



BELLEVILLE PRIMARY SCHOOL

SEN Information Report for Children with Special Educational Needs and/or Disabilities
(What support is available at this school for your child)
Academic Year 2024-2025

Belleville is a mainstream Primary School with a nursery provision. It is part of the Quality First Multi Academy Trust.

The information below details the provision available within the school and ways in which parents and children can access the support required for Special Educational Needs (SEN).

As a school we work within the Wandsworth and national guidance on Provision for children with SEN in mainstream schools, based on the Special Needs Code of Practice 2015, which explains the ways pupils/children/students with different additional needs are provided for within the school. We also follow our [Special Educational Needs and Disability Policy](#) and 'Accessibility' plan.

Inclusion Statement

At Belleville School, all pupils, regardless of their particular needs, are offered inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community. We may offer the following range of provision to support children with communication and interaction, cognition and learning difficulties, social, mental and health problems or sensory or physical needs.

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A: PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ AND OR DISABILITIES IN THIS SCHOOL:

Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs/Disability (SEND)? And how can I talk to them about my child if I need to?	
Person	Summary of responsibilities
<p>Class/subject teacher</p> <p>is recommended as the first point of contact if you have any concerns</p> <p><i>Contacted by: speaking to them at the beginning or end of a school day or telephoning the school to arrange an appointment.</i></p>	<p>They are responsible for:</p> <ul style="list-style-type: none"> • Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND. • Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet children's individual needs (also known as differentiation). • Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc..) and discussing amendments with the SENCO as necessary. • Setting targets for your child to achieve including for Initial support and Pupil Support Profiles, (with the support of the SENCO where necessary), and sharing and reviewing these with parents at least once each term. • Making sure all members of staff working with your child in school are aware of their individual needs and what specific adjustments need to be made, as well as supporting them to work with your child through excellent planning and communication.
<p>The Special Educational Needs Co-Ordinator (SENCO)/Head of Inclusion</p> <p><i>Contacted by asking the class teacher to arrange for them to contact you or by telephoning the school to make an appointment or beginning or end of day.</i></p>	<p>They are responsible for:</p> <ul style="list-style-type: none"> • Coordinating all the support for children with special educational needs (SEN) and or disabilities, and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school. • Ensuring that parents/carers are involved in supporting their child's learning, kept informed about the support received, involved in reviewing their progress and in planning. • Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc... • Ensuring there are excellent records of your child's progress and needs, including a register of each child receiving support. • Providing training and specialist support for teachers and support staff in the school so they are aware and confident about how to meet the needs of your child and others within our school. <p>At Belleville your named Special Needs Coordinators are Samantha Burst and Rachel Carruthers.</p>
<p>Learning Support Assistant (LSA) may be allocated to some pupils with</p>	<p>A Learning Support Assistant (LSA) may be allocated to a pupil with exceptional special educational needs and/or disabilities. They will be working closely with the class team and SENCO. (Maybe referred to as TA, Teaching Assistant)</p>

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SEN and or disabilities	
Head teachers <i>Contacted by a personal request made before school in the playground or telephoning the school for an appointment.</i>	They are responsible for: <ul style="list-style-type: none"> The day to day management of all aspects of the school, which includes the support for children with SEN and/or disabilities. S/he will give responsibility to the SENCO and class/subject teachers but is still responsible for ensuring that your child's needs are met. S/he must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.
SEND Governor <i>Contacted by writing to the SEN Governor via the school office.</i>	They are responsible for: <ul style="list-style-type: none"> Making sure that the school has an up-to-date SEND Policy and has published its local offer of provision. Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school.
Outside Professionals	Support school staff with assessments, diagnosis, provision and resources. See link below to the Glossary of Professionals who may be involved with your child's provision.

B. DIFFERENT LEVELS OF SUPPORT :

Children in school will get support that is specific to their individual needs. This may be all provided by the class teacher or may involve other staff in the school, specialist staff such as the Speech and Language Therapy Service.

What are the different types of support available for children with SEN and /or disabilities in this school?			
	Types of support provided	What would this mean for your child?	Who can get this kind of support?
Pre-Sen Initial Support and SEN Support	Class teacher input via good/outstanding classroom teaching.	<ul style="list-style-type: none"> All teaching is based on building on what your child already knows, can do and can understand. There are the highest possible expectations for your child and all pupils in their class. Different ways of teaching will ensure full involvement in learning in class, such as using more practical learning or providing different resources. Putting in place specific strategies (which may be suggested by the SENCO or staff from outside agencies) to enable children to access the learning task. See link to Wandsworth Ordinarily Available Provision https://fis.wandsworth.gov.uk/kb5/wandsworth/fsd/service.page?id=usypf7qVIVI&familychannel=2 	All children in school receive this.

