

## WALNUT TREE WALK PRIMARY SCHOOL

### Special Educational Needs and Disability (SEND) Information Report for Children with SEND September 2023

All Lambeth maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s and or Disabilities being met in a mainstream setting wherever possible and where families want this to happen.

The school will meet the needs of children with the following SEND:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory /physical

The information below details the offer within **the school and ways in which parents, children and young people may access the support required.**

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

School based information	People	Summary of responsibilities
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?		
<p><b>Class/subject teacher</b> (s/he is recommended as the first point of contact if you have any concerns).</p>	<p><b>S/he is responsible for:</b></p> <ul style="list-style-type: none"> <li>• Making sure that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child’s individual needs (also known as personalisation or differentiation).</li> <li>• 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.</li> <li>• Assessing children using the appropriate assessment tool, which may include the school’s Early Years Curriculum, National Curriculum, Pre-Key Stage Levels or the Engagement Model.</li> <li>• Setting personal targets for children, and sharing and reviewing these (either in person or through the</li> </ul>	

**The Special Educational  
Needs Co-Ordinator  
(SENCO):**

**Catherine Thompson**

SENCO) with parents at least once each term and planning for the next term.

- Making sure that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- Making sure that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Making sure that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

**Contacted by:** *speaking to them at the end of a school day to arrange an appointment or telephoning the school.*

**She is responsible for:**

- Coordinating all the support for children with Special Educational Needs and or Disabilities (SEND), and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Making sure that you are:
  - Fully involved in supporting your child's learning
  - Kept informed about the support your child is receiving
  - Fully Involved in reviewing how they are progressing
  - Fully involved planning your child's support.
- 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.
- Updating the school's SEND record of need, (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEND in the school) to achieve their potential.
- Supporting your child's class teacher to set targets for your child to achieve.
- Preparing an Education, Health and Care Plan where needed.
- Organising training for staff so they are aware and confident about how to meet the needs of your child and

<p><b>Assistant Headteacher for EYFS and Inclusion.</b></p> <p><b>Connor Brown</b></p>	<p>others within our school.</p> <p><b>Contacted by:</b> <i>asking the class teacher to arrange for them to contact you, or by telephoning the school to make an appointment.</i></p> <p><b>He is responsible for:</b></p> <ul style="list-style-type: none"> <li>• Ensuring all children in the EYFS receive a positive, consistent and high-quality learning experience in the classroom.</li> <li>• Working with class teachers to ensure all children with Special Educational Needs and or Disabilities (SEND) receive appropriate and timely support.</li> <li>• Planning and implementing intervention work (both small group and 1:1) so that all children achieve to their potential.</li> <li>• Assisting the SENCO in creating support plans and targets for children who require significant additional support and reviewing these termly with parents/carers.</li> <li>• Preparing an Education, Health and Care Plan where this is needed by the end of a child's time in the EYFS.</li> <li>• Liaising with the SENCO to ensure high quality provision is provided by external specialists and agencies.</li> <li>• Working with other schools and nurseries to develop good and consistent communication regarding children with SEND.</li> <li>• Supporting the SENCO when families are considering specialist provision for their children.</li> <li>• Developing new partnerships with outside agencies, such as the Mental Health Support Team.</li> </ul> <p><b>Contacted by:</b> <i>personal request in the playground, asking the class teacher to arrange for them to contact you, or by telephoning the school to make an appointment.</i></p>
<p><b>Learning Support Assistant (LSA) may be allocated to some pupils with SEN and or disabilities, or may be specialist in a particular type of support or</b></p>	<p>A Learning Support Assistant (LSA) may be allocated to work with a pupil with special educational needs and/or disabilities, or may provide specialist support in a particular area, for example literacy, maths or communication. Whilst they take a very valuable role in your child's education we would prefer that questions regarding your child's learning and progress are directed to the staff members named above. The class teacher, SENCO and Assistant Headteacher are fully involved in any support offered and make the decisions, in conjunction with the parents, on the type of support and interventions.</p> <p>A child may receive support from a number of adults, and a conversation with the class teacher or SENCO will</p>

