



SEND Information Report

Our vision is for all our children:



What kinds of Special Educational Needs can be met at our school?

If any pupil has a barrier to learning, we will make sure that we provide the appropriate opportunities for them to take part in every aspect of school life.

Barriers to learning include:

- Communication and Interaction (Speech and language difficulties or Autism Spectrum)
- General learning difficulties both moderate and severe, and including, for example, dyslexia
- Social, emotional and mental health difficulties such as ADHD or attachment disorder
- Problems with sight or hearing, or other physical disabilities
- Alternatively, your child may have a different less common disability that causes a barrier to learning.

How does the school identify and assess children with special educational needs?

It is important for us to gain information from parents/carers, other professionals and previous settings, where available about a child's needs before they join St Margaret's Lee. We regularly review progress, talk to parents/carers and children, and make observations on how your child is doing in class. These all help us to understand any difficulties your child might have. This would generally begin with informal chats with the class teacher initially, and progress to formal meetings with all adults involved in your child's learning and well-being.

How do we assess and provide for children with SEND

The class teacher is the first, most important person in making sure each pupil has the right levels of support. Careful analysis of progress leads to different approaches, supported work, and use of practical equipment where needed.

Within a smaller group:

We want all our children to learn how to be independent learners - sometimes the teacher will find a gap in learning that needs some extra support in a small group in or outside the classroom. This could be led by a member of the Senior Leadership or a Teaching Assistant.

Support from outside school

We might need to work with professionals from external agencies. We would always discuss our concerns with parents/carers first before sharing information with external agencies.



What if your child has a more complex, long term need or disability?

For a small number of children, assessment and provision may be provided through an Education, Health and Care Plan (EHCP)

- The school or the parent request that the LA considers whether there is a need to formally assess your child's needs
- Information is gathered by the LA from parents, school and any other agencies involved
- A decision is made about whether an EHCP is needed or not
- Either an EHCP is written with support and long/short term targets agreed or the support already provided by our school is sufficient to meet the needs of your child

How do we know if we are doing the best we can for your child?

- We review and track your child's progress regularly
- We talk to you and your child and listen to your views
- We take advice from professionals involved

How will we support a child with special educational needs with emotional and social development?

We want each child to make progress socially, emotionally and with their learning. We will always talk to parents and children if extra activities are needed in the short or long term. This may lead to giving some extra 1:1 or group work provided through one of the following possibilities:

- Play Therapist
- Intervention groups
- Speaking and listening group
- Speech and language group
- Pre-learning
- Personalised learning

Who are the best people to talk to in this school about my child's difficulties with learning/SEN or disability?

Parents/carers know the child best, we want you to share any information and concerns you may have with us.

Class Teacher

The first person to chat to is your child's **class teacher** as they are responsible for planning and delivering the day to day provision

SENCO

Sometimes the class teacher will want to take your concerns to the school's SENCO

The SENCO is responsible for making sure that your child's SEN needs are met, and that you are involved in supporting your child's learning and reviewing how they are doing. Contact can be made through the school office.

Headteacher

If your child has a specific learning or physical disability, and you would like your child to come to our school, the best person to talk to initially is the Head teacher. He will liaise with the SENCO to discuss how we can meet your child's needs.



How are staff supported and trained where needed to meet the needs of your child?

The SENCO supports all staff and organises individual training or support where necessary. Sometimes this may involve seeking the advice from external agencies or professionals.

How does school make sure my child with SEN can access the building and equipment?

Our school is committed to making reasonable adjustments wherever possible. This may include:

- Contacting the local authority or Diocese to see if adaptations to the building are required
- Ensuring that the right equipment is available to meet every child's needs
- Where specialist equipment is needed, contacting the Local Authority Physical Disability Support Service team to assess needs and provide advice and/or equipment.

Our **Accessibility Plan** will aim to strategically map out relevant support / adaptations when required

How will the school involve me in my child's progress, provision in school and how I might help at home?

We want parents to feel fully involved in every stage. Sharing information is vital and will be done through:

- formal contact to discuss progress including parent's evenings, additional review meetings and written school reports
- Informal chats or phone contact and an invitation to come into school if needed if something arises between formal meetings
- Sharing ideas about how you can help your child at home

Who will listen to my child and make sure their views are considered?

All children are given opportunities to talk about how they feel they are doing and what would help them most. For your child with SEN there will be opportunities to communicate with the adults involved in your child's learning.

What should I do if I have concerns about how my child is supported?

Where appropriate, the first person to speak to is the class teacher. You may need to speak to the SENCO directly. We always try to resolve any concerns as soon as they are raised.

Should it be difficult to resolve concerns, the more formal process is outlined in our Complaints Policy.

What support is available for you as a parent of a child with SEN?

We want to work as closely as possible with you and to support you where we can. Sometimes you may need signposting to other organisations or support networks outside school. The LA Local Offer Website provides links to all of these organisations across the authority.

How are parents and children with SEN supported during transition times?

We understand that careful planning is needed when children with SEN start at a new setting, move between classes or schools. We aim to make this as smooth and reassuring as possible through:

- careful planning with the next setting,
- sharing of information with parents/carers including the opportunity to meet new staff before the move
- additional visits to the new setting
- home visits prior to starting school
- transition booklets (Passports) prepared in school around your child for the next setting

What else is available for my child with SEN in this area?

There are lots of different organisations, networks, support groups and charities that offer advice, play activities, support and information. You can find what is available in this area at: www.lewisham.sendlocaloffer.org.uk.