



## SEN INFORMATION REPORT – ALEXANDER MCLEOD PRIMARY SCHOOL: 2024-2025

<b>Type of school:</b>	<b>Mainstream</b>
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All Greenwich maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and disabilities, 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, where families want this to happen.

This should be looked at together with:

- The Royal Borough of Greenwich Local Offer for children and young people with SEND, which can be accessed via the following link: <http://www.royalgreenwich.gov.uk/localoffer>
- The school SEND Policy, link accessed here: [https://www.alexmcleod.org.uk/docs/SEND\\_policy.pdf](https://www.alexmcleod.org.uk/docs/SEND_policy.pdf)
- The school accessibility plan, which can be accessed via this link: [https://www.alexmcleod.org.uk/docs/Accessibility\\_Plan.pd](https://www.alexmcleod.org.uk/docs/Accessibility_Plan.pd)

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

School Based Information	People	Summary of Responsibilities
<p>Who are the best people to talk to in this school about my child’s difficulties with learning/ Special Educational Needs/Disability (SEND)?</p> <p>How can I talk to them about my child if I need to?</p>	<p>Class Teacher</p>	<p><b>They are responsible for:</b></p> <ul style="list-style-type: none"> <li>• Ensuring that all children have access to good/outstanding teaching and the curriculum is adapted to meet your child’s individual needs (also known as 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 Inclusion Team as necessary.               <ul style="list-style-type: none"> <li>• Writing Individual Education Plans (IEPs) and reviewing these at least once each term and planning for the next term.</li> </ul> </li> <li>• Ensuring that all members of staff working with your child in school are aware of your child’s individual</li> </ul>

needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.

- Ensuring 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.
- Ensuring that the school's SEND policy is followed in their classroom and for all the pupils they teach with any SEND.

***Contacted by making an appointment through the school office or speaking to the class teacher directly at the end of the school day***

Assistant Head  
Teacher for  
Inclusion  
**Jennifer Bailey**

**She is responsible for:**

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 you are:
- Involved in supporting your child's learning
- Kept informed about the support your child is getting
  - Involved in reviewing how they are doing
  - Part of planning ahead for them.
- 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 excellent records of your child's progress and needs.
  - To provide specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN and/or disabilities in the school) to achieve their potential.
- Supporting your child's class teacher to write Personal Learning Plans (PLP) that specify the targets set for your child to achieve.
  - Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school.

***Contacted through the school office***

Learning Support  
Assistant (LSA)

A Learning Support Assistant (LSA) may be allocated to a pupil with exceptional special educational needs and/or disabilities and whilst they take a very valuable role in your child's education we would

	<p>Inclusion AHT <b>Jennifer Bailey</b></p> <p>Head Teacher <b>Mohammed Mustafa</b></p> <p>SEND Governor <b>Zena Thomasi-Hyde</b></p>	<p>prefer that questions regarding your child’s learning and progress are directed to the class teacher or Alexander McLeod’s Inclusion Team. Of course, as a school we welcome dialogue between parents and teachers on how a child’s day has been and we do actively encourage this continued feedback!</p> <p><b>She is responsible for:</b></p> <ul style="list-style-type: none"> <li>• Ensuring that all aspects of Inclusion are meeting the needs of our children including SEND.</li> </ul> <p><b><i>She can be contacted via the school office for an appointment or in the playground before and after school.</i></b></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. This includes the support for children with SEN and/or disabilities. He will give responsibility to the SENCo and class/subject teachers but is still responsible for ensuring that your child’s needs are met.</li> <li>• He must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.</li> </ul> <p><b><i>Contacted by appointment through the school office.</i></b></p> <p><b>They are 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 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><b><i>Contacted through the school office</i></b></p>
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## 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:

- Other staff in the school
- Staff who will visit the school from the Local Authority central services such as the ASD (Autism Spectrum Disorder) Outreach Team, Speech and Language Therapists (SALT) or Sensory Service (for students with a hearing or visual need)