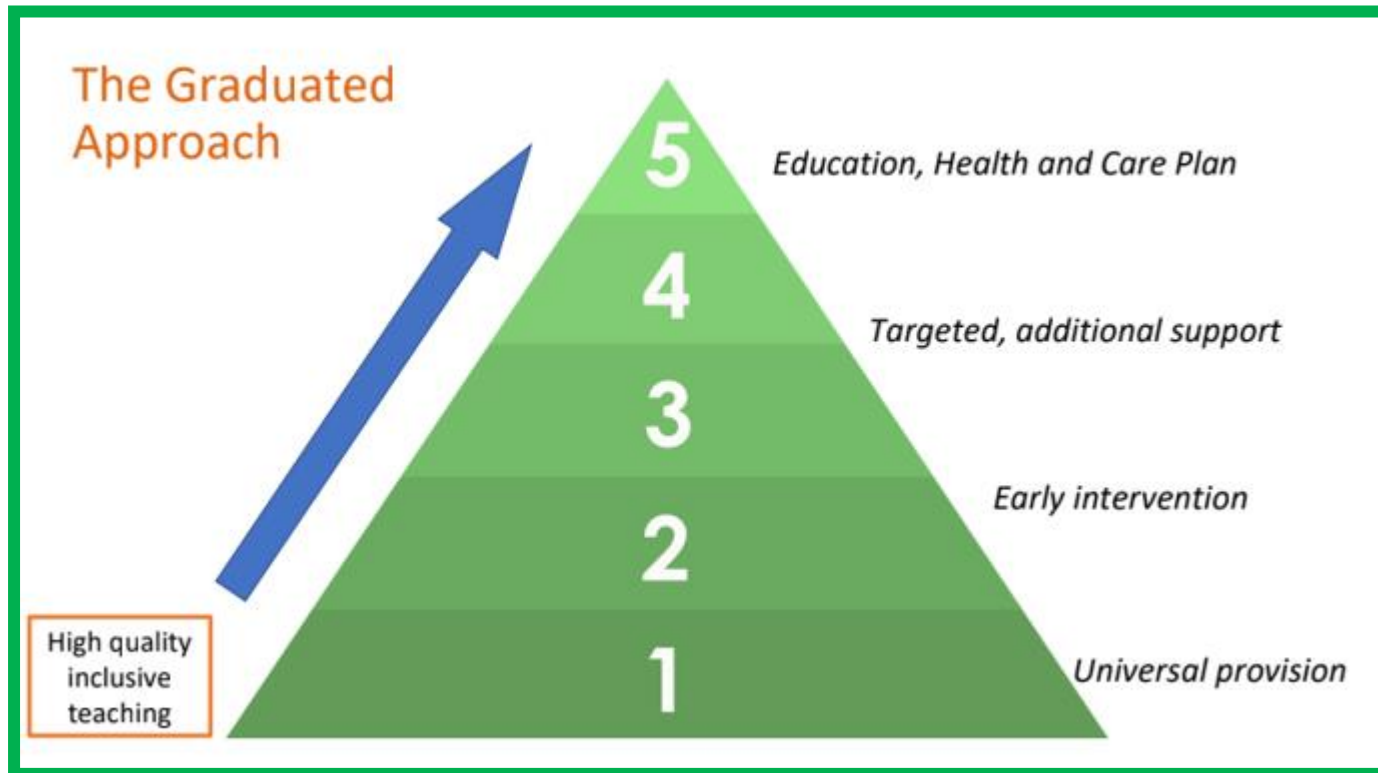
<p><b>intervention.</b></p> <p><b>Headteacher</b></p> <p><b>Andrew Chaplin</b></p>	<p>give you a fuller picture than may be obtained from a single supporting adult. Of course, as a school we welcome regular dialogue between parents and all staff on how a child's day has been and we do actively encourage this continued feedback.</p> <p><b>He is responsible for:</b></p> <ul style="list-style-type: none"> <li>• The day-to-day management of all aspects of the school, including the support for children with SEND. He delegates responsibility to the SENCO, Assistant Headteacher and class/subject teachers but is still responsible for ensuring that your child's needs are met and that they make the best possible progress.</li> <li>• He must make sure that the Governing Body is kept up to date about all issues in the school relating to SEND.</li> </ul> <p><i><b>Contacted by:</b> a personal request made before school in the playground or telephoning the school for an appointment.</i></p>
<p><b>SEND Governor</b></p> <p><b>Anna Semmens</b></p>	<p><b>She is responsible for:</b></p> <ul style="list-style-type: none"> <li>• Making sure that the school has an up to date SEND Policy</li> <li>• Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school</li> <li>• Making sure that the school's SEN funding is appropriately spent.</li> <li>• Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities.</li> <li>• 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.</li> </ul> <p><i><b>Contacted by:</b> writing to the SEN Governor via the school office.</i></p>