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<p>Specific small group work. This group may be</p> <ul style="list-style-type: none"> • Run in the classroom or outside. • Run by a teacher or (most often) a Learning Support assistant (LSA/TA) who has received training to run these groups. <p>These are often called Intervention groups by schools</p>	<ul style="list-style-type: none"> • Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to close the gap between your child and their peers. • They will plan group sessions for your child with targets to help your child to make more progress. • A Learning Support Assistant/teacher (or outside professional (like a Speech and Language Therapist)) will run these small group sessions using the teacher's plans, or a recommended programme 	<p>Any child who has specific gaps in their understanding of a subject/area of learning. Children who have been identified by the class teacher as needing some extra support in school.</p>
<p>Specialist groups run by outside agencies e.g Speech and Language therapy OR Occupational therapy groups AND/OR Individual support</p> <ul style="list-style-type: none"> • See below for a list of possible specialist group providers and models <p>Specified Individual support for your child of more than 20 hours in school. This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/SENCO as needing a particularly high level of individual and small group which cannot be provided from the resources already delegated to the school. Usually, if your child requires this high level of support they may also need specialist support in school from a professional outside the school (see list of possible professionals below)</p>	<ul style="list-style-type: none"> • If your child has been identified as needing more specialist input instead of or in addition to good and outstanding class room teaching and intervention groups, referrals will be made to with parental consent outside agencies to advise and support the school in enabling your child to make progress. • Before referrals are made you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward. • If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better. • The specialist professional will work with your child to understand their needs and make recommendations, which may include: <ul style="list-style-type: none"> ○ Making changes to the way your child is supported in class e.g some individual support or changing some aspects of teaching to support them better ○ Support to set targets which will include their specific professional expertise ○ Your child's involvement in a group run by school staff under the guidance of the outside professional e.g a social skills group or sensory circuit ○ A group or individual work with outside professional • The school may suggest that your child also needs some agreed individual support or group support in school. They will tell you how the support will be used and what strategies will be put in place. 	<p>Children with specific barriers to learning that cannot be overcome through whole class good/outstanding teaching and intervention groups.</p>

Education Health Care Plans (EHCPs) entitle the young person to access provision and support stated within their specific EHCP document

These are drafted very carefully in a process which involves the young person, their family, and all the professionals involved.

Support for children with EHCPs can involve each of the types and levels of support listed on the previous page.

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more details about this in the Local Authority (LA) based Local Offer, on the Wandsworth Family Information Service web site:
<https://fis.wandsworth.gov.uk/kb5/wandsworth/fsd/home.page>
- After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support at the previous level.
- After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more support than just the above, they will issue an EHC Plan. If this is not the case, they will ask the school to continue with the support at the previous level and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The EHC Plan will outline the amount of additional funding for support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.
- The teacher will have the highest possible expectations for your child and all pupils in their class and continue to be their main teacher..
- All teaching is based on building on what your child already knows can do and can understand. This information is gained from very detailed information, obtained from observations and detailed assessments.
- The teacher will put in place different ways of teaching and specific strategies (some of which will have been suggested by outside agencies) to enable your child to access the learning task and ensure your child is fully involved in learning in class. This will involve things like using more practical learning or providing different resources adapted for your child.
- Annual Reviews will be held, including outside agencies, which will consider the progress your child has made and identify new targets and provisions as needed.

Children whose learning needs are:

- Severe, complex and lifelong
- Need more than 20 hours of support in school

C. EXAMPLES OF PROVISION AND SUPPORT AVAILABLE:

Below is a list of some of the provision which may be used at Belleville to support pupils. This provision changes and adapts to meet the needs of children on a regular basis. You can ask more questions about each of these provisions if you would like.

Provision /Resources		Possible Staff involved
Cognition and Learning		
Literacy provisions		
Focused literacy support (in class)		TA/teacher
Literacy support group (withdrawn)		SENCO/teacher
Additional phonics		TA/teacher
Additional Reading		TA/teacher /buddy reading
Editing Group		TA/Teacher
Rapid Read		TA
Fluency Reading		TA
Catch Up Reading		TA
Reading Eggs		TA/Independent
Rapid Write		TA/SENCO
Spelling group		TA/SENCO
Handwriting group		TA/teacher
Letters and Sounds (LSS)-Phonics		TA/teacher/SENCO
Toe by Toe		TA
5-Minute Box		TA
Coloured overlay		Senco/teacher/LST
Pre-Vocabulary Learning		TA
Electronic Dictionary		Teacher/SENCO
Wordshark		TA/Independent
Touch Typing		TA/Independent
Numeracy Provisions		
Focused numeracy support (in class)		TA/teacher

