

SPECIAL EDUCATIONAL NEEDS (SEN) INFORMATION REPORT

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Dear parents and carers,

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

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

You can find it on our website.

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?

Explain the types of needs your school can meet here. Please note, the below are suggestions only.

1.1 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?

2.1 Our SENCO is Eunice Asante..

- (a) They have 12 year's experience in this role and have worked a qualified teacher for 25 years They are a qualified teacher.
- (b) They achieved the National Award in Special Educational Needs Co-ordination in 2016.
- (c) They are also trained as A Mental Health First Aider

2.2 Assistant SENCO

- (a) Our assistant SENCO is Kay Burrows
- (b) They have 3 years experience in this role and have also worked as a HLTA across the school for 26 years.

2.3 Class/ teachers

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- (a) All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

2.4 Teaching assistants (TAs)

- (a) We have a team of TAs, including 1 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.
- (b) We have a number of teaching assistants who are trained to deliver interventions such as Rapid Catch Up reading and NELI
- (c) In the last academic year, TAs have been trained in a range of interventions.

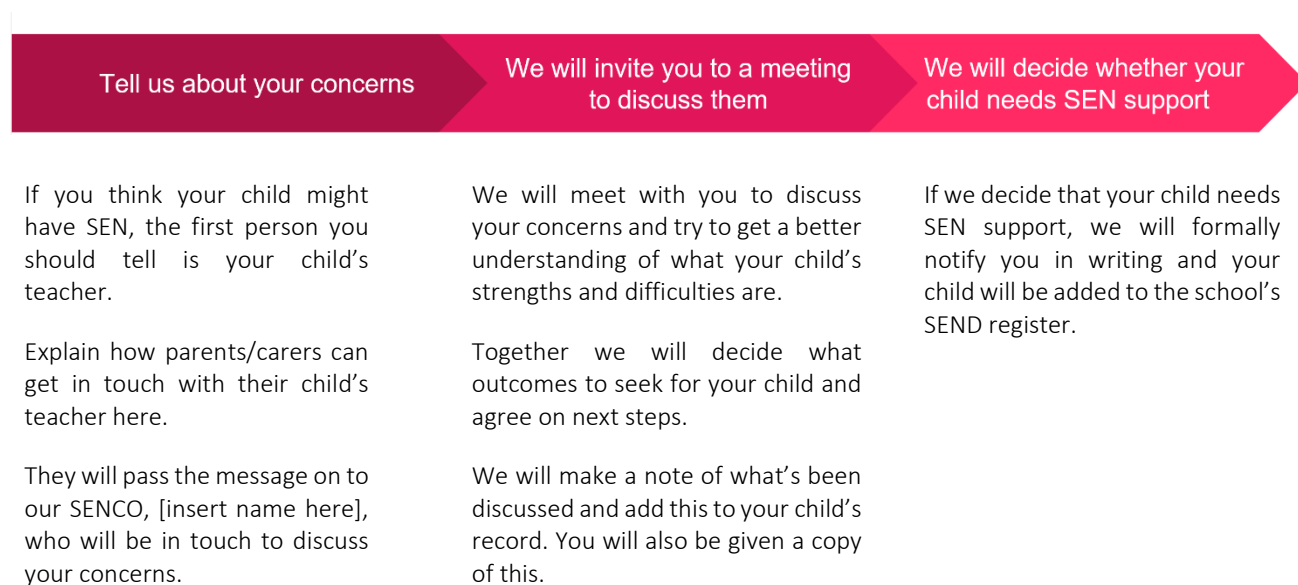
2.5 External agencies and experts

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:

- (a) Speech and language therapists
- (b) Educational psychologists
- (c) Occupational therapists
- (d) GPs or paediatricians
- (e) School nurses
- (f) Child and adolescent mental health services (CAMHS)
- (g) Education welfare officers
- (h) Social services and other LA-provided support services
- (i) Voluntary sector organisations

3. WHAT SHOULD I DO IF I THINK MY CHILD HAS SEN?

Explain your school's approach here. Insert details about how parents/carers can tell you that they think their child might need SEN support. Insert at what stages the pupil will be involved.



