

# Sandhurst Primary School



## Special Educational Needs (SEN) Information report 2024 - 2025

At Sandhurst Primary School we believe in excellent progress and experiences for all in a safe and caring environment.

<b>Last review date:</b>	September 2023
<b>Next review date:</b>	September 2025
<b>Approved by: Date:</b>	Rachael Peddie – SEN Link Governor Date: 04.09.2024

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## 1. Who do I need to talk to about SEND at Sandhurst Primary School?

**The Class Teacher:** Every teacher at Sandhurst Primary School is committed to the achievement of every child through excellent 'quality first' teaching and, if needed, targeted interventions. All of our teachers receive in-house SEND training, and are supported by the SENDCo to meet the needs of children with SEND.

**If you have concerns regarding aspects of your child's learning and progress at school, please arrange to meet with their class teacher and share these concerns.**

**The SENDCos: Mrs Geraldine Fairman, Mrs Alison Christie, Mrs Jayne Gordon** oversee the provision and interventions within school and will:

- Liaise with class teachers
- Carry out observations
- Administer school-based assessments
- Refer to and liaise with external agencies
- Co-ordinate additional school support
- Keep you informed about the support your child is getting
- Involve you in supporting your child's learning
- Provide support for teachers and support staff within school

**The Head Teacher: Mrs Rebecca Dove** leads in the day to day management of all aspects of the school and this includes support for children with SEND.

**The SEND Governor: Mrs Rachael Peddie** advises and provides strategic support to the SEND team.

**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 SEND and to support their families. These include;

- Speech and language therapists (SALT)
- Educational psychologists (EP)
- Specific learning difficulty team (SpLD)
- Occupational therapists (OT)
- Lewisham Outreach Inclusion
- Drumbeat Outreach team (Social Communication Differences and Autistic Spectrum Disorder)
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)

- Lewisham Mental Health Support Team (MHST)
- Social services and other Lewisham provided support services.

## 2. What are the different types of SEND that are provided for at Sandhurst Primary School?

Sandhurst Primary School is focused on delivering high quality teaching and learning which aims to meet the individual needs of the majority of children. For those children who have been identified as needing support which is additional to or different from the year group curriculum offering, we provide a range of targeted interventions which may be delivered one to one or in a small group, usually led by Teaching Assistants.

**Alongside the universal curriculum, additional support may be given to children with SEND in the following areas;**

AREA OF NEED	CONDITION
<b>Communication and interaction</b>	Speech, Language and Communication Needs (SLCN) Developmental Language Disorder (DLD) Autistic Spectrum Disorder (ASD) Selective Mutism
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia dyscalculia Moderate learning difficulties (MLD)
<b>Social, emotional and mental health</b>	Social, emotional and mental health difficulties (SEMH) Attention deficit disorder (ADD) Attachment disorder Anxiety disorder Conduct disorder
<b>Sensory and/or physical</b>	Hearing Impairment (HI) Visual impairment (VI) Multi-sensory impairment (MSI) Physical disability (PD) Dyspraxia Sensory Processing Disorder Attention Deficit Hyperactivity Disorder (ADHD)

### 3. What policies are place at Sandhurst Primary School for identifying children with SEND?

Sandhurst Primary School is committed to the early identification of special educational needs, recognising that this is the key to improving the long-term outcomes for the child.

Pupil progress is assessed and monitored through the analysis of termly tracking data in line with our assessment policy which outlines a range of assessments used throughout the school. Whilst we recognise that slow progress and low attainment do not necessarily mean that a child will require SEND support, we acknowledge that they may be an indicator. At our school we will follow these steps;

Teachers or support staff who have concerns about a child will initially discuss this with the SENDCo

Concerns will be raised with parents and ways forward will be discussed

The SENDCo will carry out an observation of the child, talk with the child about their views of learning, alongside teachers and parents as needed, and put in place provision to match the needs of the child

It is at this point that the SENDCo may also request outside agency support with the consent of parents

The outside agencies will then advise and support the school with interventions and strategies

If, despite this support, the child is still not making progress and the school and outside agencies agree that an Education Health Care Plan is necessary, the SENDCo will begin the process of an application for assessment

If a child starts our school having previously been identified as having SEND, we will endeavour to find out as much as we can about the support required from the previous setting.