**B. HOW COULD MY CHILD GET HELP IN SCHOOL? :**

**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:**

- Staff who will visit the school from the Local Authority central services such as the ASD Outreach Team or Sensory Services (for students with a hearing or visual need)
- Staff who visit from outside agencies such as the Speech and Language Therapy (SALT) Service.

We follow the graduated response:



Stages of support	What would this mean for your child?	Who can get this kind of support?
<b>What are the different types of support available for all children, children with SEN and /or disabilities in this school?</b>		
<b>Stage 1</b>  Universal provision	<ul style="list-style-type: none"> <li>• The teacher will have the highest possible expectations for your child and all pupils in their class.</li> <li>• All teaching is based on building on what your child already knows, can do and can understand.</li> <li>• Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child.</li> <li>• Putting in place specific strategies (which may be suggested by the SENCO or staff from outside agencies) to enable your child to access the learning task. This may include occasional Support from a Learning Assistant to help with a particular difficulty.</li> </ul>	All children in school receive this.
<b>Stage 2</b>  Early Intervention	<ul style="list-style-type: none"> <li>• 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.</li> <li>• This may be run inside or outside the classroom, and by a member of staff who is not the regular class teacher.</li> <li>• Interventions of this nature are time limited and have a clearly defined goal which, if met, means the child should not need continued support in that particular area.</li> </ul>	Any child who would benefit from additional teaching on a particular topic.
<b>Stage 3</b>  Targeted Support	<ul style="list-style-type: none"> <li>• You will be immediately informed by meeting with the Assistant Headteacher or the SENCO and together discuss whether an SEN support plan will be created to provide appropriate support to your child. This will take full account of the</li> </ul>	Any child who requires sustained intervention.

<p><b>Stage 4</b></p> <p>Intensive, Targeted Support</p>	<p>parents views and ideas on the best way for their child to make progress. If parents agree that this is necessary, you will meet y</p> <ul style="list-style-type: none"> <li>• The class teacher will plan with you and the SENCO interventions to support your child’s learning. These interventions will have clear targets to help your child make more progress.</li> <li>• Interventions may include continued small group work or individual sessions on a specific theme.</li> <li>• Where small group sessions are put in place they will be run by a Learning Support Assistant/teacher or an outside professional (like a Speech and Language Therapist)) using a recognised programme.</li> <li>• Where specialist professionals work with your child to understand their needs and make recommendations, these may include: <ul style="list-style-type: none"> <li>○ 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</li> <li>○ Support to set targets which will include their specific professional expertise</li> <li>○ Your child’s involvement in a group run by school staff under the guidance of the outside professional e.g Speech and Language Support.</li> <li>○ A group or individual work in school run by an outside professional.</li> </ul> </li> <li>• You will always be involved in decisions about how the support will be used and what strategies that will be put in place. You will be provided with the contact details for any agencies or services outside the school who are or will work with your child.</li> </ul> <ul style="list-style-type: none"> <li>• At this stage, children will be provided with an SEN support plan. All of the steps in Stage 3 still apply. This stage is more likely to involve multi-professional support which includes continued direct work with the MHST, SALT, EP, Wellbeing Mentor or Drama Therapist.</li> </ul>	<p>Any child who is identified as having a specific area of need in one of the 4 areas of the SEN code of practice:</p> <ul style="list-style-type: none"> <li>•Communication and interaction (e.g. Speech and Language Needs, ASD)</li> </ul>
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<p><b>Stage 5</b> Education, Health and Care Plan.</p> <p>This means your child will have been identified by the class teacher/SENCO as needing a particularly higher level of individual and small group support which cannot be provided from the resources already delegated to the school.</p> <p>Usually, if your child</p>	<ul style="list-style-type: none"> <li>• If, despite the good and outstanding classroom teaching, the intervention groups and referrals to outside agencies to advise, and support that the school has provided from its own resources to enable your child to make progress, your child needs further or more specialist input the school, or you, can recommend that the Local Authority makes a statutory assessment for an Education, Health and Care Plan (EHCP). This is a legal process and you can find full details about this in the Local Authority (LA) based Local Offer, Lambeth web site at <a href="https://www.lambeth.gov.uk/send-local-offer">https://www.lambeth.gov.uk/send-local-offer</a></li> <li>• This is done in full partnership with you and your child. After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), the LA will decide whether they think your child's needs (as described in the paperwork provided), are sufficient to need a statutory assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Cognition and learning (e.g. Specific learning difficulties such as dyslexia, dyspraxia, dyscalculia)</li> <li>• Social, emotional and mental health (Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways)</li> <li>• Physical disability (Hearing impairment, visual impairment)</li> </ul> <p>Children whose needs are complex, multi-faceted, severe and potentially lifelong.</p>
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<p>requires this high level of support they may also need specialist support in school from professionals outside the school. This may be from:</p> <ul style="list-style-type: none"> <li>Local Authority central services such as the ASD Outreach Team or Sensory Services (for students with a hearing or visual need)</li> <li>Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational Therapy service, Physiotherapy and/or CAMHS</li> </ul>	<ul style="list-style-type: none"> <li>If this is the case they will ask you and all professionals involved with your child to write a report, to which your child contributes, outlining your child's needs and how they will be met and the long and short term outcomes that are being sought.</li> <li>If they do not think your child needs this, they will ask the school to continue with the SEN Support in School and provide further support to you and the school to ensure your child's needs are met.</li> <li>After the reports have all been sent in, an EHC Plan to which you and your child will contribute will be prepared. It is called an Education Health and Care Plan because it brings together all of the educational, health and social care needs that your child may have in one plan.</li> <li>The school must make its best endeavours to put in place the support identified in the plan.</li> <li>The progress your child makes with the support identified will be regularly reviewed and changed according to the progress your child makes. Parents will have a termly meeting to discuss their child's progress towards their targets.</li> </ul>	
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**How will we support your child with identified SEND starting at school?**

