



To go further than I thought

To reach higher than I dreamed

To become the person that I need to be

Type of school	Mainstream
Primary School	210 Places Main School Admissions for Main School made via the Local Authority

All Greenwich maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and/ or 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 Special Educational Needs and/ or Disabilities being met in a mainstream setting wherever possible, where families want this to happen.

This should be looked at together with:

1) The Royal Borough of Greenwich Local Offer for children and young people with SEND, which can be accessed via the following link:

<https://www.greenwichcommunitydirectory.org.uk/kb5/greenwich/directory/localoffer.page?localofferchannel=0>

- 2) The school SEND Policy, which can be found on the school website**
- 3) The school Behaviour Policy, which can be found on the school website**
- 4) The school Equal Opportunities Policy**
- 5) The school Equality Objectives**

		<ul style="list-style-type: none"> • Making sure that the necessary support is made for any child who attends the school who has SEN and/ or disabilities <p>The SEND governor can be contacted by appointment via the SENCo or the main office.</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 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 and agencies such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)
- Staff who visit from outside agencies such as the Speech and Language therapy (SALT) Service.

	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.	What would this mean for your child?	Who can get this kind of support?
What are the different types of support available for children with SEN and/ or disabilities in this school?	Class teacher input via good or outstanding targeted classroom teaching.	<ul style="list-style-type: none"> • 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 • Your child will experience different ways of teaching to enable him/her to be fully involved in their learning. This may involve things like using more practical learning or providing different resources amended for your child 	All children in school should be getting this as a part of good and outstanding classroom practice.

		<ul style="list-style-type: none"> The teacher will use specific strategies which may be suggested by the SENCo or staff from outside agencies to enable your child to access the learning task 	
	<p>Specific group work within a smaller group of children. This group may be</p> <ul style="list-style-type: none"> run in the classroom or outside. run by a teacher or a teaching assistant who has had training to run these groups. <p>These are often called Intervention groups by schools.</p> <p><i>Stage of SEN Code of Practice: SEN Support</i> which means they have been identified by the class teacher as needing some extra support in school after putting strategies in place at class level.</p>	<ul style="list-style-type: none"> Your child's teacher will carefully monitor your child's progress and discuss any concerns with the SENCo/ Inclusion Lead Any gaps in your child's understanding/ learning will be identified Your child's teacher 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 	<p>Any child who has specific gaps in their understanding of a subject/area of learning.</p> <p>Some of the children accessing intervention groups may be at the stage of the SEN Code of Practice called SEN Support which means they have been identified by the class teacher as needing some extra support in school after putting strategies in place at class level.</p>
	<p>Specialist groups run by outside agencies e.g; Speech and Language therapy OR Occupational Therapy groups</p> <p>AND/OR Individual support</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 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 	<p>Children with specific barriers to learning that prevent them from making acceptable progress through good and</p>

	<p>for your child as a guide of 20 hours and below in school.</p> <p><i>Stage of SEN Code of Practice: SEN Support</i>, which means they have been identified by the class teacher/SENCo as needing some extra specialist support in school from a professional outside the school. This may be from:</p> <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 	<ul style="list-style-type: none"> ● 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 and child's teacher to better understand their needs and make recommendations. These 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 ○ Provide target setting using their specific 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 ○ Group or individual work directly with outside professional ● 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 	<p>outstanding teaching and/ or intervention groups.</p>
	<p>Specified Individual support for your child of, as a guide, 21 hours or more, in school.</p>	<ul style="list-style-type: none"> ● 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 	<p>Children whose learning needs are:</p>

	<p>This is 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 teaching (As a guide, 21 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"> • 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 	<p>you can find more detail about this in the Local Authority based Local Offer, on the LA web site: www.royalgreenwich.gov.uk</p> <ul style="list-style-type: none"> • 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 Team around the Child (TAC) 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 and them. • 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 school to continue with the support at SEN Support 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, as a guide 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 	<ul style="list-style-type: none"> • Severe, complex and lifelong • Need, as a guide, 21 hours support or more in school
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		<p>the case, they will ask the school to continue with the support at SEN 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</p> <ul style="list-style-type: none"> ● The EHC Plan will outline the number of hours of individual/small group 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 additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child 	
<p>How will we support your child with identified special needs starting at school?</p>	<ul style="list-style-type: none"> ● 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 ● Your child's key person may make a home visit and also visit your child if they are attending another provision ● We may suggest adaptations to the settling in period to help your child to settle more easily 		
<p>How can I let the school know I am concerned about my child's progress in school?</p>	<p>If you have concerns about your child's progress you should speak to your child's class teacher initially</p> <ul style="list-style-type: none"> ● If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENCo/ Inclusion Lead or Head of School ● If you are still not happy you can speak to the school SEND Governor 		
<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"> ● When a teacher or a parent has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher must raise this with the SENCo ● Schools also have meetings every half term between each class teacher and senior staff members 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 they could be ● If your child is then identified as not making progress the school will set up a meeting to discuss this with you in more detail: <ul style="list-style-type: none"> ○ To listen to any concerns you may have too ○ To plan any additional support your child may receive ○ To discuss with you any referrals to outside professionals to support your child's learning 		