	<b>Types of support provided also showing the stage of the Code of Practice (the document that schools use to plan their SEN and/or disabilities input) children will be at when receiving this input.</b>	<b>What would this mean for your child?</b>	<b>Who can get this kind of support?</b>
What are the different types of support available for children with SEND in this school?	<b>Class teacher input via outstanding classroom teaching.</b>	<p>The teacher will have the highest possible expectations for your child and all pupils in their class. • All teaching is based on building on what your child already knows, can do and can understand.</p> <ul style="list-style-type: none"> <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 Inclusion Team/SENDCo or staff from outside agencies) to enable your child to access the learning task</li> </ul>	All children in school receive this.
	<p><b>Specific small group work. This group may be</b></p> <ul style="list-style-type: none"> <li>• <b>Run in the classroom or outside.</b></li> <li>• <b>Run by a teaching assistant who has had training to run these groups.</b></li> </ul> <p>These are called intervention groups.</p>	<ul style="list-style-type: none"> <li>• Your child's teacher, SENDCo, Inclusion Leader and the Senior Leadership Team will have carefully checked on your child's progress and will have decided that your child has gap in their understanding/learning and needs some extra support to close the gap between your child and their peers.</li> <li>• Group sessions will be planned for your child with targets to help your child make more progress.</li> <li>• A Learning Support Assistant, Teaching Assistant or</li> </ul>	Any child who has specific gaps in their understanding of a subject/area of learning.

	<p><i>(Stage of SEND Code of Practice: <b>SEN Support</b>. This means they have been identified by the class teacher as needing some extra support in school, after putting strategies in place at class level.)</i></p>	<p>outside professional (e.g. a Speech and Language Therapist) will run these small group sessions using the teacher's plans, or a recommended programme.</p>	
	<p><b>Specialist groups run by outside agencies e.g. Speech and Language Therapy OR Occupational Therapy Groups AND/OR school-based support</b> for your child. (This could be 20 hours of support and below in school.)</p> <p><i>Stage of SEN Code of Practice: <b>SEN Support</b>, which means they have been identified by the class teacher and SENDCo as needing some extra specialist support in school from a professional outside the school. This may be from:</i></p> <ul style="list-style-type: none"> <li>• Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)</li> <li>• Outside agencies such as the Speech and Language therapy (SALT) Service.</li> </ul>	<ul style="list-style-type: none"> <li>• If your child has been identified as needing more specialist input instead of or in addition to good and outstanding classroom teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress.</li> <li>• 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.</li> <li>• 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.</li> <li>• The specialist professional will work with your child to understand their needs and make recommendations, which 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. a social skills group or</li> </ul> </li> </ul>	<p>Children with specific barriers to learning that cannot be overcome through whole class good/outstanding teaching and intervention groups.</p>

		<ul style="list-style-type: none"> <li>○ sensory circuit <ul style="list-style-type: none"> <li>○ Group or individual work with an outside professional</li> </ul> </li> <li>● The school may suggest that your child 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.</li> </ul>	
	<p><b>Specified Individual Support</b> for your child of, as a guide, 20.5 hours or more, in school.</p> <p><b>This is provided via an Education, Health and Care Plan (EHCP).</b> This means your child will have been identified by the class teacher and SENDCo as needing a <b>particularly high level of individual and small group teaching</b> (as a guide, 20.5 hours or more, in school), which cannot be provided from the resources already delegated to the school.</p> <p>Usually, if your child requires this high level of support they may also need specialist support in school from a professional 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 Service (for students with a hearing or visual need)</li> <li>● Outside agencies such as the</li> </ul>	<ul style="list-style-type: none"> <li>● The school (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 Royal Greenwich web site: <a href="http://www.royalgreenwich.gov.uk/localoffer">http://www.royalgreenwich.gov.uk/localoffer</a></li> <li>● Your child's school/setting will have been putting together a profile of your child's aspirations and needs over time, and you will have been involved in Plan, Do and Review meetings as part of this process. The school will then meet with you and other professionals involved, and decide if it would be helpful to apply for a statutory assessment, and agree any additional information and evidence that should be included from you, other involved professional/s and them.</li> <li>● 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 look at the advice submitted and ask you and any other professionals involved with your child to write a report outlining your child's needs, if this is not already included, or information is missing. If they do not think your child needs this, they will ask the</li> </ul>	<p>Children whose needs are severe, complex and lifelong.</p> <p>Need, as a guide, 20.5 hours or more of support in school.</p>

	<p>Speech and Language Therapy (SALT) Service, Occupational Therapy service, Physiotherapy and/or CAMHS (Child and Adolescent Mental Health Service).</p>	<p>school to continue with the support at SEND Support Level.</p> <ul style="list-style-type: none"> <li>• After the reports have all been sent in, the Local Authority will decide if your child's needs are severe, complex and lifelong as a guide, they need 21 hours of support, or more, in school to make good progress. If this is the case they will write an EHC plan. If this is not the case, they will ask the school to continue with the support at SEND Support 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.</li> <li>• The EHCP (Education, Health and Care Plan) will outline the band of 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.</li> <li>• The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.</li> </ul>	
<p>How will we support your child with identified special needs starting at school?</p>	<ul style="list-style-type: none"> <li>• We will first invite you to visit the school with your child to have a look around and speak to staff</li> <li>• 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</li> <li>• The SENDCo or someone from the Senior Leadership Team will discuss your child's needs with their previous school.</li> <li>• We may suggest adaptations to the settling in period to help your child to settle more easily.</li> </ul>		
<p>How can I let the school know I am concerned about my child's progress in school?</p>	<ul style="list-style-type: none"> <li>• If you have concerns about your child's progress you should speak to your child's Class Teacher initially.</li> <li>• If you continue to have concerns that your child is still not making progress, you should speak to the SENDCo, Inclusion Leader or Headteacher.</li> <li>• If you still have concerns, you can speak to the school SEND Governor.</li> </ul>		
<p>How will the school let me know if they have any concerns about my child's learning in school?</p>	<ul style="list-style-type: none"> <li>• When a teacher or a parent has raised concerns about a child's progress, and targeted teaching has not met the child's needs, the teacher will raise this with the SENCo and/or Inclusion Leader.</li> <li>• Schools also have meetings every term between each class teacher and a senior staff member in the school to ensure</li> </ul>		

	<p>all children are making good progress. This is another way your child may be identified as not making as much progress as expected.</p> <ul style="list-style-type: none"> <li>• If your child is then identified as not making progress, the school will make a decision about whether to monitor this or put in place additional support such as an intervention group and will inform you.</li> <li>• If your child is still not making expected progress the school will discuss with you: <ul style="list-style-type: none"> <li>o Any concerns you may have</li> <li>o Any further interventions or referrals to outside professionals to support your child’s learning</li> <li>o How we could work together to support your child at home/school.</li> </ul> </li> </ul>
<p>How do we ensure that the views of your child (and other children with SEND in the school) are used to plan for them and for SEND within our school?</p>	<p>Alexander McLeod recognises that our pupils have valid opinions and make children part of the decision-making process.</p> <ul style="list-style-type: none"> <li>• In preparation for review meetings, children will be spoken to and asked about their progress and attainment. This may be independently, jointly with support from parents or with someone who works with the child. The child may have a conversation with a professional or with a parent using any communication method which they regularly use. If a child has difficulty communicating then their views will be contributed through the interpretation of people who know the child well or through the use of PECS (Picture Exchange Communication System, symbols or talking boards).</li> <li>• The child’s views will be taken into consideration when writing a review and/or new targets.</li> <li>• If the child has an EHCP, sometimes it is appropriate for your child to attend their Annual Review and share their views at the meeting.</li> <li>• Children from specific SEN groups are invited to take part in peer support groups</li> </ul>
<p>How is extra support allocated to children and how do they move between the different levels?</p>	<p>The school budget, received from Greenwich LA, includes money for supporting children with SEN</p> <ul style="list-style-type: none"> <li>• The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of the needs of the children currently in the school</li> <li>• The Head Teacher and the SENCo discuss all the information they have about SEN in the school including: <ul style="list-style-type: none"> <li>o The children getting extra support already</li> <li>o The children needing extra support</li> <li>o The children who have been identified as not making as much progress as would be expected. And decide what resources/training and support is needed</li> </ul> </li> <li>• All resources/ training and support are reviewed regularly and changes made as needed.</li> </ul>

Who are the other people providing services to children with SEND in this school?	A. Directly funded by the school	<ul style="list-style-type: none"> <li>• Behaviour/pastoral team (3 members of staff)</li> <li>• Designated provision for ASD pupils (3 members of staff)</li> <li>• Designated dyslexia support (1 member of staff)</li> <li>• Art Therapy</li> <li>• Emotional Literacy Support Assistants (ELSA)</li> <li>• Additional Speech and Language Therapy input to provide a higher level of service to the school</li> <li>• Additional Educational Psychology input to provide a higher level of service to the school</li> </ul>
	B. Paid for centrally by the Local Authority but delivered in school	<ul style="list-style-type: none"> <li>• Autism Outreach Service</li> <li>• Educational Psychology Service</li> <li>• Sensory Service for children with visual or hearing needs</li> <li>• STEPS (Assessment, advice and resources for children with English or maths, difficulties including Dyslexia)</li> <li>• Speech and Language Therapy (provided by Health but paid for by the Local Authority)</li> <li>• Occupational Therapy</li> <li>• Physiotherapy</li> <li>• Professional training for school staff to deliver medical interventions</li> <li>• Waterside Behaviour Advice Service</li> <li>• Parent Partnership Service (to support families through the SEN processes and procedures).</li> <li>• CAMHS early intervention</li> <li>• Mental Health in Schools Team (MHST)</li> </ul>
	C. Provided and paid for by the Health Service (Oxleas NHS Trust) but delivered in school	<ul style="list-style-type: none"> <li>• School Nurse</li> </ul>
	D. Voluntary agencies	<p>National Autistic Society</p> <ul style="list-style-type: none"> <li>• MENCAP</li> <li>• Greenwich Parent Voice</li> <li>• Greenlight</li> </ul>

<p>How are the adults in school helped to work with children with an SEND and what training do they have?</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with SEND.</li> <li>• 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, SALT and Sensory Service or medical/health training to support staff in implementing care plans. Training takes place on a regular basis both in-house and from specialists.</li> </ul> <p>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, Inclusion Leader or SENDCo.</p>
<p>How will the teaching be adapted for my child with learning needs (SEN and/or disabilities)</p>	<p>Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adjusted in order to enable your child to access their learning as independently as possible.</p> <ul style="list-style-type: none"> <li>• Specially trained support staff can implement the teachers modified/adapted planning to support the needs of your child where necessary.</li> <li>• Specific resources and strategies will be used to support you child individually and in groups.</li> <li>• 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</li> </ul>
<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"> <li>• Your child's progress is continually monitored by his/her class teacher.</li> <li>• His/her progress is reviewed formally every term and a school level given in reading, writing, maths and science as well as progress in other areas, as appropriate.</li> <li>• If your child is in Year 1 or above, but is working below Year 1 expectations, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. These levels are called 'Pivats'.</li> <li>• At the end of each Key Stage 2, 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.</li> <li>• Children at SEN Support will have Personalised Targets which will be reviewed with you every term, and a plan made for the next term.</li> <li>• The progress of children with an Education Health and Care Plan is formally reviewed at an Annual Review with all adults involved with the child's education.</li> </ul>

	<ul style="list-style-type: none"> <li>• The SENDCo will also check that your child is making good progress within any individual work and in any group that they take part in.</li> <li>• A range of ways will be used to keep you informed, which may include: <ul style="list-style-type: none"> <li>○ Talking to you before or after school</li> <li>○ Letters/certificates sent home</li> <li>○ Additional meetings as required</li> <li>○ Reports</li> </ul> </li> </ul>
<p>How will we ensure that the social emotional needs of your child are met in school?</p>	<p>Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adjusted in order to enable your child to access their learning as independently as possible.</p> <ul style="list-style-type: none"> <li>• Specially trained support staff can implement the teachers modified/adapted planning to support the needs of your child where necessary. <ul style="list-style-type: none"> <li>• Specific resources and strategies will be used to support you child individually and in groups.</li> </ul> </li> <li>• 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</li> </ul> <p>A small number of pupils also receive specialist behaviour support from Outreach workers, linked to Waterside school. They visit once or twice a week and work individually (usually outside the classroom) to help them overcome their barriers to learning. For children who need intensive support to develop their emotional and social skills to enable them to access learning, we have a mornings-only Active Learning Hub.</p> <p>Pear class was opened in February 2019. It is a Designated Special Provision for children with severe social communication difficulties. It is staffed by three skilled Learning Support Assistants and overseen by the SENCo. The maximum number of children in the DSP is 6. The majority have a diagnosis of ASD but if we feel a child would benefit from the Provision, lack of a formal diagnosis does not preclude them. The class runs every morning and includes specific interventions aimed to develop social communication skills, such as Attention Autism and Story Box. Language and communication skills are developed through use of PECS (Picture Exchange Communication System) and Intensive Interaction. Both our Speech and Language Therapist and our ASD Outreach Worker support staff with regular visits and training. Pupils join their mainstream class in the afternoons. Waterside Outreach and our art therapist are both external services and, as such, your permission for this type of support would always be sought before any sessions took place. Please note, written permission is not sought for the other interventions, such as those mentioned above. Class teachers are responsible for keeping parents informed of all interventions in place for their pupils, including those to support social and emotional development. If you do not wish your child to access this type of support, please inform the school in writing.</p>

	<p>If you wish to discuss any of these further, you are welcome to contact the SENCo; Mrs Bearfoot or the Inclusion Leader Mrs Farish, who will be happy to talk to you in more detail</p>
<p>How is our school made accessible for students with SEND?</p>	<ul style="list-style-type: none"> <li>• The building is accessible to children with physical disabilities via ramps and there is a lift to take children to all levels of the school building.</li> <li>• Specific after school provision and extra-curricular activities are accessible to all children including those with SEND.</li> <li>• We try ensuring that equipment used is accessible to all children regardless of their needs.</li> </ul> <p>Please find more information in the school SEND policy, which can be obtained from the school office, and in the SEND support document put together by the LA, here:  <a href="http://familiesinformation.royalgreenwich.gov.uk/kb5/greenwich/fsd/localoffer.page">http://familiesinformation.royalgreenwich.gov.uk/kb5/greenwich/fsd/localoffer.page</a></p>
<p>How does our school make special arrangements for looked after Children (LAC) with SEND?</p>	<p>We consult with the Virtual School Officer and the allocated social worker to ensure all agencies are working collaboratively to develop an appropriate support package (PEP/EHCP) for each child.</p> <ul style="list-style-type: none"> <li>• We review the child's needs and progress regularly, for example before entering the school to ensure a smooth transition from their previous setting and then at regular intervals.</li> <li>• We ensure Pupil Premium Plus is being used to effectively enable the child to meet their outcomes  <a href="https://alexmcleod.org.uk/Pupil-Premium/">https://alexmcleod.org.uk/Pupil-Premium/</a></li> <li>• The SENCo ensures that training and policies are supportive of looked after children with SEND</li> <li>• The Designated Teacher for LAC (Olyvia Shaw) and Designated Governor for LAC (Zena Thomasi-Hyde) works to ensure our provision is enabling LAC with SEND to make good progress</li> </ul>
<p>How have we made this school physically accessible to children with SEND?</p>	<p>We try to ensure that equipment used is accessible to all children regardless of their needs</p> <ul style="list-style-type: none"> <li>• The school has a hygiene suite and disabled toilets</li> <li>• Stairs are edged with yellow lines to improve visibility</li> <li>• First Aid area</li> <li>• Ramp into main building (back of school)</li> </ul>
<p>How will we support your child when they are leaving this school? OR moving on to another class?</p>	<p>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.</p> <ul style="list-style-type: none"> <li>• If your child is moving to another school: <ul style="list-style-type: none"> <li>o We will contact the new school's SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child.</li> <li>o We will make sure that all records about your child are passed on as soon as possible.</li> </ul> </li> <li>• When moving classes in school: <ul style="list-style-type: none"> <li>o Information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher. All IEPs will be shared with the new teacher.</li> </ul> </li> </ul>

	<p>o If your child would be helped by a book to support them in understanding moving on then it will be made for them.</p> <ul style="list-style-type: none"> <li>• In Year 6: <ul style="list-style-type: none"> <li>o The SENCo or Inclusion Leader will attend to 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.</li> <li>o Your child will 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.</li> <li>o Where possible, you child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school</li> </ul> </li> </ul>
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SCHOOL BASED DATA/INFORMATION: 2023/2024	
How many students did we have at our school with EHC plans or funding at the end of July 2024?	19
How many students did we have at School with SEN support?	24%
What training did staff at our school have in SEND over the year 2023/24?	<ul style="list-style-type: none"> <li>• Workstation training</li> <li>• Personalised targets</li> <li>• Word Aware (from SALT)</li> <li>• Inclusion training for Newly Qualified Teachers (NQTs) and teachers new to the school</li> <li>• Dyslexia</li> <li>• Zones of Regulation</li> <li>• Precision Teaching</li> <li>• Makaton training</li> </ul>

## GLOSSARY OF TERMS

IEP	Individual Education 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 disabilities
SALT	Speech and Language Therapist
CAMHS	Child & Adolescent Mental Health Service
EP	Educational Psychologist
SENDCo	Special Educational Needs & Disabilities Coordinator
ASD	Autistic Spectrum Disorder
ASC	Autistic Spectrum Condition