### 4. What are the arrangements at Sandhurst Primary School for consulting with parents of children with SEND?

Sandhurst Primary School is committed to working in partnership with parents and carers. We know that parents are well placed to inform teachers about the needs of their child and we value this input. If you have any concerns about your child's progress, please contact your child's teacher first.

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

At our school we will;

Meet with parents and carers to discuss their child's progress and inform them of any difficulties their child is experiencing

Keep parents and carers fully informed about the involvement of any external agencies

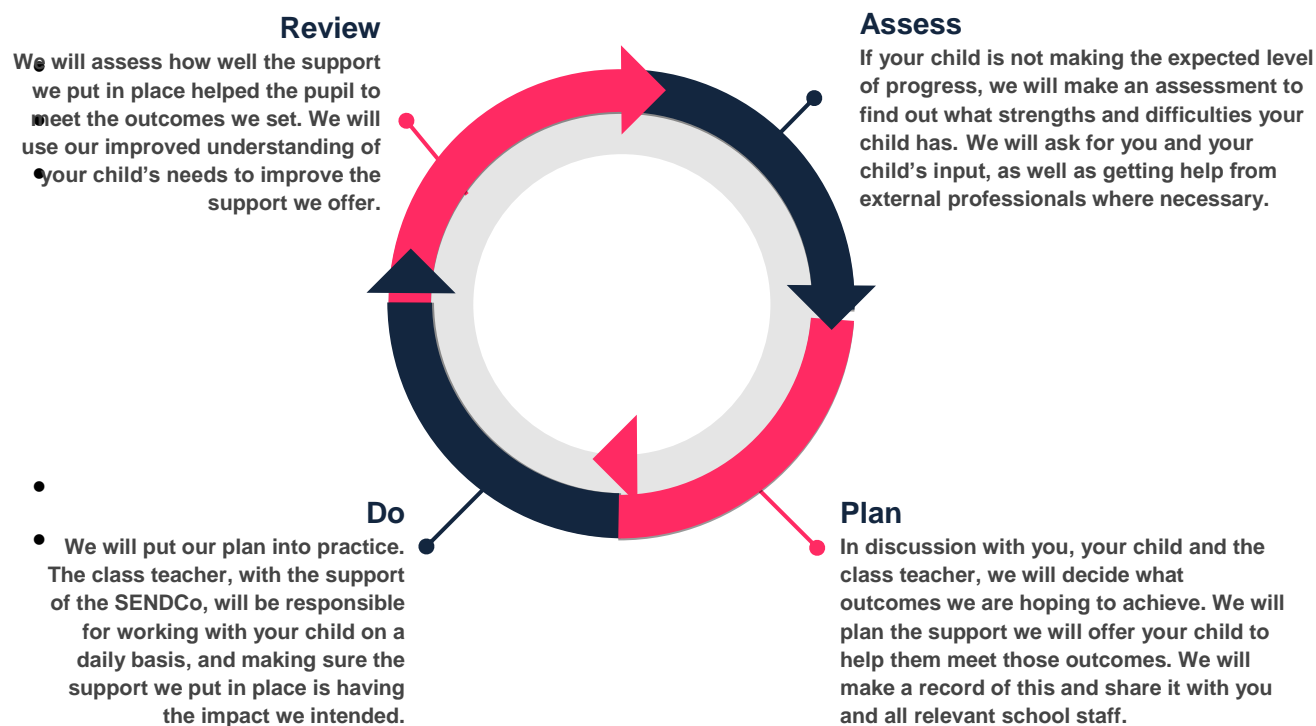
Have regard to the views of parents and carers

Provide parents and carers with the information and support necessary to enable them to participate in decision making

Signpost parents and carers to organisations that might be able to provide advice and support outside the school setting.

## 5. What are the arrangements at Sandhurst Primary School for assessing and reviewing the progress of children with SEND?

At Sandhurst Primary School our aim is to help children become independent learners and we follow a graduated approach to assessment and learning. Children's progress is regularly reviewed and evaluated using the Assess-Plan-Do-Review cycle. This process of assessment informs future planning. Teachers update our Assessment Tracker every term and termly pupil progress meetings are held with the Senior Leadership Team.



At our school we will;

Encourage children to reflect on their learning independently, with their class teacher and their peers

Set outcomes to help move children's learning on based on their individual progress and involving children, where possible, in target setting

The SENDCo will meet with the children and class teacher to get feedback about interventions put in place.