<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>	<ul style="list-style-type: none"> ● Pupils are asked how they feel they are progressing towards their targets before or during Academic Reviews and Annual reviews. ● Pupils are asked what they enjoy and what they are less keen on about their learning and amendments are made when appropriate. ● Every class has two class councillors who lead class council meetings and attend school council meetings. All pupils are given the opportunity to share their views with their class councillors who represent them in the wider school council.
<p>How is extra support allocated to children to ensure progress is made?</p>	<ul style="list-style-type: none"> ● The school budget, received from Royal Borough of Greenwich LA, includes money for supporting children with SEN and/ or disabilities ● The Executive Head teacher decides on the budget for Special Educational Needs and/ or Disabilities in consultation with the school governors, on the basis of the current needs of the children in the school ● The Head of School, Inclusion Lead and the SENCo discuss all the information they have about SEN and/ or Disabilities in the school, including: <ul style="list-style-type: none"> ○ the children getting extra support already ○ the children needing extra support ○ the children who have been identified as not making as much progress as would be expected ● The Head of School, Inclusion Lead and SENCo use these discussions to decide what resources/training and support is needed ● All resources/training and support are reviewed regularly and changes are made as needed

<p>Who are the other people providing services to children with SEN and/ or disabilities in this school?</p>	<p>A. Directly funded by the school</p>	<ul style="list-style-type: none"> ● Teaching assistant in every class with a range of specialist training related to SEND ● Social Communication specialist ● Learning mentor ● Mentor dog ● Art therapist ● Additional Speech and Language Therapy input to provide a higher level of service to the school ● Additional Educational Psychology input to provide a higher level of service to the school ● Additional Children and Adult Mental Health Services (CAMHS)
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	<p>B. Paid for centrally by the Local Authority but delivered in school</p>	<ul style="list-style-type: none"> ● Autism Outreach Service ● Educational Psychology Service ● Sensory Service for children with visual or hearing needs ● STEPS (Assessment, advice and resources for children with literacy or numeracy difficulties including Dyslexia) ● Speech and Language Therapy (provided by Health but paid for by the Local Authority) ● Occupational Therapy ● CENMAC ● Early Intervention Family Support Services ● Physiotherapy ● Hydrotherapy ● Professional training for school staff to deliver medical interventions ● Horse riding
	<p>C. Provided and paid for by the Health Service (Oxleas NHS Trust) but delivered in school</p>	<ul style="list-style-type: none"> ● School Nurse ● Physiotherapy – specific to need ● Integrated Children’s services (Including ADHD Clinic, Joint Communication Clinic)
	<p>D. Voluntary agencies</p>	<ul style="list-style-type: none"> ● VRH (Volunteer Reading Help) ● British Dyslexia Association ● MENCAP and Greenlights ● National Autistic Society ● Greenwich Parent Partnership
<p>How are the adults in school helped to work with children with SEN and/ or disabilities and what training do they have?</p>	<ul style="list-style-type: none"> ● The Inclusion Lead and SENCo’s jobs are to support the class teachers in planning for children with SEN and/ or disabilities ● The school has a training plan for all staff to improve the teaching and learning of children including those with SEN and/ or disabilities ● 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, STEPS and Sensory service, school nurse ● This training is then shared with other staff members in school in order to share the expertise 	

	<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 Head of School or SENCo/ Inclusion Lead.</p>
<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 adjusted in order to enable your child to access their learning as independently as possible ● Specially trained support staff can adapt the teachers 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
<p>How is our school made accessible for students with SEND?</p>	<p>See the School’s Disability Access Plan which can be found on the school website.</p> <p>See the RBG support document entitled ‘Supporting Children and Young People with SEND without an EHCP’ which can be found in the ‘Policies’ section of our school website.</p>
<p>How does our school make special arrangements for looked after Children (LAC) with SEND?</p>	<ul style="list-style-type: none"> ● We consult with the virtual school – Head of School and SENCo as appropriate for personalised support as required. We liaise with the allocated social worker, to ensure all agencies are working collaboratively to develop an appropriate support package (One Page Profile/PLP/EHCP) for each child. ● 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. ● We ensure Pupil Premium Plus is being used to effectively enable the child to meet their outcomes See the school’s pupil premium report which can be found on the school website ● The Inclusion Lead and SENCo ensures that training and policies are supportive of looked after children with SEND ● The Designated Governor for LAC works to ensure provision is enabling LAC with SEND to make good progress.