- If your child has been allocated a place in our school by the local authority and they have a SEND, please contact us and ask to speak to the Assistant Headteacher as soon as you receive the offer as we may not have details of their needs at this stage.
- We will invite you to visit the school with your child to have a look around and speak to staff and meet the key person who will work with you

and your child while they are in the school.

- 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.
- Following the settling in period, the class teacher will arrange an early meeting with you to review your child's learning and progress.
- 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 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 at the earliest opportunity.
- If you are not happy that the concerns are being managed and feel that your child is still not making progress you should speak to the SENCO, Assistant Headteacher, or Headteacher.
- If you are still not happy you can speak to the school SEN Governor.

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

- When a teacher or you have raised concerns about your child's progress, and high-quality personalised teaching has not met your child's needs, the teacher will raise this with the SENCO. If you have raised the concern the school will invite you in to discuss it and plan a way forward.
- The teacher will discuss your child's progress with you at our termly parents' evenings when you will be informed of your child's progress and any additional support being given.
- There are regular meetings between each class teacher and a senior staff member in the school to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as expected.
- If your child is then identified as not making progress the school will make a decision about whether to monitor this or set up an intervention group and will inform you. These 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.
  - Any further interventions or referrals to outside professionals to support your child's learning.
  - How we could work together, to support your child at home/school.

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

<p>A. Directly funded by the school</p>	<ul style="list-style-type: none"> <li>• Additional Speech and Language Therapy input to provide a higher level of service to the school (<a href="#">Access Speech and Language Therapy</a>)</li> <li>• (Additional Educational Psychology input to provide a higher level of service to the school (<a href="#">Jen Wills-Lamacq</a>))</li> <li>• Child Psychologist/ Therapist (<a href="#">Jen Wills-Lamacq</a>)</li> <li>• Wellbeing mentor (<a href="#">Alicia Marku</a>)</li> <li>• Drama Therapy (<a href="#">Gardner Chalmers</a>)</li> <li>• Numeracy Support (<a href="#">Rebecca Coulson</a>)</li> <li>• Specialist SEN Support (<a href="#">Charles Carter</a>)</li> <li>• 1:1 or small group teachers or tutors</li> <li>• Autism Outreach Service</li> <li>• Educational Psychology Service</li> <li>• Sensory Service for children with visual or hearing needs</li> <li>• Occupational Therapy</li> <li>• Professional training for school staff to deliver medical interventions</li> <li>• School Nurse</li> </ul>
<p>B. Paid for centrally by the Local Authority but delivered in school</p>	<ul style="list-style-type: none"> <li>• National Autistic Society</li> </ul>
<p>C. Provided and paid for by the Health Service</p>	<ul style="list-style-type: none"> <li>• The Lambeth Local Offer Web site contains full information of the services available to children, young people and their families under the Lambeth Local Offer.</li> <li>• Mental Health Support Team.</li> </ul>