Review progress through outcome setting and end of year reports

Review progress through regular meetings and reviews with outside agencies, the parent and the child

Make assessment arrangements for children with SEND as needed

Use a range of further diagnostic tools to assess speech and language reading/spelling age, dyslexia, speech and language, social and emotional difficulties and mathematical difficulties

Conduct observations of the child by the SENDCo

Arrange for observations of the child by external professionals.

## 6. What are the arrangements at Sandhurst Primary School for assessing and reviewing the progress of children with SEND?

Children with SEND may require additional arrangements so they can take part in statutory tests. Access arrangements are adjustments that can be put in place to support those children. All children with SEND will have their statutory assessment needs met by determining which access arrangements best suit the needs of the child. This may include;

Assessing in a different space and / or a small group

Additional time

Having a scribe and/or a reader

The adapted use of a computer

Rest breaks

1:1 adult support.

## 7. What is the approach to teaching children with SEND at Sandhurst Primary School?

At Sandhurst Primary School we focus on delivering 'quality first teaching' which is adapted or if necessary, is planned in parallel, to meet the range of needs within the classroom. This is demonstrated at our school by;

Teachers having high expectations of all the children in their class

Teaching based on the child's prior knowledge and what they can do and understand

Lessons being adapted and scaffolded to meet the needs of each child

Specific strategies being implemented (usually advised or recommended by the SENDCo or external agencies) to enable children to access the learning.

Support staff under the direction of the SENDCo and the class teacher to adapt planning and support to meet the needs of each child.

**Specific Group Work:** Intervention groups may be run in the classroom or a group room. This may be run by a teacher or a teaching assistant and will have a particular focus.

**Specialist Groups:** These will be run by outside agencies. This means a pupil has been identified by the SENDCo or class teacher as needing some extra specialist support in school from a professional outside the school. This may be from outside agencies including;

- Drumbeat ASD Outreach Team
- Inclusion Outreach Service
- Speech & Language Therapy
- Educational Psychology Service
- Specific Learning Difficulty Team
- Sensory Teachers Team
- Occupational Health.



## 8. How is the learning environment and curriculum adapted for children with SEND at Sandhurst Primary School?

At Sandhurst Primary School we are committed to inclusive practice, working together to provide equality of access to an exciting and engaging learning environment where all children are challenged to reach their full potential. We believe that children should feel happy, safe and valued, and we work to instil an ethos of respect and care throughout our school. We are committed to the need to make reasonable adjustments to accommodate individual needs where practicable, and this will include;

Use of working walls, visuals timetables and cues to support understanding

Adapting the resources, staffing and classroom environment including learning workstations

Ensuring that planning reflects children's learning needs and targeted group interventions are planned

Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, the level of adult support and adapting the teaching style or content of the lesson

Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary and reading instructions aloud

Using recommended specialist or auxiliary aids and equipment

The need to maintain and facilitate access to the physical environment of the school, and to make reasonable adjustments by adding specialist facilities as necessary.

Please see our Accessibility Plan for further information;

<https://www.sandhurstprimary.lewisham.sch.uk/wp-content/uploads/2021/07/Accessibility-plan-updated-2018.pdf>

## 9. What is the level of expertise and training of staff in relation to SEND at Sandhurst Primary School?

Sandhurst Primary School has a highly trained and talented staff with a great deal of expertise. All staff have regular professional training on SEND as part of Continual Professional Development (CPD). Outside agencies provide specific training to staff on Autistic Spectrum Disorder, Speech and Language, Specific Learning Difficulties and Social and Emotional issues. Individual teachers, support staff and LSAs attend training courses run by outside agencies that are relevant to the needs of specific children in their classes.

In our school we have;

Experienced SENDCos

**Mrs Jayne Gordon** has over 16 years of teaching experience and has recently completed the National Award for SENCo and is SEND Strategic Lead as a part of the Senior Leadership Team.

**Mrs Alison Christie** – has over 26 years of teaching experience and has worked as Inclusion Manager for over 20 years. Mrs Christie is the lead for Behavioural Support as well as Social, Emotional and Mental Health wellbeing of our children and families. She is also part of the Senior Leadership Team.