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Numeracy Support Group (withdrawn)		SENCO/teacher
Number Sense		TA/Teacher
Doodle Maths		TA/Independent
Number Box		TA
Other cognitive Provisions		
Educational Psychologist referral/assessment		Senco/Educational psychologist
Multi-media options for recording, e.g. laptop/ipad/dictaphone		Teacher/Senco
Communication and Interaction		
Individual Speech and Language support		S&L therapist
S&L group work		S&L therapist/TA
Pre-Vocabulary Learning		TA
Social communication skills group		TA/SENCO/ WAAS
Teach Talk		TA/S&L therapist
Word Aware		TA/ S&L therapist
Explore and Talk		TA / S&L therapist
Individual S&L target work		TA + S&L therapist.
Clicker		TA/Senco
Wandsworth Autism Advisory Service		WAAS Advisor
EYC referral/support		EYC representative/Senco/teacher
Paediatric assessment referral		Senco/Paediatric Nurse
Colourful Semantics		TA/ S&L therapist
Year 6 Transition Group		TA/ SENCO/ WAAS/ S&L therapist
Social Mental and Emotional Health		
Social communication		TA/SENCO/WAAS

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skills group		
Social Skills Group		TA/ SENCO
BLSS support		Victoria Drive PRU
Therapeutic Support		Play Therapist/Drama Therapist
Lego Therapy Group		TA/SENCo
Art and Draw		Teacher/ TA
Talk Time		TA/ SENCO
Sports Mentoring		BM Active
Playground Support		TA
Lunch Time quiet activity support		TA /Senco
Bereavement Support		SENCO
Additional secondary transition support		Senco/Teacher/Secondary Senco
Cognitive Behavioural Therapy		Educational psychologist
Access CAMHS		Clinical psychologist-CAMHS
Paediatric assessment referral		Senco/Paediatric Nurse
Reward charts/behaviour plans		Class teacher/TA/Senco/parents/ Deputy Head Teachers
Movie Time		TA/ S&L therapist/ SENCO
Physical and Sensory		
Fine OT group		TA/Independent
Gross OT Group		TA
Write from the Start program		TA/ independent
Sensory Circuits		TA/Independent
Wobble cushion		Teacher/Senco
Sloping desk		Teacher/Senco
Fidget resources		Teacher/Senco
Pencil grip		Teacher/Senco
Wandsworth Occupational Therapy Service		OT/ Physio

Wandsworth Hearing Impaired Service		Hearing Impaired therapist
Foot rests		OT/ SENCO
Thera bands		OT/ SENCO
Health		
School Nurse		Parent/Senco/School Nurse
Social Care		
MASH		DSL/DMS

D. PROCESSES IN PLACE TO IDENTIFY SEN AND NECESSARY PROVISION TO SUPPORT PROGRESS:

The processes in place can be seen in [Appendix 1](#), which outlines the **SEN Support Identification Process**

Regular assessment and tracking of all pupils at pupil progress meeting will identify when children are making less than expected progress despite a high standard of teaching in the classroom; or concerns may be raised by the school regarding a child's emotional well-being or behaviour. Equally, a Parent/Carer or other Professional may raise a concern about a child.

In either of these events, adaptations and provisions may be implemented with or without discussion with the parents within the normal differentiation and Quality First Education (Q1E) provision by the class teacher. If after a short period these initial interventions have a good impact, the child will return to usual tracking. However, if there is not sufficient progress, another cycle can be repeated and then the child's class teacher will complete an **Initial Support record** ([Appendix 2](#)), will meet with the child, their parent/carer and any other adults who work with the child, and will record agreed actions.

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This will take place before Special Educational Needs have been confirmed, in order to identify whether additional support as agreed can give a child a 'boost' over a particular barrier or area of difficulty. **In the event that a child already has identified SEN, this part of the process will not take place.**

The child's class teacher, with the support of the SENCO as necessary, will take a lead on setting outcomes and plans adaptations to teaching that will support the child and 'extra support and other rigorous interventions' targeted at areas of weakness.

The Senco will advise/support the class teacher to ensure pupil is receiving quality first teaching appropriate to their needs, for example: differentiation, targeted feedback, use of in-class support. Adaptations to teaching might include targeting a small group for focused teacher or use of a particular resource. Class/subject teacher led interventions involving working outside the classroom can be included at this stage. Provision such as this will be agreed with the parent at

the [Initial Support](#) Meeting, with desired outcomes agreed and noted for the record. Progress towards these desired outcomes will be measured.