<p>How have we made this school physically accessible to children with specific physical needs (disability)?</p>	<ul style="list-style-type: none"> ● The school is on one level with no steps and is therefore accessible to all ● The school has a hygiene suite ● We have access to a sensory room ● The school has a fully functional sensory pod on site ● School ensures that children with specific physical needs are accommodated within the seating of the classroom using specialist equipment ● The school ensures that children with poor fine motor control have access to specific cutlery, pencil grips, scissors and sloping desks when appropriate and as directed by OT ● Individual work stations are provided for children under the guidance of outside agencies ● Buildings and equipment have been modified with paint so that children with visual impairments are able to see corners and edges to avoid accidents independently ● We ensure that equipment used meets the needs of all children regardless of their needs ● We have a designated disabled parking bay at the school gate
<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 through observation, assessment and review ● His/her progress is reviewed formally every term and a National Curriculum standards given in reading, writing, numeracy ● If your child is in Year 1 and above, but is not yet at National Curriculum standards, 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 'P levels' ● At the end of FS2 (reception class) teachers use the evidence they have gathered to make judgements of each pupil's attainment. These judgements are shared and are published nationally ● At the end of year 2 and 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 the results are published nationally ● Children at SEN Support Level will have targets which will be reviewed each term at Academic Review meetings when plans for the next term are 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/Inclusion Lead will monitor the progress of all children who are involved in individual or group interventions and work with staff to plan next steps and targets for these children ● If your child has an EHC Plan, detailed records of their learning and the progress they are making towards their targets will be kept. These records are shared between class teachers and teaching assistants and are monitored by the SENCo / Inclusion Lead

	<ul style="list-style-type: none"> - The progress your child is making will be shared with you at academic review days with an Academic Review Target sheet. - You will be invited to additional meetings with your child’s teacher, the SENCO, Inclusion Lead or the Head of School if there are concerns about your child’s progress. - Specific achievements may be celebrated on Fridays in the Celebration Assemblies which you are invited to attend. - You will receive a full report of your child’s achievements at the end of each academic year.
<p>What support do we have for you as a parent of child with Special Educational Needs and/ or disabilities?</p>	<ul style="list-style-type: none"> ● All parents will have a meeting with a member of the senior leadership team prior to their child’s start date and this is an opportunity to share any concerns about your child’s needs ● Prior to entry, parents with a child who already has an EHC Plan will be invited to a TAC (Team Around the Child) meeting which will be attended by all agencies who have been involved in order to share information to support that child. ● Parents of children joining Reception will be offered a home visit from the class teacher and teaching assistant during which you can discuss your child’s strengths and needs in order for the school to be made aware of any additional support your child may need. ● 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 will ensure that we are doing similar things to support them both at home and school and we can share what is working well in both places ● The SENCo, Inclusion Lead (or Head of School) is 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 and with the person involved directly, or where this is not possible, in a report. The SENCo is available to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child ● Targets will be reviewed with your child’s involvement each term at the Academic Review. Your child’s teacher will be available to discuss the targets with you at the Academic Review meeting ● Homework will be adjusted as needed in line with your child’s individual needs <p>In addition, if your 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.</p>

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 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 he/she 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
 - We will ensure that the relevant staff members from the receiving school are invited to the final annual review for children with a statement before a planned move
- When moving classes in school:
 - 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 targets will be shared with the new teacher
 - A social story book will be made for your child if it is felt that s/he would benefit from it
- In Year 6
 - The SENCo will liaise with the SENCo of their secondary school to discuss the specific needs of your child
 - 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
 - Where possible your 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

SCHOOL BASED DATA/INFORMATION: 2024/25

<p>How many students did we have at our school with statements or EHC plans at the end of July 25?</p>	<p>25</p>
<p>How many students did we have at School support at the end of July 2025?</p>	<p>65</p>
<p>What were the outcomes for children within our school with SEND for 2024-25?</p>	<p><u>Year 1 phonics check</u> 43% of children at SEN support passed the phonics test.</p> <p><u>Attainment at the end of Key Stage 1 for children at SEN support</u> Reading writing and maths combined: 23% at expected standard or above Reading: 23% at expected standard or above Writing: 23% at expected standard or above Maths: 39% at expected standard or above</p> <p><u>Attainment at the end of Key Stage 2 for children at SEN support</u> Reading writing and maths combined: 54% at expected standard or above Reading: 54% at expected standard or above Writing: 64% at expected standard or above Maths: 64% at expected standard or above</p>
<p>What training did staff at our school have in SEND over the year 2024/25?</p>	<p>Whole staff: - Filing in the Gaps - Little Wandle - Prevent</p>

	<ul style="list-style-type: none"> - Zones of Regulation - Behaviour policy - Restorative justice <p>Support Staff</p> <ul style="list-style-type: none"> - Intensive interaction - Attention Autism - Precision Teaching -
<p>What was in the Headteacher's report to the Governors about SEND in 2024/25</p>	<ul style="list-style-type: none"> - SEND register analysis (year groups/ boys/girls/ level of need) highlighting those with PLP (Personalised learning plan) - Progress for pupils with SEND compared with non-SEND nationally, locally and within Greenwich - Updates on new arrivals and changes of provision - Changes of provision within school, new resources, new referral made over last term to outreach services and other professional agencies as well as new EHCP needs assessment requests.
<p>Were there any other important changes in SEND over the year 2024/25?</p>	<ul style="list-style-type: none"> ● Orchard provision to support pupils with additional needs ● Adaptations in delivery of teaching and learning for pupils with complex needs, with lessons in small Rainbow Room setting