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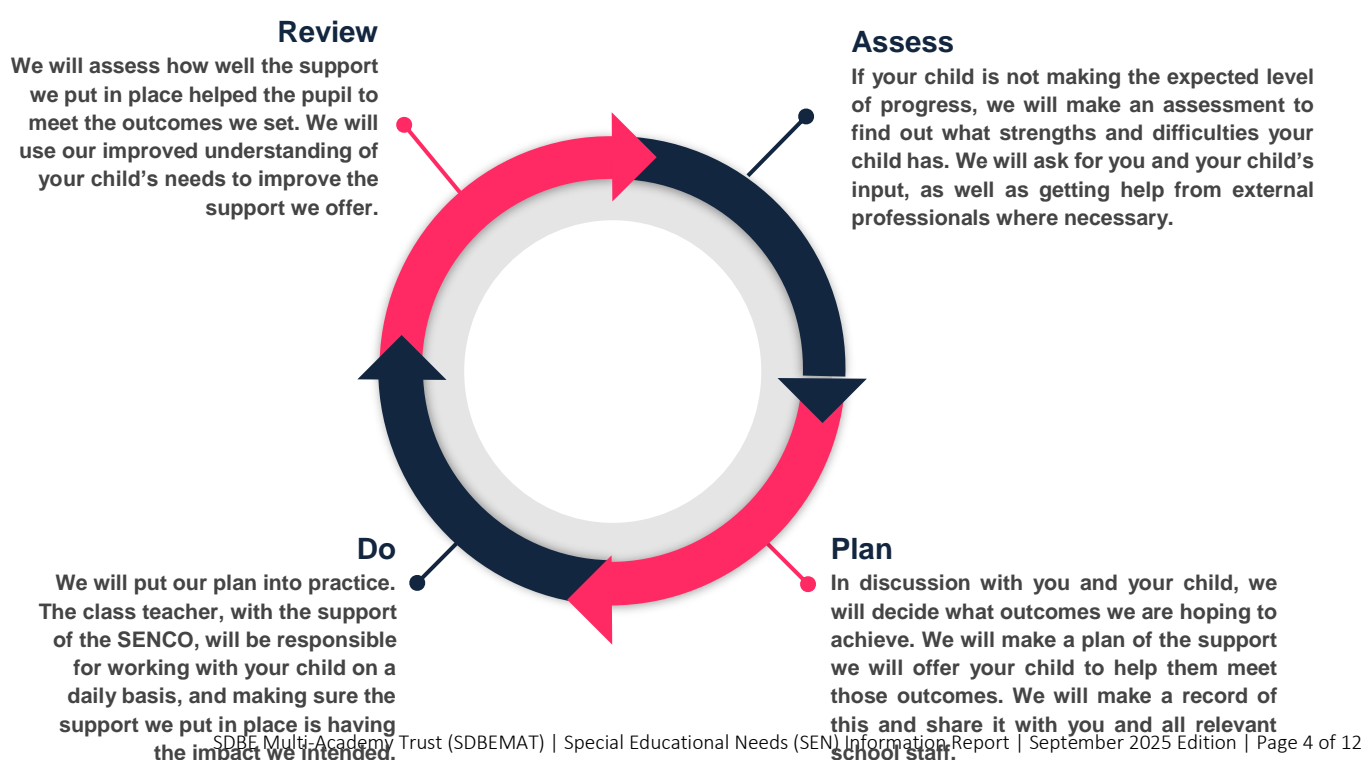
You can also contact the SENCO directly. [Insert SENCO's contact details here]

4. HOW WILL THE SCHOOL KNOW IF MY CHILD NEEDS SEN SUPPORT?

- 4.1 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 or socially.
- 4.2 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 tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.
- 4.3 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.
- 4.4 The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.
- 4.5 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.
- 4.6 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.
- 4.7 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?

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



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- 5.3 As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.
- 5.4 Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.
- 5.5 We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.
- 5.6 This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. HOW WILL I BE INVOLVED IN DECISIONS MADE ABOUT MY CHILD'S EDUCATION?

- 6.1 We will provide termly reports on your child's progress
- 6.2 Your child's class/form teacher will meet you a minimum 3 times a year to:
 - (a) Set clear outcomes for your child's progress
 - (b) Review progress towards those outcomes
 - (c) Discuss the support we will put in place to help your child make that progress
 - (d) Identify what we will do, what we will ask you to do, and what we will ask your child to do
 - (e) The SENCO may also attend these meetings to provide extra support.
- 6.3 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.
- 6.4 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.
- 6.5 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.
- 6.6 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.
- 6.7 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?

- 7.1 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.
- 7.2 We may seek your child's views by asking them to:
 - (a) Attend meetings to discuss their progress and outcomes
 - (b) Prepare a presentation, written statement, video, drawing, etc.
 - (c) Discuss their views with a member of staff who can act as a representative during the meeting

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- (d) Complete a survey

8. HOW WILL THE SCHOOL ADAPT ITS TEACHING FOR MY CHILD?

- 8.1 Your child's teacher **/s is/are** responsible and accountable for the progress and development of all the pupils in their class.
- 8.2 High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.
- 8.3 We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.
- 8.4 These adaptations include:
- (a) Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
 - (b) Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
 - (c) Adapting our resources and staffing
 - (d) Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
 - (e) Teaching assistants will support pupils on a 1-to-1 basis when they require a bespoke curriculum.
 - (f) Teaching assistants will support pupils in small groups when either in the classroom or outside of the classroom
- 8.5 We may also provide the following interventions:

Area of need	Condition	How we support these pupils
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories Drumbeat Outreach Support Communication Boards
	Speech and language difficulties	Speech and language screening Language for thinking
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Reading rulers Handwriting intervention Rapid Reading Catch Up Toe by Toe Power of 2 Colourful semantics