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After a set period progress against these outcomes will then be reviewed. If, following additional provision of no more than two cycles, the child continues to make less than expected progress towards these outcomes, the class teacher, working with the SENCO and other suitable professionals, will carry out further assessment to provide a clear analysis of the pupil's needs. It will be agreed, based on this assessment and discussion, whether the child has a learning difficulty which requires SEN provision or whether other causal factors (such as attendance) may be impacting on progress.

If the child is agreed to have a learning difficulty, or SEN as defined in the Code of Practice ([See Appendix 1](#)), then the child will be recorded as having Special Educational Needs, their parent/carer will be informed, and cycles of support for SEN will be begun and recorded on the **Pupil Support Profile** ([Appendix 3](#))

Team Around the Child (TAC) meetings may be held as part of this process, in which the child (where agreed appropriate) and all the adults involved in the child's wellbeing and progress will discuss progress and next steps. Other meetings may be held just between the school and parents/carers in more informal circumstances or where preferred by parents/carers. Targets will be reviewed with parents termly.

E. FREQUENTLY ASKED QUESTIONS

How does the school know if children need extra help?

We know when pupils need help if:

- Concerns are raised by parents/carers, teachers or the children themselves
- Limited progress is being made; this will be clear because progress is carefully monitored and meetings are held every term between the class team and senior staff members in school
- There is a change in the pupil's behaviour or progress

Pupils are identified as needing extra help through a process called 'SEN Identification Support Process' ([Appendix 1](#)). Please see section D: Processes in place to identify SEN and necessary provision to support progress (above)

How can I let the school know I am concerned about my child's progress in school?

- If you have any concerns we recommend you speak to your child's class teacher initially, and as soon as possible.
- If further action is required, you are welcome to speak to the SENCO or Headteacher and this will be arranged for you.

How will the school let me know if they have any concerns about my child's learning in school?

- When concern has been raised about a child's progress, and targeted teaching has not met the child's needs, the teacher will raise this with the SENCO.
- The teacher will discuss your child's progress with you at the termly parents' evenings and tell you about any additional support being given.
- If your child has been identified as not making progress your child's class teacher will complete an [Initial Support record](#) ([Appendix 2](#)), will meet with them, you and any other adults who work with your child, and will record agreed actions or conclusions from support and assessments.
- Support provision and/or groups may take place for a short period or over a longer period of time. (However, please note that all children learn regularly in small groups in class (sometimes with learning support assistants) in order to support their progress in learning)
- If your child is still not making expected progress the school will discuss with you
 - Any concerns you may have

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- o Discuss with you any further interventions or referrals to outside professionals to support your child's learning
- o Discuss how we could work together, to support your child at home/school.

How will we support your child with identified special needs starting at school?

- We will first invite you to visit the school with your child to have a look around and speak to staff
- If other professionals are involved, a team around the Child (TAC) meeting will be held to discuss your child's needs, share strategies used, and ensure provision is put in place before your child starts
- We may suggest adaptations to the settling in period to help your child to settle more easily but these will be agreed with you at the TAC meeting
- If they have not already visited, your child will be invited into school in advance of starting to meet the staff they will be working with and their peer group.
- The class teacher will arrange an early meeting with you to review your child's learning, following the settling in period.
- The staff will then hold regular meetings in school to monitor the progress of your child and invite you into school at least once a term to review this with you.

How is extra support allocated to children and who decides?

- The school budget, received from Wandsworth LA, includes money for supporting children with SEN.
- The Head Teacher decides on the budget for Special Educational Needs in consultation with the SENCO/Head of Inclusion and the school Governors, on the basis of the needs of the children currently in the school.
- The Head Teacher and the SENCO discuss all the information they have about SEN in the school, including
 - o Children receiving extra support already
 - o Children needing extra support
 - o Children who have been identified as not making as much progress as would be expected.
- All resources/training and support are reviewed regularly and changes made as needed.
- Class teachers will discuss requests for additional support for children with the SENCO and/or at termly meetings with the senior staff members.
- Support may be given in a variety of ways and is sometimes designed to encourage the child to develop the skills of independent learning and build confidence as well as supporting their maximum progress.

What can I do if I have concerns about the school's support of my child or their progress?

