have difficulties in thinking, learning and understanding the world. These difficulties will persist even with appropriately adapted work and can range to specific learning difficulties e.g. dyslexia to profound and multiple learning difficulties.
- **Communication and Interaction** – Children may have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.
- **Social, Mental and Emotional Health** – children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties.
- **Sensory and Physical -**some children may need special educational provision because they have

a disability which prevents or hinders them from making use of the educational facilities generally provided e.g. mobility difficulties, sensory needs, hearing or sight difficulties. At Grove Primary School we have a lift which makes all floors accessible. We will also make reasonable adjustments to improve access for children who have a disability.

At Grove Primary we have a number of ways in which we gather information about children and any additional needs that they might have. The table below is an outline of different assessments that we may carry out and interventions that your child may benefit from.

Year Group	Common Assessments	Interventions available
Nursery	• Home visits & discussions with parents prior to starting nursery • Baseline assessments • Language assessments • Early Years and Foundation Stage Profile	• Additional Speech and Language Groups • Additional support for children with English as an Additional language
Reception	• Home visits & discussions with parents prior to starting in the reception class • Baseline assessments • Language assessments(informal) • Speech and Language assessments* (age 5 upwards) • Early Years and Foundation Stage Profile • Phonics assessments • Educational Psychologist assessments* (where significant areas of need have been identified)	• Speech and Language Groups • Welcomm Intervetion • Additional support for children with English as an additional language • Additional phonics support • Additional handwriting support • Learning Mentor support
Year 1	• Phonics assessments • Half termly assessments in Reading, Writing and Maths • Speech and Language assessments* Educational Psychologist assessments* (where significant areas of need have been identified)	• Additional phonics support (Early Literacy Support) • Additional handwriting support • Speech and Language groups (provided by Speech and Language Therapist or Learning Support Assistant) • Learning Mentor support

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Year 2	• Phonic assessments • Half termly assessments in Reading, Writing and Maths • Speech and Language assessments* Educational Psychologist assessments* (where significant areas of need have been identified)	• Additional phonics support • Additional handwriting support • Additional maths support • Speech and Language groups (provided by Speech and Language Therapist or Learning Support Assistant) • Learning Mentor support
Year 3	• Half termly assessments in Reading, Writing and Maths • Speech and Language assessments* Educational Psychologist assessments* (where significant areas of need have been identified)	• Additional phonics support • Additional handwriting support • Additional maths support • Speech and Language groups (provided by Speech and Language Therapist or Learning Support Assistant) • Learning Mentor support
Year 4	• Half termly assessments in Reading, Writing and Maths • Speech and Language assessments* • Educational Psychologist assessments* (where significant areas of need have been identified)	• Additional phonics support • Additional handwriting support • Additional maths support • Speech and Language groups (provided by Speech and Language Therapist or Learning Support Assistant) • Learning Mentor support
Year 5	• Half termly assessments in Reading, Writing and Maths • Speech and Language assessments* • Educational Psychologist assessments* (where significant areas of need have been identified)	• Additional phonics support • Additional handwriting support • Additional maths support • Speech and Language groups (provided by Speech and Language Therapist or Learning Support Assistant) • Learning Mentor support
Year 6	• Half termly assessments in Reading, Writing and Maths • Speech and Language assessments* • Educational Psychologist assessments* (where significant areas of need have been identified)	• Additional literacy support • Additional handwriting support • Additional maths support • 1:1 and small group maths tuition • Speech and Language groups (provided by Speech and Language Therapist or Learning Support Assistant) • Learning Mentor support
* We will let you know about and seek your permission for these assessments.		

Children are involved in setting targets for themselves each term with regards to their learning. Children are encouraged to self and peer assess their work regularly, so that they become skilled at identifying their difficulties and take ownership of setting their targets.

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Healthcare plans for children with medical needs are written by parents and the school nurse together and reviewed each year. Teachers are made aware of medical needs and training is regularly given to staff to ensure the safe administration of medicine.

Who are the best people to talk to in this school about my child's difficulties with learning/Special Educational Needs (SEN) disability or medical issues?