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	Moderate learning difficulties	Implement strategies and recommendations Senco direction or external recommendations
	Severe learning difficulties	Implement strategies and recommendations Senco direction or external recommendations
Social, emotional and mental health	ADHD, ADD	Quiet workstation Sensory Circuits
	Adverse childhood experiences and/or mental health issues	Nurture groups
Sensory and/or physical	Hearing impairment	Radio Aid(when recommended)
	Visual impairment	Limiting classroom displays
	Multi-sensory impairment	Senco direction and external recommendations
	Physical impairment	Senco direction and external recommendations

8.6 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:

- 9.1 Reviewing their progress towards their goals each term
- 9.2 Reviewing the impact of interventions after 12 weeks
- 9.3 Using pupil questionnaires
- 9.4 Monitoring by the SENCO
- 9.5 Using provision maps to measure progress
- 9.6 Holding an annual review (if they have an education, health and care (EHC) plan)

10. HOW WILL THE SCHOOL RESOURCES BE SECURED FOR MY CHILD?

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

- (a) Extra equipment or facilities
- (b) More teaching assistant hours

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(c) Further training for our staff

(d) External specialist expertise

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

10.3 The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

11. HOW WILL THE SCHOOL MAKE SURE MY CHILD IS INCLUDED IN ACTIVITIES ALONGSIDE PUPILS WHO DON'T HAVE SEND?

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

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

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

11.4 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?

12.1 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.

12.2 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.

12.3 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?

13.1 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 Page | 11 2010, Special Educational Needs and Disability (SEND) Code of Practice and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

13.2 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

- Improve the availability of accessible information to disabled pupils

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13.3 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:

- 14.1 Pupils with SEN are encouraged to be part of committees and in leadership roles
- 14.2 Pupils with SEN are also encouraged to be part of after school clubs to promote teamwork/building friendships
- 14.3 We provide extra pastoral support for listening to the views of pupils with SEN
- 14.4 We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by taking part in national events such as Anti-Bullying Week and Odd Socks day

15. WHAT SUPPORT WILL BE AVAILABLE FOR MY CHILD AS THEY TRANSITION BETWEEN CLASSES OR SETTINGS, OR IN PREPARING FOR ADULthood?

15.1 Between years

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

- (a) 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
- (b) Schedule lessons with the incoming teacher towards the end of the summer term

15.2 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.

15.3 Between phases (for primary schools)

- 15.4 The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support.
- 15.5 Pupils will be prepared for the transition by:
 - (a) Practising with a secondary school timetable
 - (b) Learning how to get organised independently
 - (c) Plugging any gaps in knowledge

16. WHAT SUPPORT IS IN PLACE FOR LOOKED-AFTER AND PREVIOUSLY LOOKED-AFTER CHILDREN WITH SEN?

- 16.1 Jacqueline Gillespie and Eunice Asante are the designated teachers for looked-after children and previously looked-after children here.
- 16.2 Jacqui Gillespie will work with Eunice Asante, our SENCO, to 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.
- 16.3 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.

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17. WHAT SHOULD I DO IF I HAVE A COMPLAINT ABOUT MY CHILD'S SEN SUPPORT?

- 17.1 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.
- 17.2 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.
- 17.3 To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).
- 17.4 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>
- 17.5 You can make a claim about alleged discrimination regarding:
 - (a) Admission
 - (b) Exclusion
 - (c) Provision of education and associated services
 - (d) Making reasonable adjustments, including the provision of auxiliary aids and services
- 17.6 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.
- 17.7 <https://www.kids.org.uk/sendias/services/lewisham-sendias/>

18. WHAT SUPPORT IS AVAILABLE FOR ME AND MY FAMILY?

- 18.1 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.
- 18.2 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/my services/children-and-young-people-service/services-for-children-with-complex-needs-and-disabilities/local-offer>
- 18.3 Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:
- 18.4 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/>
- 18.5 Local charities that offer information and support to families of children with SEND are:

Special Educational Needs

32 Kaleidoscope Child Development Centre,

Rushey Green

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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

- 18.6 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

- 19.1 **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- 19.2 **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- 19.3 **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.
- 19.4 **CAMHS** – child and adolescent mental health services
- 19.5 **Differentiation** – when teachers adapt how they teach in response to a pupil's needs

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- 19.6 **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.
- 19.7 **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.
- 19.8 **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
- 19.9 **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
- 19.10 **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- 19.11 **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
- 19.12 **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- 19.13 **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- 19.14 **SENCO** – the special educational needs co-ordinator
- 19.15 **SEN** – special educational needs
- 19.16 **SEND** – special educational needs and disabilities
- 19.17 **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- 19.18 **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- 19.19 **SEN support** – special educational provision which meets the needs of pupils with SEN
- 19.20 **Transition** – when a pupil moves between years, phases, schools or institutions or life stages