- Regular meetings will be held to discuss your child's progress and provision. These meetings provide the perfect opportunity for you to share concerns and to ask any questions you have about your child's progress or provision.
- If there is no meeting scheduled, you have discussed provision and support with your child's class teacher and you continue to have concerns, you can ask for a further meeting with the SENCO and/or Head Teacher.
- Any additional concerns can be directed to the school's SEN Governor. Please see also the Trust's complaints procedure, linked here: <https://ale.co.uk/data/dynamic/spaw/documents/Q1E%20Concerns%20and%20Complaints%20Policy%202018-2021.pdf>
- If you continue to have a concern/complaint after following this process, you can register this with the DfE (details attached here: <https://www.gov.uk/complain-about-school>)

How will the curriculum be matched to my child's needs?

- When a pupil has been identified with Special Needs, their work will be differentiated by the class teacher to enable them to access the curriculum more easily
- Teaching assistants may be allocated to work with the pupil in a one-to-one or small focus group to target more specific needs.
- If a child has been identified as having a special educational need, they will be planned for specifically.
- Targets will be set according to the child's area of need. These will be monitored by the class teacher weekly and by the SENCO on a termly basis. Targets will be discussed with parents/carers at parents' evenings and a copy provided

- Specialist equipment may be given to the pupil, such as writing slopes, concentration cushions, learning support resources.

How will I know how my child is doing?

- You will be able to discuss your child's progress at Parents' Evenings
- Your class teacher will be available at the start and end of each day if you have any brief questions about your child's progress
- Appointments can be requested via the school office to speak in more detail to the class teacher/SENCO.

How will you help me to support my child's learning?

- The class teacher can suggest ways of how you can support your child
- The SENCO, or Head Teacher may meet with you to discuss how to support your child with strategies to use if you are having difficulties with your child's behaviour or emotional needs
- If specialist agencies are involved, suggestions and programmes of study are often given to parents to use at home

How are the adults in school helped to work with children with an SEND and what training do they have?

- The SENCO's job is to support the class teacher in planning for children with SEN.
- The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD, dyslexia etc.
- Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with a SEND.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g from the ASD Outreach service, LSS and Sensory service or medical /health training to support staff in implementing care plans.
- Individual training for an identified staff member linked with the needs of a child with special educational needs and/or disabilities or identified through the performance management process.
- Specialist training for staff in the designated special provision, including a post graduate qualification in many cases. Training takes place on a regular basis. If you would like to hear about the training which is currently taking place or has taken place by the staff members in the school, please speak to the Headteacher or SENCo

Who are the other people providing services to children with SEN in this school?

A. Directly funded by the school	<ul style="list-style-type: none"> • Educational Psychology Service • 1:1 or small group teachers or tutors • Support resources, eg fidget resources, learning support resources etc • Play Therapists (some school funded and some externally funded dependent on child and therapist))
B. Paid for centrally by the Local Authority but delivered in school	<ul style="list-style-type: none"> • Autism Outreach Service-WAAS • Sensory Service for children with visual or hearing needs • Speech and Language Therapy (provided by Health but paid for by the Local Authority). • Occupational Therapy • Physiotherapy • Professional training for school staff to deliver medical interventions • BLSS/Victoria Drive • Wandsworth Thrive (Parent Support) Service (to support families through the SEN processes and procedures). • Drama Therapy • Play Therapy (dependent on child and therapist)
C. Provided and paid for by the Health Service (St George's NHS Trust) but delivered in school	<ul style="list-style-type: none"> • School Nurse

D. Voluntary agencies	<ul style="list-style-type: none"> • National Autistic Society • MENCAP • NSPCC
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<p>How will the teaching be adapted for my child with learning needs (SEN/ and or disabilities)</p> <ul style="list-style-type: none"> • Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adapted to enable your child to access their learning as independently as possible. • Specially trained support staff can implement the teachers modified/adapted planning to support the needs of your child where necessary. • Specific resources and strategies will be used to support your child individually and in groups. • Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs and increase your child's access to what is on offer.
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<p>How have we made this school physically accessible to children with SEND?</p> <ul style="list-style-type: none"> • Most of the Meteor site is accessible to children with physical disability as it is on one level. The Webbs road site has bannisters on the stairs and additional support can be assessed as needed. • Class allocations can be adapted to ensure rooms are accessible for children with disabilities • We ensure that equipment used is accessible to all children regardless of their needs. • The school has staff trained to suit children with a range of needs. • The specialised provisions provide space for the identified needs for children with these difficulties e.g. workstations for children with ASD. • The staff working in the specialised provision are highly trained in these areas.
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<p>How will we measure the progress of your child in school? And how will I know about this?</p> <ul style="list-style-type: none"> • Your child's progress is continually monitored by his/her class teacher. • His/her progress is reviewed formally every term by the class teacher and an assessment within a band is given in reading, writing, numeracy as well as progress in other areas, as appropriate, such as attendance, engagement in learning and behaviour. • If your child is in Year 1 and above, but is not yet working within the age expected range a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'pre-key stage standards' or for those with emerging developmental needs, not yet accessing specific curricular subjects, The Engagement Scale is used. • At the end of year 6 all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally. • Children at SEND Support and EHCP will have a Pupil Support Profile which will be reviewed with your involvement, every term and the plan for the next term made. • The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education. • The SENCO will also check that your child is making good progress within any individual learning and in any group that they take part in. • A range of ways will be used to keep you informed, which may include: <ul style="list-style-type: none"> ○ Home/school contact book ○ Letters/certificates sent home ○ Additional meetings as required ○ Annual Reviews ○ End of Year Reports