Class teacher

If you have concerns about your child you should speak to your child's class teacher. The Class teacher is responsible for:

- ✓ Making reasonable adaptations and refining the curriculum to respond to strengths and needs of all pupils.
- ✓ Checking on the progress of your child and identifying, planning and delivery of any additional support.
- ✓ Contributing to devising personalised learning plans to prioritise and focus on the next steps required for your child to improve learning.
- ✓ Applying the school's SEND policy.
- ✓ Line managing additional TA support available in class.
- ✓ Following any recommendations made by the SENCO or external specialist.
- ✓ Carrying out ongoing assessment within class.

Special Educational Needs Co-Ordinator – Leah Grant-Muller

Having spoken to your child's teacher, you can request a meeting with the SENCO through the class teacher or through the school office. The SENCO is responsible for:

- ✓ Coordinating day to day provision for children with SEND.
- ✓ Developing the school's SEND policy.
- ✓ Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.
- ✓ Making referrals to and liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties.
- ✓ Assessing or organising assessment of children where there are additional concerns.
- ✓ Ensuring that parents are:
  1. Involved in supporting their child's learning and access.
  2. Kept informed about the range and level of support offered to their child.
  3. Included in reviewing how their child is doing.
  4. Consulted about planning successful movement (transition) to a new class or school.
- ✓ Updating the school's SEND register.
- ✓ The provision made for children with SEND.
- ✓ Analysing progress of children with SEND
- ✓ Reporting to Governors.
- ✓ Monitoring and organising provision for children who are Looked After.

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School Office Manager- Carrie Lucas

Ensuring that the Administration of Medicines policy is adhered to and that the medical needs of children are met.

The Executive Headteacher- Galiema Amien-Cloete

- ✓ The day to day management of all aspects of the school, including the provision made for pupils with SEND.
- ✓ Will give responsibility to the SENCO and class teachers but are still responsible for ensuring that your child's needs are met.
- ✓ Organisation of appropriate training in relation to SEND.
- ✓ Delegating support staff to classes.
- ✓ The Headteacher must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

Named Governor for SEND – Jennie Barham

The chair of the SEND Working Party and other governors on this Working Party are responsible for:

- ✓ Supporting school to evaluate and develop quality and impact of provision for pupils with SEND across the school.

Speech and Language Therapist (SALT) – Nothando Mhlongo

The school employs a Speech and Language Therapist who is based at the school for 1 day every two weeks. She is responsible for:

- ✓ Assessing children identified as being at risk of a speech and language delay or disorder.
- ✓ Providing Therapy to pupils with EHCPs where appropriate.
- ✓ Setting targets to identify the child's additional needs.
- ✓ Providing recommendations regarding how to meet the needs.
- ✓ Modelling, monitoring the provision, and reviewing the progress made by children with speech and language difficulties.
- ✓ Communicating with parents.

Liaising with the Inclusion team and class teachers.

If you would like to speak to the Speech and Language Therapist this can be arranged through the SENCO.

Language Support Assistant – Ulker Hassan

The Language Support Assistants are responsible for:

- ✓ Reporting to the Inclusion Leader and class teachers.
- ✓ Providing support for children who have literacy based difficulties or speak English as an additional language.
- ✓ Creation or organisation of resources recommended by the SENCO or Class teachers.
- ✓ Assessing children for literacy difficulties.
- ✓ Delivery of programmes and activities suggested by the SENCO or Class teachers.
- ✓ Carrying out screening/review tests (High frequency word reading or spelling assessments).
- ✓ Contributing to meetings with regards to specific children where this is appropriate.
- ✓ Contributing to target setting for children.

Safeguarding and Interventions Officer – Shirley Nichols

Shirley Nichols can be contacted via the school office or directly at the school gates in the morning or at the end of the day. She is responsible for:

- ✓ Monitoring Attendance
- ✓ Liaising with external professionals and families to provide appropriate service for vulnerable families.
- ✓ Directing the Student Welfare Officers.
- ✓ Attending meetings and providing support for children with safeguarding needs including those on Child Protection plans and those that are on Child in Need plans.

Behavioral Support – Chelsey Howell

The Student Welfare Officers are responsible for:

- ✓ Monitoring and supporting children's social, emotional and behavioural needs.
- ✓ Improving children's mental health and learning outcomes.
- ✓ Setting individual targets for children.
- ✓ Running lunchtime clubs
- ✓ Supporting children with secondary transfer.
- ✓ Keeping parents or carers informed of their child's progress.

Chelsey Howell can be contacted via the school office. They can also be contacted directly at the school gates in the morning or at the end of the day.

School Nurse

The school nurse visits Grove Primary School on a regular basis and is available to meet parents by appointment. To arrange a visit contact Victoria O'Reilly or Carrie Lucas in the school office.
She is responsible for:

- ✓ Liaising with relevant members of staff.
- ✓ Writing and reviewing individualised Health Care Plans for children aged 5 and over.
- ✓ Providing training for members of staff (e.g. epilepsy training or sickle cell training).
- ✓ Carrying out Health reviews for children on Child Protection Plans or children who are Looked After.
- ✓ Attending meetings for children where there are safeguarding concerns.
- ✓ Contributing to EHC plans where a child has a medical need.
- ✓ Liaising with parents regarding medical needs.

Administration of Medicine Assistant - Carrie Lucas

Carrie is responsible for the safe storage of medicine in school. You can contact her directly at the school office. She is responsible for:

- ✓ Liaising with the Carrie Lucas, school nurse, parents and teaching staff.
- ✓ Ensuring safe storage of medicine.
- ✓ Disseminating Care Plans.
- ✓ Maintaining a medical needs register.
- ✓ Ensuring administration of medicine is recorded appropriately.

Wider School; Approaches to extra-curricular activities and pastoral care

Students with SEND are allocated places in two separate & distinct ways:

Those pupils with EHC plans have a separate admissions procedure overseen by Southwark's SEND team.

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Applications for children with special needs or with a disability will be treated fairly.

Those pupils who have SEND but do not have an EHC plan are admitted via the general school admissions criteria. Detailed information and guidance of how to apply for a place at Grove Primary School both if your child has an EHC plan or if s/he has special needs but does not have an EHC plan, can be found on the following link: www.southwark.gov.uk/schooladmissions

Any Special Needs that are identified on admission are discussed with parents allowing the school to provide support to and put into place support mechanisms to cater for the child's Special Educational Needs or Disabilities.

When a child is admitted to the school "In Year", parents will be invited to meet with the Executive Headteacher and/or SENDCO prior to the start date.

Environment and reasonable adjustments

What support can be offered to help my child develop good learning behaviour and a sense of wellbeing?

- The school building is a two storey building with a lift that can access both floors. Teachers adapt classroom layouts to cater for children with special needs and or a disability. Rails have been added to foundation stage class toilets. There is a toilet for people with disabilities within the on both the bottom and top corridors, and in the EYFS classrooms.
- Coloured overlays are available for pupils with dyslexia.
- Use of electronic equipment such as lap-tops, alternative keyboards, voice recorders are available.
- It is also possible to provide modified worksheets for children with visual impairment difficulties.
- Writing slope boards, pencil grips, rocket pencils/pens, alternative scissors (e.g. loop scissors) use of 'wobble boards' or move 'n' sit cushions are available for children with dyspraxia or ADHD.
- The school has an accessibility plan that is reviewed regularly.

Strategies to support the development of pupils' social skills and enhance self-esteem:

- Small group programmes including social skills group
- Lunch-time clubs
- Student Welfare Officer support
- Regular 'celebration of success' opportunities particularly during whole school and class assemblies
- Playground buddies
- Wide range of after school activities
- Specific lunch time support for children with significant difficulties

Transition support, visits and events

- Reduced, adapted or modified timetables
- Use of social stories, particularly for transition
- Regular contact & liaison with parents
- Transition meetings
- Risk assessments
- Year 6 transition programme
- Year 6 travel programme (Southwark citizenship training)
- Team Around the Child (TAC) or Family (TAF) meetings to support transition

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Behaviour Support

- School sanctions and reward system as set out in School Behaviour policy
- Individualised positive behaviour system for individual children with particular behavioural or emotional needs
- Student Welfare Officer support
- Lunchtime clubs
- Behaviour Support Advice accessed (Summer House Pupil Referral Unit)
- Regular reviews with Parents

Bullying Behaviour

We have a very clear anti-bullying policy, offering a programme of teaching to all children and we involve the children very directly in managing this. All children are taught about what bullying means, that it is completely unacceptable and about what they need to do if they see or experience bullying.

Intimate Care/Toileting Needs

- The school has an intimate care/ toileting policy that sets out procedures that should be followed to support children who have toileting needs.
- A disabled toilet is available on both the top and bottom corridors and in the EYFS classrooms.
- Children with toileting needs in Key Stage 1 or 2 will have a have a toileting plan that is discussed and agreed with parents.
- Symbols and social stories are used to support parents where children have toilet needs.
- The SENCO will seek specialist advice from the Local Authority for children with particular toileting needs and parents will also be encouraged to attend 'Poos and Pees' or CAMHs (when toileting needs appear to be emotionally related).

Medical Needs

- Separate policy and system for administration of medication
- Care plans for pupils with medical need
- Support staff to assist pupils with personal care as specified by clinical plans
- Trained paediatric first aiders (to support children)
- Trained First Aider at Work (to support adults)

Extra-Curricular Activities

The school provide a wide range of extra-curricular activities that are available for children who attend the school. After school or lunch time school activities vary but we offer currently a range of sportsclubs and a choir.

Approaches to Teaching and Learning Curriculum and Teaching Methods

How will teaching be adapted to meet the needs of my child?

All children are entitled to excellent classroom teaching also known as Quality First Teaching. Teachers

will have the highest possible expectations for all pupils in their class, basing their teaching on what children can do, what they know and what they can understand. Daily planning takes into account individual pupils' needs and requirements is multi-sensory and engaging. Differentiation to ensure both success and challenge in learning is provided by additional materials/ resources/ additional support or adapted activities. Homework is also differentiated. Children in Key Stage 2 have access to homework clubs enabling them to receive help where necessary or when they are not able to access the internet at home.

Grouping arrangements are generally organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all.
Additional adults are used flexibly to help groups and individual pupils with a long term goal of developing independent learning skills.

Monitoring takes place to avoid pupils becoming over reliant and dependent on this adult support. Some interventions may change as progress and needs are monitored.

Types of Intervention

How will my child's access to learning be supported? In class

- By Quality First Teaching
- Adapted activities including alternative recording methods
- Success criteria used in lessons
- Effective feedback and chances for children to respond to the marking of their work
- Extension activities
- In class support programmes
- Access to learning support staff in class
- Mentoring support
- Specific differentiation or modification of resources e.g. use of Communicate in Print/Picture aids etc.
- Visual timetables, Now and Next boards, Communication tools, basic Makaton for class & individuals
- Guided reading programmes/shared reading in all classes
- Regular teaching of phonics in Reception and Key Stage 1 and teaching of spelling rules in Key Stage 2
- Use of IT programmes in class to reinforce strategies (Nessy, Phonics Play etc)
- Ability grouping in some curriculum areas

Withdrawal support

- Learning support after school clubs
- Intensive withdrawal programmes for key skills strategies
- Speech and Language where recommended by the school's therapist
- Speech and Language Therapist advice disseminated to and followed by teaching staff
- Speech therapy individual or group work delivered by support staff following speech therapist advice
- Support staff to attend Speech and Language appointments when possible
- Small group literacy intervention programmes
- Small group spelling sessions
- Small group numeracy intervention programmes

- 1:1 writing or reading tuition
- 1:1 or small group maths tuition in Year 6
- Small group or 1:1 support for fine motor control

Staffing Expertise

How skilled are the staff at Grove Primary School in meeting the needs of my child?

An ongoing programme of training is in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of all children including those with SEND and medical needs.

Our SENCO actively engages with local opportunities to share best practice and keep abreast of current local and national initiatives and policy to support pupils with SEND.

The school also seeks advice and guidance from local special schools to review, evaluate and develop provision for pupils who have the most complex needs. The training priorities are set out in the School's Improvement Plan.

Information about early identification and assessment

Assessment

How can I find out how well my child is doing in school?

The Class teacher is responsible for the assessment of all the children in the class on a day-to- day basis, within the agreed record-keeping and assessment procedures of Grove Primary School. Baseline assessments are completed in the Nursery and Reception on entry. The Early Years Foundation Stage Profile is carried out at the end of Reception. Concerns noted through these may trigger SEN identification. Children with SEND in the Early Years are assessed using the EYFS framework from birth to 5.

Progress of children within Key Stage 1 and 2 is tracked termly. The school uses teacher assessments, NTS tests, Assertive Maths Tests as well as formal National Tests in Year 2 and Year 6 to monitor progress. The Engagement Model is used to monitor the progress of children with severe to profound special needs or those about whom there are grave concerns regarding progress. The School uses Cherry Gardens Branch Maps to obtain evidence, assess and track the progress of these children.

The progress of all children is discussed termly in **Pupil Progress Meetings**. These meetings can include the Head Teacher and the Safeguarding and Interventions Officer.

Class teachers identify pupils who are not making progress or who have needs which are affecting their ability to engage in learning activities. Discussion with the SENCO will identify possible barriers to learning and particular areas of need which may

need to be investigated and actions can be agreed to reduce these barriers and ensure that good progress is made. The intention is always to aim to reduce any attainment gap and ensure that each child is able to understand and apply good learning behaviour. After discussions with parents, additional support can be put

into place to provide targeted support to help overcome any difficulties. The views of the pupil him/herself will be given consideration. Individual Education Plans (IEPs) will include reviews, providing information about progress that has been made towards the set targets.

Parent/Teacher Meetings

Parents may contact the Class teacher to request information about how well their child is doing in school at any time. Termly SEND meetings will provide opportunities for parents of children with additional needs to discuss how their child is doing in school. Yearly written reports also outline how well your child is doing in school.

Test Access Arrangement

Test Access Arrangements for some pupil's additional arrangements and adjustments can be made to enable them to fully access tests. This might include additional time, rest breaks or the use of a scribe or word processor.

SEN SUPPORT including students with EHC Plans Procedures for considering if a child has SEN

Early Identification

The school aim to provide early identification of children's SEN needs in order that appropriate support can be put into place to reduce or eliminate the Special Educational Need. The Code of Practice 2014 states that:

- ***SEN may be present if progress is significantly slower than that of their peers starting from the same baseline***
- ***Fails to match or better the child's previous rate of progress***
- ***Fails to close the attainment gap between the child and their peers***
- ***Widens the attainment gap***

It should be noted that lack of progress does not automatically mean the child has SEN. Other barriers to learning such as poor attendance or punctuality, difficulties related to English as an additional language and bereavement are just a few of the barriers that may impact on attainment and should be taken into account when deciding what further actions are necessary.

If a child's development is causing concern, despite good quality teaching and differentiated learning opportunities, the Class teacher will raise concerns with the SENCO and provide evidence to support their concerns. Initial concerns may have been raised with the Class teacher by a parent or another professional. Concern regarding lack of progress may also be identified within Pupil Progress Meetings. The Class teacher is responsible for informing the child's parents of their concern and collecting any relevant information about the child.

Information on the schools graduated approach -Assess, Plan, Do, Review

Assess

The Class Teacher and SENCO will analyse any assessments already conducted and plan any further

assessments needed. This may include:

- In class observations
- Assessment by the SENCO
- Speech and Language Therapy screening assessments
- Literacy assessments including reading tests, spelling tests, handwriting assessments, phonic assessments etc.
- Assessments by outside agencies such as the Occupational Therapy service or a full paediatric developmental assessment
- Antecedent Behaviour Consequence (ABC) behaviour analysis observations
- Observation and/or assessment by an Educational Psychologist

Following these assessments a decision will then be made by the Class teacher, parent and SENCO to initiate SEN support. When external agencies are involved, their advice and recommendations are included in support programmes and Individual Support Plans (ISPs). Actions agreed take into account each pupil's strengths as well as their difficulties. Where appropriate additional support may be deployed to ensure your child can engage in lessons and wider school activities and to facilitate independent learning.

Plan

- Where it is decided to provide a pupil with SEN support the parents will be formally notified usually by the Class teacher directly or in writing.
- The Class teacher and SENCO, in consultation with parents, will agree the interventions and support to be put in place as well as the expected progress. A clear date for review will be set.
- All relevant support staff will be made aware of any strategies/interventions to be used with the child.
- Parents will be asked to support the child at home and where relevant advice and support will be provided by school staff.

Do

- The class teacher is responsible for working with all children on a daily basis. Where interventions involving 1:1 teaching or group teaching occur away from the main class, the teacher still retains **responsibility** for the child
- The Class teacher will work **closely** with the Teaching assistant or Specialist support staff involved to plan and assess the impact of interventions and ensure that they are linked to class teaching.

Review

- The **impact** of support offered, interventions used and targets set will be reviewed by the SENCO, Class teacher and Specialist support staff involved in supporting the child during pupil progress meetings.
- Support arrangements will be updated and revised accordingly. Further referrals may be necessary to other external agencies e.g. Occupational Therapist, Social Communication Clinic etc.
- During SEN parents' meetings parents will be provided with **clear information** about the impact of the support and interventions during Class teacher/parent meetings enabling them to be involved in the next steps. If little progress has been made, a change may be made to the provision to maximise the possibility of progress.

Discussion should focus on progress made by the child. Then the following decision can be made:

1) Progress is very good and the difficulty seems to be resolved, the child's name may be removed from the Register and SEN support ceased.
2) Progress is good and support is continued or progress is monitored to ensure it is maintained.
3) If your child is continuing to have significant difficulties, further external expertise may be requested or further intervention or an alternative programme is used.

Risk Assessments/PEEP

Individual risk assessments or Personal Emergencies Evacuation Plans may be completed for children with additional behavioural or medical needs. These are reviewed at least once a year. If additional needs occur then the risk assessment is reviewed again by a member of the senior leadership team in liaison with the child's parents and class teacher.

Education Health and Care Assessments and Plans

Education Health and Care Assessments Plans/Statutory Assessment

If a child has a severe SEN needs then the school and/or the parent may decide to request a statutory assessment. The SENCO undertakes to provide the school evidence and relevant documentation to send to the Local Authority, in accordance with Local Authority procedures. During the time that these procedures are being followed, the class teacher, SENCO and specialist professionals will continue to try to meet the needs of the child through personalised planning.

The writing of EHC plans will be completed in consultation with parents, the SENCO and a representative from the Local Authority.

Children with EHC Plans

When a child has an EHC plan, the plan specifies the child's learning objectives and what provision must be put in place to meet these needs. It is the Head Teacher's responsibility to ensure that the necessary support is organised and put in place, using the financial resources provided or from delegated funding.

The Head Teacher, SENCO and Class teacher and in consultation with other adults (including the parents) working with the child, will be responsible for planning and coordinating the provision. Personalised targets will relate to the objectives set out in the child's EHC plan.

Annual Reviews for children with EHC Plans or Statements

A formal Annual Review Meeting, involving the SENCO, class teacher, Parents/Carer and any specialists involved with the child will be held annually. Pupils, when appropriate, are invited to attend part of the annual review meeting or to offer their views regarding their progress if they do not feel comfortable to attend in person. All relevant parties will be contacted and invited to the review meeting. They will be invited to

send reports detailing the child's progress. At this meeting new targets are agreed for the year ahead. Copies of the report of the review meeting are sent to the Local Authority, parents and other attending. The presence of a Local Authority representative will always be requested at key times of transition (e.g. Reception, Year 2 and Year 5).

If there are significant changes in the child's circumstances between the normal dates for the Annual Reviews, an additional Review Meeting may be called.

Mediation Services/SEND Tribunal

If parents are not in agreement with a decision made by the Local Authority they can access mediation services or apply to SEND Tribunal to contest the decision and resolve the disagreement. Information regarding mediation services and SEND Tribunal will be provide to parents by the Local Authority on application for a statutory assessment.

Arrangements for supporting transitions for pupils with significant SEND

Children and young people with SEND can become particularly anxious about "moving on" so we seek to support successful transition by:
When moving to another school:

- ✓ We will contact the School SENCO and share information about special arrangements and support that has been made to help your child achieve their learning goals
- ✓ We will ensure that all records are passed on as soon as possible
- ✓ On some cases additional multi-agency meetings (TAC) may be arranged to create a more detailed "transition" plan which may include more visits to the new school and/or additional visits from the new school.

When moving classes in school:

- ✓ An information sharing meeting will take place with the new teacher
- ✓ Opportunities to visit the new class and teacher
- ✓ A transition book may be created and sent home with parents to read during the holiday period
- ✓ Older children will support younger children in the playground, particularly during times of transition
- ✓ Children may have communication symbols to use where speech is limited

When moving to our school:

- ✓ All casual admissions will meet with an appropriate member of the Senior Leadership Team to collect information. Learning mentor support will be provided to help children settle into class
- ✓ Where there is a Special Educational Need or Disability or a child is new to the country the SENCO or Class teacher will, where possible, attend a transition meeting at nurseries or schools.
- ✓ Early Years Practitioners will conduct a home visit and where children have significant needs the SENCO may also attend this visit
- ✓ Appropriate support will be deployed to meet Special Educational and Disability needs

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Information about funding and resources

All schools are allocated a budget to provide for the educational needs of all children who attend the school.

SEND Budget

In addition, the Local Authority delegates specific funding to school to meet the needs of children with Special Educational Needs and disabilities based on social deprivation factors, the number of children who qualify for free school meals and children's prior attainment. This money is used to meet the additional needs of children with Special Educational Needs and/or disabilities within the school.

This provision can take a number of different forms. Support can be provided through the allocation of human resources, curriculum adaptation, grouping, equipment and assessment, as outlined above.

Children with Statements/EHC Plans

From September 2014 it is expected that the school will finance the first £6000 of any future EHC plan from the SEN budget mentioned above.

Support is provided for children with EHC plans or Statements as specified in their EHC plan or Statement of Special Educational Needs. This provision is individualised to meet the child's specific needs and to achieve the objectives set out in their plan.

Pupil Premium

Pupil premium funding is also available to meet the needs of children entitled to Free School Meals or who are Looked After or have previously been Looked After. 6 monthly PEP meetings for Looked After children will consider the provision and funding required to meet the needs of LAC children.

Use of funding/Allocation of resources

The Head Teacher deploys support staff to classes to meet the needs of children. This is informed by data analysis taken from the schools assessment cycle and the needs of individual children identified with SEN and or disabilities.

External Agency/Specialist Provision

The school purchases 28 contact days of Speech and Language Therapy per annum. Nothando Mhlongo (SALT) works at the school on Thursdays. This provision is to assess and support the needs of children with speech and language difficulties and to enable good practice to be shared with teachers and support staff on a regular basis.

The school uses a Southwark Educational Psychologist to assess children, advise teachers and parents as to how best support children and offer training to school staff for different areas of need.

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Special Educational Needs and Disabilities Information Report

The school purchase support from the Early Help Locality team, which includes access to an Educational Psychologist, Family Support Worker, Social Worker, Autism Support Service and CAMHS worker. Referrals can be made to the Early Help Team when further assessment or support is required for children.

The **Common Assessment Framework (CAF)** is used by the Safeguarding and Interventions Officer and others when necessary to assess the needs of individual children and make appropriate referrals for specialist support. Most of these referrals are sent to the Early Help Locality Team.

We are committed to effective collaboration between all agencies working with a child and a multi-disciplinary approach to meeting children's special educational needs. Team Around the Child (TAC) meetings are organised to enable this. These meetings include parents and professionals involved with supporting children and families. We will actively support the establishment and maintenance of close links with all agencies working with children.

Information on where to find further support

Local Offer

Further information on how to access support and services for pupils and their families (Southwark's Local Offer) can be found at the following website: www.localoffer@southwark.gov.uk

Southwark's Information, Advice and Support (SIAS) team service can provide support with understanding and accessing services available within the Local Offer. Please find more information at the following website address:

http://www.localoffer.southwark.gov.uk/information-advice-and-support/

Address: SIAS, 160 Tooley Street, London SE1 2TZ You can contact them using the following information:
Tel: 0207 525 3104
0207 525 5256
0207 525 2866
Email: SIAS@southwark.gov.uk

Complaints procedures

The school have a Complaints policy that can be accessed via the schools website. If parents would like to make a formal complain they should follow procedures set out within the school's Complaints Policy.

The following is a short overview of the complaints procedure:

Summary of the School's Complaints Procedure

Stage 1
Parent seeks to resolve the concern with the Class teacher.
Resolved?
Yes-No further action.

No - Parent seeks to resolve the concern with the Head Teacher.
Resolved? Yes - No further action.
No - Parent puts the complaint in writing to the Head Teacher.

Stage 2

Head Teacher investigates and responds to the parent.
Resolved? Yes -No further action.
No - Parent writes to the Chair of Governors. Chair of Governors investigates and responds to the parent.
Resolved? Yes -No further action.
No move to stage 3

Stage 3

Parent may write to Southwark Local Education Authority.
Resolved? Yes -No further action.
No - Parent may write to the Secretary of State for Education and Skills