**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, 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 school's performance management process.

**How will the teaching be adapted for my child with SEND?**

- 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 and in the classroom so that they can learn most effectively, and where necessary to be included in the full life of the school. These will be included in your child's support plan
- 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.

**How will we measure the progress of your child in school? And how will I know about this?**

- Your child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed formally twice a year, and a level given in reading, writing, numeracy and science as well as progress in other areas, as appropriate, such as attendance, engagement in learning and social and emotional development.
- If your child is in Year 1 and above, but is not yet at National Curriculum levels, 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'. For children who are not yet engaging in subject-specific study when entering Year 1, we will use the Engagement Model which assesses children's development of key skills needed to be able to engage in subject-specific study.
- Children with an SEN support plan or EHCP will have their targets reviewed termly.
- Formal Assessments which are reported to the local authority take place at the end of EYFS (Early Years Foundation Stage Profile), Year 1

(Phonics Screening Check) and at the end of Key Stage 2 (SATS).

- The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults, including parents, 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:
  - Home/school contact book
  - Letters/certificates sent home
  - Additional meetings as required
  - Annual Reviews
  - End of Year Reports

### **What support do we have for you as a parent of child with an SEN/and or disabilities?**

- 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 SENCO, Assistant Headteacher or Headteacher 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 by 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 assessments and ideas suggested by outside agencies for your child.
- Support Plans and EHCPs 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 for parents of all children in the school, for example in relation to reading, phonics or maths. We will be happy to discuss any necessary adaptations for your child.
- The Support Plan will include ideas for how you can support your child at home, following the discussion with you.
- The external professionals involved with your child will be happy to meet with you on request.
- Our weekly 'What we are doing in class' letters explain what each class is working on.

*If your child is undergoing statutory assessment for an EHC Plan you will also be supported by the Children's Services SEN Team. They will*

*ensure that you fully understand the process.*

### **How have we made this school physically accessible to children with SEND?**

Our school is an old Victorian building and we do not have any lifts. We do our best to accommodate children with a variety of needs but are constrained by health and safety factors.

- 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.
- If you have a specific concern please make contact with the SENCO.

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

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

- If your child is moving to another school:
  - We will talk with your child to identify how they are feeling about the move and discuss with them how to make it as positive an experience as possible.
  - We will contact the new school's SENCO and ensure s/he knows about any special arrangements or support that needs to be made for your child.
  - Where possible we will support a visit to the new school in advance of the move.
  - We will make sure that all records about your child are passed on as soon as possible.
- When moving classes in school:
  - You will be invited to meet with the new teacher before the move takes place.
  - 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 Support Plans will be shared with the new teacher. You will be invited to the planning meeting.
  - 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
  - Our SENCO will 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 will attend a small group in school, to support their understanding of the changes ahead. Where possible your child will visit their new school on several occasions and in many cases staff from the new school will visit your child in this school.

### GLOSSARY OF TERMS

SEN Support	Special Educational Needs Support Plan
S	Statement stage of the SEN Code of Practice
SA/SA+	School Action stage of the SEN Code of Practice
SA+	School Action Plus stage of the SEN Code of Practice
SEN	Special Educational Needs
SEN Code of Practice	The legal document that sets out the requirements for SEN
EHC plan	Education, Health, Care Plan
SEN	Special Educational Needs
SEND	Special Educational Needs and or disabilities
SALT	Speech and Language Therapist
CAMHS	Child & Adolescent Mental Health Service
EP	Educational Psychologist
SENCO	Special Educational Needs Coordinator
ASD	Autistic Spectrum Disorder