<p>What support do we have for you as a parent of child with an SEN/and or disabilities?</p> <ul style="list-style-type: none"> • We would like you to talk to your child's class teacher regularly so we know what they are doing at home and we can tell you about what we are doing in school. This is to ensure that we are doing similar things to support them both at home and school and can share what is working in both places. • The class teacher, SENCO, Deputy Head Teachers and Head teachers are available to meet with you to discuss your child's progress or any concerns/worries you may have. • All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. The SENCO will also arrange to meet with you to discuss any new
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assessments and ideas suggested by outside agencies for your child.

- Provision Maps will be reviewed with your involvement each term.
- Home Learning will be adjusted as needed to your child's individual needs
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

In addition:

- We regularly hold workshops and coffee mornings for parents of all children in the school, for example in relation to reading, phonics, maths and additional support. We will be happy to discuss any necessary adaptations for your child.
- The Pupil Support Profile can include ideas for how you can support your child at home, following discussion with you.
- The external professionals involved with your child will be happy to meet with you on request.
- We will be happy to consider any ideas in order to support your child.

If you child is undergoing statutory assessment you will also be supported by the Children's Services SEN Team. They will ensure that you fully understand the process.

How will we support your child when they are leaving this school? OR moving on to another class?

We recognise that 'moving on' can be difficult for a child with SEN/and or disabilities and take steps to ensure that any transition is as smooth as possible.

- If your child is moving to another school:
 - We will contact the new school's SENCO and ensure s/he knows about any special arrangements or support that need to be made for your child.
 - We will make sure that all records about your child are passed on as soon as possible.
- When moving classes in school:
 - Information will be passed on to the new class teacher IN ADVANCE and in all cases, a planning meeting will take place with the new teacher. All Pupil Support profiles/passports will be shared with the new teacher.
 - If your child would be helped by a book to support them understand moving on then it will be made for them.
- In Year 6
 - The SENCO may attend the Primary Transition Day to discuss the specific needs of your child with the SENCO of their secondary school, and the specialist session for students with an ASD, as appropriate.
 - Your child may attend a small group in school, to support their understanding of the changes ahead. This may include creating a 'Personal Passport' which includes information about themselves for their new school.
 - Where possible your child will visit their new school and in most cases staff from the new school will visit your child in this school.

F. GLOSSARY OF FREQUENTLY USED SEN TERMS AND LISTS OF PROFESSIONALS

GLOSSARY OF TERMS	
SEN/D	Special Educational Needs and/ Disabilities
SEN Code of Practice	The legal document that sets out the requirements for SEN
EHCP	Education, Health, Care Plan
SEN Support	Special educational needs support stage of SEN register
SALT	Speech and Language Therapist
CAMHS	Child & Adolescent Mental Health Service
EP	Educational Psychologist
SENCO	Special Educational Needs Coordinator
ASD	Autistic Spectrum Disorder
AD(H)D	Attention Deficit (and Hyperactivity) Disorder
TAC	Team Around the Child Meeting
TAF	Team Around the Family Meeting
ENP	Emerging Needs Pathway