**Mrs Geraldine Fairman** – has over 41 years of teaching experience and has been in the role of SENDCo for 18 years. Mrs Fairman is dedicated to the support of children primarily with Speech, Language and Communication difficulties and leads our Word Aware pre-teaching vocabulary programme.

- A skilled team of Teaching Assistants and Learning Support Assistants
- ELSA trained Pastoral Care Teaching Assistant and Teacher

- Elklan trained Speech and Language Assistant.

## **10. How do we evaluate the effectiveness of the provision of pupils with SEND at Sandhurst Primary School?**

Every teacher at Sandhurst Primary School is committed to the achievement of every child through excellent quality teaching, enabling all children to maximise their potential.

The school SENDCos oversee the provision and interventions within our school through observations, dialogue with staff, learning walks, book looks and analysis of school data and provision mapping.

Regular meetings are held to discuss the effectiveness of our provision and targets are adjusted according to the progress that the child is making. The Senior Leadership Team meets with year group teachers termly to discuss pupil progress and provision.

Children who have an EHCP are formally reviewed at an Annual Review, where all the adults involved in the child's learning, including the parents meet to discuss the child's progress and any changes or concerns.

## **11. How are children included in activities outside the school classroom including school trips at Sandhurst Primary School?**

At Sandhurst Primary School provision is made for all children, including those with SEND needs so that they can be included in all the activities (where possible) offered at school. Risk assessments are made when adaptations are required and strategies are put in place so that engagement can be had by ALL children.

All children are expected to participate in all aspects of school learning, including school trips. Arrangements will be put in place for those pupils who require additional support. Risk assessments will be completed before any trip and, if felt necessary, parents and carers will be invited to accompany their child.

We run many after school clubs across the whole school and children with SEND are encouraged to attend. Provision can be put in place to support the child's access to these clubs should they need it.

In the event that it is considered unsafe for a child to take part in an activity, then alternative activities will be provided in school. Where appropriate, we try to prepare children in advance for any new environment or situation.

## **12. What support is available for improving the emotional and social wellbeing of children with SEND at Sandhurst Primary School?**

At Sandhurst Primary School, the staff are caring and have the wellbeing of all the children as their top priority. Every member of staff has responsibility for the pastoral care of every child.

We recognise that some children have extra social and emotional needs, which need to be developed and nurtured. These needs can present themselves in a variety of ways including behavioural issues, anxiety or being withdrawn. It is important that we work with these children and support them in developing their social, emotional and mental wellbeing.

At Sandhurst Primary School we use a range of interventions to support the emotional and social well-being of all children, including those with SEND. These include;

- Zones of Regulation
- Pastoral Care teaching assistant
- Social skill groups/interventions
- Circle times
- Quiet zones within the playground
- Planned lunchtime activities
- Lunch-time Library Drop-In.

### **13. What support will be available for my child as they transition between classes or settings at Sandhurst Primary School?**

**For children with SEND starting Sandhurst Primary School in the Early Years Foundation Stage (EYFS) we will;**

- Arrange home visits for all children starting at Sandhurst Nursery
- If your child has previously attended another setting, we will make contact in order to share information and to discuss your child's support needs so that transition can be as smooth as possible
- Schedule 'Stay and Play' visits so your child can come to visit our school with a trusted adult to familiarise themselves and begin to get to know us
- Our SENDCo and Early Years Lead will request reports from previous setting and outside agencies involved and will ask for support plans to be shared so that we can continue to work on these.

**To help children with SEND be prepared for a new school year we will;**

- Ask both the current teacher and the next year's teacher to attend end of the year meetings to discuss all children with SEND in that class, their individual needs and how best to continue to support them
- All children will meet their new teacher and visit their new classroom at the end of the summer term
- Transition booklets are made for pupils with SEND which they take home over the summer holidays. These books contain photos of their new class teacher and support staff and their new classroom
- Schedule informal visits with the incoming teacher towards the end of the summer term
- Schedule 'Meet the Teacher' lesson time for all children to meet their new teachers.

**If your child is joining us from another school:**

If your child requires a transition book with photographs and information about our school, then one will be made for them

The SENDCo will contact your child's previous SENDCo to discuss your child's needs.

The Deputy Head Teacher will arrange an induction meeting for you and your child.

#### **Year 6 – Secondary School**

We support parents and carers in making decisions about the secondary school they choose for their children, and work with them to ensure the transition from KS2 to KS3 is as smooth as possible. We will;

- Arrange Secondary Transfer in Year 5 for children with an EHC Plan

- Arrange for the SENDCo of the secondary school to come into our school for a meeting with our SENDCo. They will discuss the needs of all the children who are receiving SEND support
- Where possible your child will visit their new school and in some cases staff from their new school will visit your child in our school
- Children are supported by external agencies where appropriate
- Children may have specific support and interventions focusing on independence and transition, as needed
- If your child requires a transition book with photographs and information about our school, one will be made for them
- Ensure that all records about your child are passed on as soon as possible.

#### **14. What support is in place for looked-after and previously looked-after children with SEND at Sandhurst Primary School?**

Our Deputy Head Teachers will work with our SENDCos, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND 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 SEND support plans or EHC plans are consistent and complement one another.

#### **15. What should I do if I have a complaint about my child's SEND support at Sandhurst Primary School?**

Complaints about SEND provision in our school should be made to the SENDCo or the Head Teacher in the first instance. They will then be referred to the school's complaints policy;

<https://www.sandhurstprimary.lewisham.sch.uk/wp-content/uploads/2021/07/Complaints20procedure20copy2028129.pdf>

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. For more information, follow this link;

<https://lewisham.gov.uk/myservices/socialcare/children/special-educational-needs-and-disabilities/education-and-learning/independent-advice-and-support-for-families-of-children-with-send>

## 16. How does Sandhurst Primary School involve local authority and voluntary sector services?

Sandhurst Primary School works with a range of professionals including local authority and voluntary services who play a central role in supporting school with identifying, assessing and managing the provision for children with SEND. We work closely with a range of external agencies to support children with SEND including;

- Drumbeat ASD (Autistic Spectrum Disorder) Outreach
- Speech and Language Therapy Service
- Occupational Therapy Service
- Specific Learning Difficulty Team
- Educational Psychology Team
- Community Paediatric Team
- Pre School Alliance
- Outreach Inclusion
- Lewisham Mental Health Support Team
- Physiotherapy Team
- Sensory Teachers Team
- Candlelight Bereavement Services.

## 17. What help, support and information 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.

**Lewisham SEND Local Offer:** Lewisham Council publishes information about the local offer on their website. Find out more about services, teams and partners working for children and young people with special educational needs and/or disabilities and their families.

<https://lewisham.gov.uk/myservices/socialcare/children/special-educational-needs-and-disabilities>

**Family Information Service and Family Information Directory:** Provides information on local services available to children, young people and families in Lewisham. They can assist with;

Registered childcare providers

Help towards childcare costs

Free early education.

<https://lewisham.gov.uk/myservices/children-and-families>

**Special Educational Needs:** Kaleidoscope Child Development Centre brings together specialist children's community services under one roof, including health, disability, mental health, education and social care services. This means that children can be seen by a range of professionals, including paediatricians, therapists, psychiatrists, psychologists, health visitors, social workers and nurses – all in the same building.

Kaleidoscope Child Development Centre,

32 Rushey Green

SE6 4JF

Tel: 0203 049 1475

Email: [sen@lewisham.gov.uk](mailto:sen@lewisham.gov.uk)

<https://www.lewishamandgreenwich.nhs.uk/kaleidoscope>

**ASD and Social Communication Differences Support:** Drumbeat Outreach is a team of teachers and specialist advisers offering support, advice and training to children, families and professionals in Lewisham.

Drumbeat Brockley School

Revelon Road,

London SE4 2PR

Email: [outreach.admin@drumbeat.lewisham.sch.uk](mailto:outreach.admin@drumbeat.lewisham.sch.uk)

<https://www.drumbeatasd.org/website/introduction/441482>

**Special Educational Needs and Disabilities Information Advice and Support Service (SENDIASS):** a free, confidential and impartial service, which offers accurate information, advice and support to parents and carers of children and young people with SEND.

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

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

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

## 18. 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

**Differentiation** – when teachers adapt how they teach in response to a child's needs

**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 SEND 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 SEND in the local area

**Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment

**PSHCE** – Personal, Social, Health, Citizenship and Economic education

**Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

**SENDCo** – 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 children with SEND

**Specific Learning Difficulties** – Children with Dyslexia, Dyscalculia, Dyspraxia

**Transition** – when a child moves between years, phases, schools or institutions or life stages