GLOSSARY OF PROFESSIONALS	
<ul style="list-style-type: none"> Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need) Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational therapy service, Physiotherapy and/or CAMHS 	
Wandsworth Autism Advice Service (WAAS)	ASD/social communication outreach advice, support with provision, resources and assessments.
Wandsworth Hearing Impaired Service	Support for students with hearing impairments
Wandsworth Sensory Service	Support for children with hearing/visual impairments
Wandsworth Speech and Language Therapy Service	Support and assessments and resources for children with communication and interaction difficulties and training for staff-in school or clinic based.
Wandsworth Occupational Therapy Service	Support and assessments and resources for children with physical difficulties, fine motor and gross motor and dyspraxic tendencies. Assessments will be done in the clinic and advice/strategies provided to the school and parents.
CAMHS (Child and Adult Mental Health Service) via Access	Assessments and support for children with mental or emotional or behavioural difficulties. Different teams for those with additional special needs.
Wandsworth Physiotherapy Service	Support and assessments and resources for children with physical difficulties, fine motor and gross motor and dyspraxic tendencies. Assessments will be done in the clinic and advice/strategies provided to the school and parents.
Emerging Needs Pathway	Coordinated service of speech therapist, occupational therapists, ASD specialists, Education psychologists, paediatricians, audiologists which brings together assessments from the various agencies in order to assess for ASD.
St Georges Paediatric Service	Assessments for ASD/Social communication and ADHD difficulties.

Schools and Community Psychology Service- Educational psychologist or trainee Educational psychologist	Assessments and advice for teachers and parents, some individual work with children eg therapeutic play, CBT, EP services can be found on the Traded Services Website http://info.wandsworth.gov.uk/Schools/Traded-Services/Products/Service-Groups/Schools-and-Community-Psychology
Behaviour Learning Support Service (BLSS)- Victoria Drive Pru	Assessments, support and advice for children with social and emotional difficulties. Within school mentor service or at the pru in small groups working. Can also provide systemic family therapy and clinical assessments through the CAMHS provision within the service.
Young Carers	Support for children with ill or disabled parents or siblings including afterschool activities and holiday activities.
School Nursing Service	Drop-in/appointments/workshops, assessments, weight/height measurements, child or family support, advice e.g on sleep, bedwetting, eating/diet, monitoring of CLA or children under children's services or where there are safeguarding concerns.
Wandsworth Family Information Service	Advice for parents on provisions, resources, groups, contacts etc linked to the SEN Information Report.
SEND Parent Carers in Wandsworth	Advice and support for parents with paperwork, legalities, disputes, school visits, signposting etc.
Wandsworth Bereavement service	Support for families and children with terminally ill parents or siblings and through bereavement.
Momentum	Support for children with cancer and life long illnesses.
Triple P/Strengthening Families	Parenting courses and support and advice on managing challenging behaviour at home for children with ASD, ADHD, emotional, mental and social difficulties.
Wandsworth Special Needs Assessment Section (SNAS)	Case managers and advisors for children with or going through the process of attaining a statement or EHC Plan.

Appendix 1

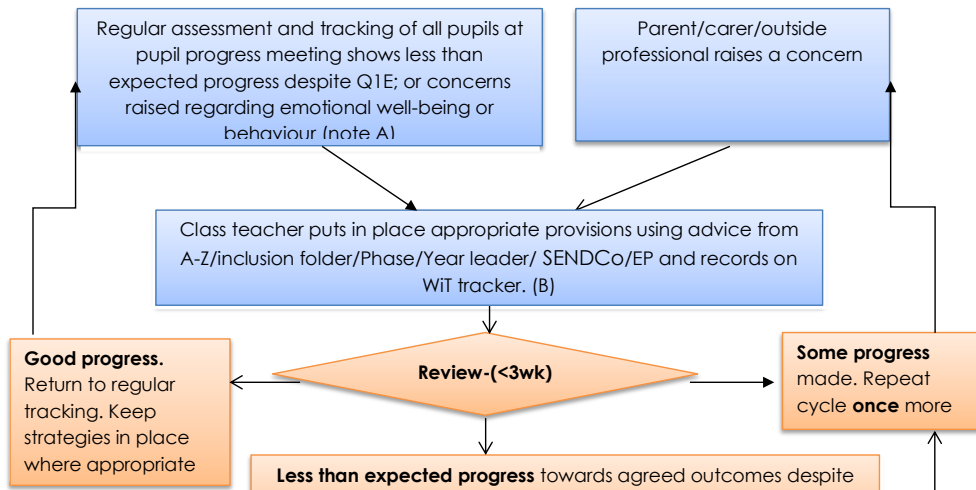
SEND Identification Process



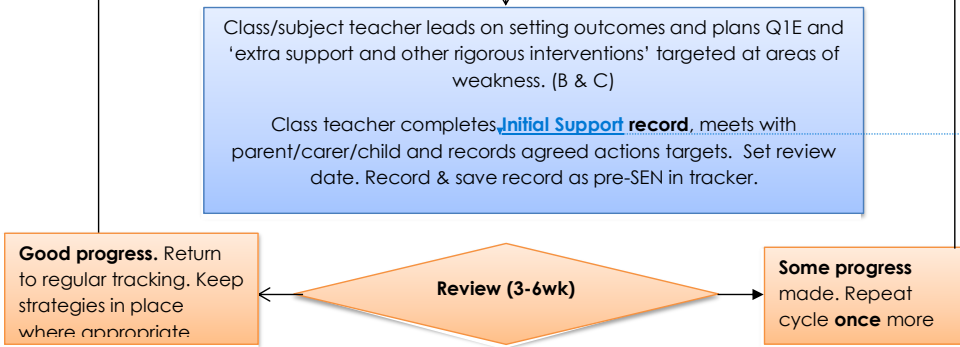
Quality First Education Trust

SEND Identification Process

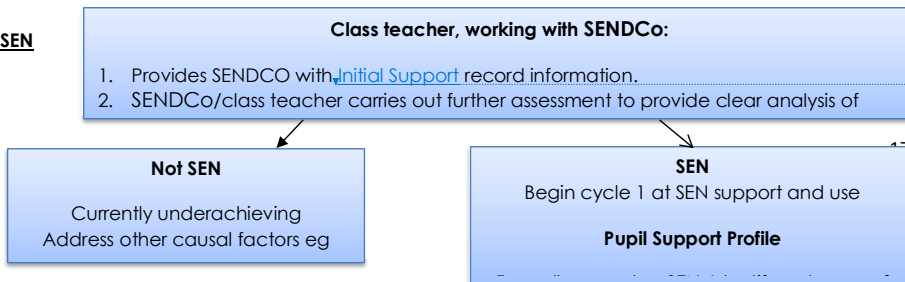
Step 1 – Whatever It Takes



Step 2 - Pre SEN Support



Step 3 - SEN Support



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Deleted: initial concerns

Appendix 2

Quality First Education Trust Initial Support Form				
Name of child:		Class:	Age:	<div style="border: 1px solid black; width: 50px; height: 20px; background-color: #4a7ebb; color: white; padding: 2px; margin: 0 auto;">School logo</div>
Date:		Name of teacher:		
Current Band-	Reading:	Writing:	Maths:	Mobile Y/N (+DoA):
EAL (+ stage)	PP	CLA		Attendance:
Concerns: Highlight and comment as required				
Cognition & Learning: (Below ARE, literacy/maths, gen.learning difficulties)			Communication & Interaction: (social communications, Speech & Language)	
Social, Emotional, Mental Health: (anxiety, attachment, friendships, behavioural, etc)			Sensory/Physical: (hearing, vision, motor skills, etc)	
Have you spoken to parents? Y N When & How:				
Parent Views:				
What Q1T support has already been provided to address the child's needs and how effective has this been?				
Provision/Support			Impact	
What are the desired outcomes for the pupil's progress for this next period of intervention?				
1.				
2.				
New Provision: Targeted QFT/Interventions:				
1.				
2.				
Review date (<6wks):			Present:	
Progress towards outcomes:				
1.				
2.				
Review decision:				
Return to school monitoring: Y / N				
or Stay on Initial Support and further class teacher led intervention: Y / N				
or Consider SEN support via Step 3 Y / N				

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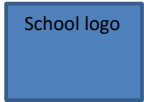
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Appendix 3

Example Pupil Support Profile



Pupil Support Profile









ME:

Name: _____ Class: _____ Date: _____

Stage	Communication and Interaction		Cognition and Learning				Social, mental and Emotional Health			Sensory & Physical			
SEN Support	SLCN		Lit	Num	Gen		S	M	E	PD	VI	MSI	HI
EHCP/S	SLCN	ASD	SpLD	MLD	SLD	PMLD	S	M	E	PD	VI	MSI	HI

<p><u>What I am good at....</u></p>	<p><u>How I like to be supported...</u></p>
<p><u>My aims and targets...</u></p>	<p><u>What makes me happy...</u></p>

Date:				
Targets	Support	Outcomes review		
		Teacher	Child	Parents
			<input type="radio"/> <input type="radio"/> <input type="radio"/>	
			<input type="radio"/> <input type="radio"/> <input type="radio"/>	

			<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Additional Provision:				
Date:				
 Targets	 Support	Outcomes review		
		Teacher	Child	Parent
			<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
			<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
			<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Additional Provision:				
Date:				
 Targets	 Support	Outcomes review		
		Teacher	Child	Parent
			<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
			<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
			<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Additional Provision:				
Date: <i>(following academic year)</i>				
 Targets	 Support	Outcomes review		
		Teacher	Child	Parent
			<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

			<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
			<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

Additional Provision: