



REAY PRIMARY SCHOOL

**Special Educational Needs and Disabilities
(SEND) Information Report**

April 2026

Making information about SEND available to the whole school community

- The **SEND Policy** sets out our approach for provision for children with special educational needs and disabilities.
- The **SEND Information Report** is updated more frequently, with formal publication of a new version three times a year in October, January and Ma. This report:
 - seeks to answer the questions that parents/carers may have
 - includes specific information on the needs of our children and the support we provide
 - sets out our plans and the progress we are making as a school.
- Both documents are available on the school website.
- Together, they include all the information that our school must legally provide – and much more.
- If you, or anyone you know, needs the policy or this information report to be available in a more accessible format, please let the School Office know. We will do our best to make the information available in a way that meets everyone's needs.

SEND Information Report

A - Overview of SEND at Reay Primary School

B - SEND provision and plans

C - Frequently Asked Questions (FAQs)



A - Overview of SEND at our school

- **214 pupils on roll in Nursery to Year 6**
- **69 of these children are identified as requiring Special Educational Needs and Disability (SEND) Support**
- **32.24% of pupils are identified as having a special educational need or disability**
- **12 of the pupils have an Educational Health Care Plan (EHCP) and 6 EHCPs are at the assessment stage.**

A - Overview of SEND at Reay Primary School

Reay Primary School supports pupils who are identified as having a special educational need or disability, which will fall into one or more of the broad categories listed in the SEND Code of Practice 2015:

- **Communication and Interaction** - e.g. speech articulation, stammering, speech and language delay, autism;
- **Cognition and Learning** - e.g. dyslexia, dyscalculia, global learning difficulties;
- **Social, Emotional and Mental Health Difficulties** - e.g. anxiety, depression, eating disorders, attention deficit hyperactivity disorder (ADHD);
- **Sensory and/or Physical needs** - e.g. visual impairment, hearing impairment, sensory needs, toileting issues, physical disability.

- SEND embedded into school ethos, strategy and long term planning
- SEND/equalities policies and SEND Information Report
- Ongoing self-evaluation and audits of good practice, led by the Inclusion Lead
- Compliance: SEND Code of Practice (2015)
- Equality Act (2010)
- Link with Governing Body

- Inclusive High Quality Teaching strategies which support all learners to achieve
- Ongoing training for all staff - both internally and with external professionals - to develop HQT methods which meet the needs of all learners
- Engaging all staff to reflect on their practice

Strategic
Leadership

High Quality
Teaching (HQT)
and Learning

Collaboration and
improving
provision

Identification,
Teaching and
Monitoring

- Effective links with parents/carers, the Governing Body, other settings, agencies/professionals to: support HQT; monitor and review impact of provision; enable early intervention and support successful transitions to/from other settings.
- Engage Local Offer
- Ongoing review of effectiveness of interventions and use of evidence-based interventions & CPD

- Clear systems for early identification of SEND
- Early intervention wherever possible
- Use of accurate, up-to-date assessments to plan appropriate interventions
- Regular reviews of plans to assess impact of interventions and progress of pupils.
- Ongoing monitoring of the SEND



B - SEND provision and plans

SEND provision and plans



Priorities for the development of SEND provision 2025-2026 are:

- To continue to support teachers in the delivery of High-Quality Teaching to meet **all** needs;
- To work with subject leaders to ensure that every area of the curriculum takes account of pupils with SEND and promotes **all** pupils' outcomes, knowledge and skills.

HIGH QUALITY TEACHING – Universal Offer

The universal offer is offered to every child depending on the child's needs

Communication and Interaction	Cognition and Learning
• Processing time • Repetition • Rephrasing • Sentence stems • Non-verbal cues – signs, symbols, pointing • Visual support – Pictures, Word banks, Visual timetable, Task breakdown • Giving choices – is it X or Y?	• Adaptation of lessons – Planning or Resources • Explicit modelling • Talk partners • Processing time • Multisensory – concrete objects • Scaffolding • Chunking information into smaller steps
Social Emotional and Mental Health	Physical and Sensory
• Morning check in • Building positive relationships • Positive behaviour strategies • Strategic seating plan • Zones of regulation and emotion coaching • Clear classroom routines and boundaries • Well organised classroom • Visual timetable • Communicate daily plan and routine • Worry box	• Occupational Therapy advice • Adapted writing space • Workstations • Reduced language • Transition songs • Sensory equipment – wobble cushion, fidget, ear defenders, squeeze machine, weighted toys • Sensory breaks/Movement breaks/Sensory room/Garden • Visuals – Now and Next • Toilet and water access

SEND provision and plans – disabled pupils

Arrangements for the admission of disabled persons as pupils at the school:

In line with the Equality Act 2010 we will not discriminate against disabled children in respect of admissions for a reason related to their disability. We will use our best endeavours to provide effective educational provision.”

Steps taken to prevent disabled pupils from being treated less favourably than other pupils:

Reay’s starting point is that equality is not enough. We strive to provide equity for everyone in our school community, supporting individuals by providing what they need to maximise their potential and to enjoy full, healthy lives. We expect that all children will be able to appropriately access the full curriculum, whatever their disability, including outdoor learning and school trips. See Frequently Asked Question 10. In addition to asking for the views and opinions of pupils and their parents/carers, we use school systems to track progress and to identify patterns that alert us to take action. For example, we actively analyse safeguarding and behaviour data in our Safeguard My School, alerting us to the needs of children who may need additional support or intervention, or who may be at risk of discriminatory behaviour.

The facilities provided to assist access to the school by disabled pupils:

See Frequently Asked Question 11.



C – Frequently Asked Questions

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1. How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

Pupils are identified as having SEND, and their needs assessed, through:

- a. information passed on from Nursery or previous schools
- b. regular assessment and tracking of additional support/interventions in place to identify whether children are making adequate progress
- c. feedback from teaching staff and other members of staff working closely with the children
- d. parent/carers concerns leading to discussions with the child's class teacher
- e. baseline testing, Reception speech and language baseline assessment, Year 1 phonics screening and progress data
- f. specialist tests recommended by our Educational Psychologist or Speech and Language Therapist.
- g.

When children have an identified SEND before they start here, we work with the people who already know them and use information already available to identify what their SEND provision will be in our school setting.

If you tell us you think your child has a SEND, we will discuss this with you and investigate– we will share with you what we find and agree with you what we will do next and what you can do to help your child.

If we think that your child has a special educational need or disability we will:

- observe them
- assess their understanding of what we are doing in school
- use assessment and screening tools to pinpoint barriers to learning (what is happening and why)
- meet with you to discuss further

2. How will school staff support my child?

Our drive for **High Quality Teaching** means:

- a. **All children** receive class teacher input.
- b. The teacher will have the highest possible expectations for your child and all pupils in their class.
- c. All teaching is based on building on what your child already knows, can do and can understand.
- d. Putting in place 'reasonable adjustments' or different ways of teaching so that your child is fully involved in all learning opportunities. This may involve things like using more practical learning or providing different resources adapted for your child.
- e. Lessons are adapted to meet the needs of your child and the class.
- f. Flexible groupings of ability, mixed and independent work is used to support all pupils.
- g. Careful planning of seating, pair work and peer support.
- h. Putting in place specific strategies (which may be suggested by the Inclusion Lead, other members of our team or staff from outside agencies) to enable your child to access the learning task.
- i. An exciting and varied curriculum, tailored to your child's interests where appropriate.
- j. Regular discussions between the teacher and child about their learning.

Some children may have specific barriers to learning that cannot be overcome through whole class High Quality Teaching...

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2. How will school staff support my child? (continued)

Your child may have specific barriers to learning that cannot be overcome through whole class High Quality Teaching and reasonable adjustments.

If a child is making inadequate progress, we begin the four-part cycle known as the **Graduated Approach** (see Figure 1), which addresses the specific issues which are preventing the child from making good progress.

We **assess**, we **plan**, we **do** and we **review** in collaboration with parents and pupils. The first cycle is always a *monitoring* cycle and more evidence and information will need to be gathered before a child is identified as having a special educational need.

Initial assessments begin with a shared discussion and decision on desired outcomes, expected progress and attainment. Part of this stage is discussing aspects such as attendance, health and welfare (including hearing and sight) or changes in family situations to see if there is a reason, other than SEND, which is preventing a child from making good progress. If there are extenuating circumstances as to why the child has not made adequate progress, these will be appropriately addressed, such as through a referral for an Early Help Assessment.

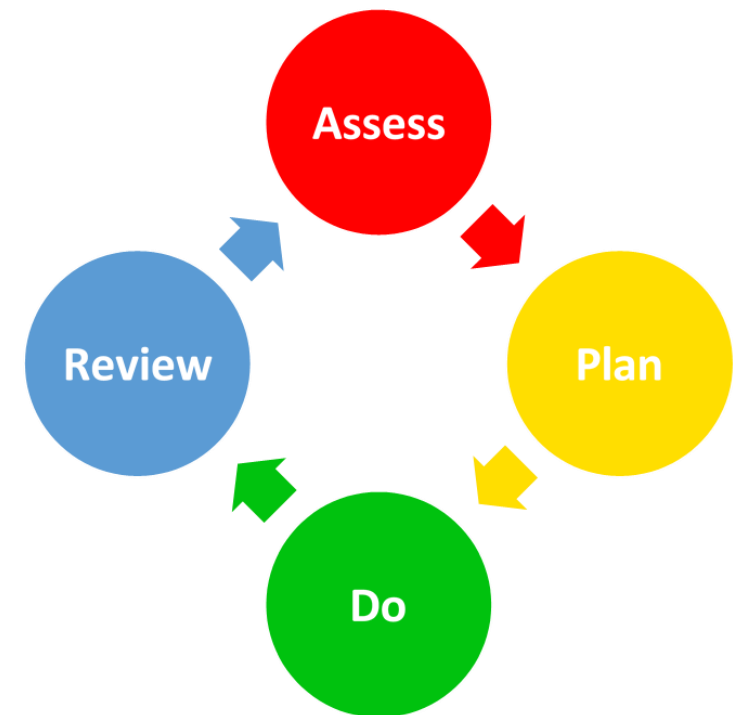


Figure 1: The Graduated Approach

2. How will school staff support my child? (continued)

The class teacher, supported by the Inclusion Lead, will carry out a clear analysis of the pupil's needs, drawing on:

- the teacher's assessment and experience of the pupil;
- their previous progress and attainment and behaviour;
- other teachers' assessments, where relevant;
- the individual's development in comparison to their peers and national data;
- the views and experience of parents;
- the pupil's own views; and
- advice from external support services, if relevant.



The Inclusion Lead will work with the class teacher and parents to identify an appropriate intervention, strategies or adjustments to be made within the whole class setting, or a targeted plan to support your child's area of need. This will usually be reviewed after a term.

If the child has not made the expected progress within the intervention/plan in place, the Inclusion Lead may request input from our specialists such as Educational Psychologist and Speech and Language Therapist. 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 service. This will help both the school and yourself understand your child's particular needs better.

The school will use a graduated approach to your child's learning, following the sequence of: **Assess, Plan, Do, Review**. This way we can constantly make sure that the school is meeting your child's needs.

2. How will school staff support my child? (continued)

If a child is identified as having a special educational need, the need will fall into one or more of the broad categories listed in the SEND Code of Practice 2015:

Communication and Interaction

Cognition and Learning

Social, Emotional and Mental Health Difficulties

Sensory and/or Physical needs.

However, children often have needs that cut across all of these areas and needs may change over time.

Where a pupil is identified as having a special educational need or disability, and requires an additional provision/intervention to meet their need, they will be placed on the SEND Register.

All pupils on the SEND Register receive SEND Support and this may look different for each pupil, depending on their needs.

Once a pupil has been identified as having a special educational need or disability, the four-part cycle will begin again, with more detailed assessments of the pupil's strengths and difficulties and further discussions involving staff, parents, the pupil and external professionals, as needed.

Following these assessments, a clear plan of action will be put in place. The plan (interventions, use of equipment) will vary for each child depending on the need. Pupils will usually be set targets within each intervention and these will be reviewed termly.

Each time we move through the cycle of the **graduated approach**, earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.



2. How will school staff support my child? (continued)

Children within the category of SEN Support who:

- make very little progress within an intervention
- have a higher level of need
- have needs in several different areas of SEN

will have a **SEN Support Plan – Personal Learning Plan (PLP)** with a higher number of personalised targets to be reviewed at least termly. This will usually be when external professionals have also been involved in supporting the child.

A few children with complex or higher levels of need will have an Education Health and Care Plan (EHCP), which has additional funding allocated from the Local Authority to support these needs.

All teachers and support staff who work with pupils with SEND will be made aware of individual children's needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

Plan				
Area of concern	Target	Desired outcome	Strategies & Provisions	Key staff
 Listening edit	Show that you are listening by giving the speaker your attention. edit	Observed on 1 occasion. edit	Seating plan, ensuring pupil has a good view of speaker. edit	Class teachers remove All relevant TAs remove Select te: add
 Dyslexia edit	Learn to spell high frequency words. edit	Correct spelling of high frequency words. edit	Flashcards, bingo, precision teaching, dyslexia gold. edit	Class teachers remove All relevant TAs remove Parents remove Select te: add
 Decoding edit	To develop instant recognition of high frequency words. edit	Achieved in 6 weeks edit	Flashcards, bingo, classroom posters, Dyslexia Gold, Precision teaching, labels edit	Class teachers remove All relevant TAs remove Parents remove Home support remove Select te: add

2. How will school staff support my child? (continued)

All pupils on the SEND Register have a **Pupil Passport** completed in collaboration with the pupil, parents, teachers and external professionals (if relevant).

This document collates information about the child's difficulties, likes, dislikes and the specific strategies and equipment which enable them to learn.

The Passport includes any provision made that is *additional to* and *different from* the usual classroom provision, as well as recommendations from any professionals involved with the pupil.

The Passport is updated as and when new information is obtained and shared with all relevant staff.

Pupil Passport - Demo School 14

Bill Açıktön
Date of birth: 11/6/1998
Pupil ID: JB20200107001
Year group: 11
Tutor Group: 11A

Date: 3/3/2017
Teacher: Ms Rachel Stephens

I would like you to know that...
I find it better if I work with someone so they can help me.

This means that...
Having someone available in the lessons that I struggle in will help me to achieve my best work

I find it difficult to...
Read blocks or long pieces writing, spelling, writing quickly, getting what I want to say on paper with it making sense.

It would help me if you could...

- Understand I can get restless sometimes.
- Break the long writing into small sentences.
- Help me with my spellings.

I will help myself by...

- Asking for help when I feel I need it
- Giving the teacher enough time to explain the task at hand
- Make teachers aware of my triggers

Additional Support
TA support in English and Science
Attendance on an Accelerated Intervention

Access Arrangements
Extra time to be given on reading exams, to the agreed amount

Your Logo Here

3. How will I know how my child is doing?

Your child's progress is continually monitored by their class teacher, Inclusion Lead and the Leadership and Management Team...

- Their progress is more formally reviewed three times a year.
- If your child is in Year 1 and above, but is not yet at operating within the expected level for their year group, the school's tracking system, Target Tracker, is used to carefully assess the level your child is working at. Additional assessment may be carried out if your child is working at a level Pre-Key Stage 1.
- If your child is working below the standard of the national curriculum assessments and not engaged in subject-specific study at key stage 1 (KS1) and key stage 2 (KS2), the school will follow the DfE's assessment tool, The Engagement Model.
- At the end of each key stage (at the end of year 2 and year 6) all children are required by the government to be formally assessed using Standard Assessment Tests (SATs).
- **All children receiving SEN support will receive additional provision and intervention matched to their needs.** Children will usually be set a target for each intervention and their progress will be reviewed termly.
- Some children with higher needs will have a SEN Support Plan with additional targets to be reviewed every term. You will be invited to attend a meeting at least twice a year in order for us to review and set new targets together.
- The progress of children with an Education, Health and Care (EHC) Plan is formally reviewed at an Annual Review with all adults involved with the child's education, including parents/carers.
- The Leadership Team and Inclusion Lead will also check that your child is making good progress with any individual work and in any group that they take part in.

A range of ways will be used to keep you informed, such as:

- Reading Journal
- Phone calls home, emails or text messages
- Parents evenings
- Personal Learning Plans (PLP) meetings
- Additional meetings, as required
- Reports

4. How will the learning and development provision be matched to my child's needs?

We use:

- differentiated and adapted / personalised resources and teaching styles
- appropriate learning outcomes/tasks
- carefully chosen talk partners to enhance our mixed ability classes
- appropriate choices of texts and topics to suit the learner
- additional highly skilled and qualified adult support work within the classroom
- interventions which maximise the child's time in class and are implemented under the supervision of the Inclusion Lead who is responsible for measuring impact.

The Inclusion Lead or other specialist professional will work with your child to understand their needs and make recommendations, which may include:

- Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better
- Support to set targets which will include their specific professional expertise
- Your child's involvement in a group run by school staff under the guidance of the outside professional e.g. a social skills group
- A group or individual work with outside professional
- Further assessment with other professionals when and if appropriate.

Children with specific barriers to learning that cannot be overcome through whole class high quality teaching and intervention groups...

- If your child has been identified as needing more specialist input on top of high quality teaching and intervention groups, referrals will be made to advise and support the school in enabling your child to make progress.
- Before referrals are made you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward
- If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the school to refer your child to a specialist professional.

5. What support will there be for my child's overall wellbeing?

Pupils are well supported by:

- our caring school ethos
- our relationships-based and restorative behaviour systems
- teachers who work hard to build strong relationships with each pupil
- the School Council who represent the views of the pupils
- close monitoring and management of attendance
- the Inclusion Lead regularly reviewing and evaluating the impact of the SEND provision, with regards to progress and well-being of the child
- closely monitoring children's behaviour and proactively identifying changes which give rise to a cause for concern; we engage with parents to minimise the risk of behaviour issues escalating, in particular because behaviour concerns can be a sign of underlying causes such as speech and language needs or issues relating to emotional wellbeing and mental health
- extracurricular activities and off-site visits are always an option for **all** children
- referrals are made to the Educational Psychologists, school nurse or other external agencies including CAMHS if it is felt that these services would support the child, after having a conversation with the child's parents.
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6. What specialist services and expertise are available at or accessed by the school?

Specialist services accessed by the school include:

- The School Nurse
- Community Paediatricians
- Speech and Language Therapy
- Child and Adolescent Mental Health (CAMHS)
- Integrated Therapy Services, including Occupational Therapy and Physiotherapy
- Lambeth Early Help and specialist teams
- Lambeth SEND team
- Lambeth Autism Advisory Service (LAAS)
- NASEN and the SEND Gateway
- Cluster SENDCo network
- Hearing Support Service
- Visual Support Service
- CENMAC

The Reay team of specialists

- **Every teacher is a teacher of children with SEND**
- Highly trained Teacher Assistant/Learning Support Assistants
- Higher Level Teaching Assistant (HLTA)
- Inclusion Lead
- Early Years Foundation Stage team (who are trained and experienced in relation to early child development and the early identification of SEND)
- Educational Psychologist
- Speech and Language Therapist

7. What training have the staff, supporting children and young people with SEND, had or are having?

- The Inclusion Lead's priority is to support the class teachers in planning for children with SEND.
- Where training needs are identified, especially for children with SEND, we are able to deliver training for example Attention Deficit Hyperactivity Disorder (ADHD), autism – Attention Autism, dyslexia or working memory needs. This year we have had a focus on Precision teaching, Inference training, Lego therapy and Developmental Language Disorder enabling effective interventions to take place.
- We have whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with a SEND, behaviour strategies such as restorative 5, reflection and social stories.
- **Individual teachers and support staff attend training courses run by the Inclusion Lead, other staff with specialist training or outside agencies, that are relevant to the needs of specific children they work with.**



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

- **One of the best ways that you can support your child is by reading with them daily.**
- In addition, you could support them in:
 - learning their number bonds and times tables
 - using maths and literacy skills in real life situations
 - going on a variety of trips and enjoying events with family and friends
 - ensuring that your child completes their homework to a high quality.
- If your child is identified as having SEND, the class teacher, Inclusion Lead and other professionals will provide you with specific activities to complete with your child or guidance as to how to work with them at home.
- We provide training and information sessions on specific topics, as and when it is needed.
- There are many organisations, both local and national, that provide excellent resources on their websites; some provide helplines. Do not hesitate to contact the Inclusion Lead who will advise you on sources of information and support.



9. How will I be involved in discussions about and planning for my child's education? How will my child's voice be heard?

Parents' views about SEND support are sought in:

- a. regular meetings with the class teacher or the Inclusion Lead
- b. Parent View <https://parentview.ofsted.gov.uk>
- c. parent evenings
- d. whole school parent surveys
- e. an open door policy for parents to voice any matter they would like to discuss with their child's class teacher, Inclusion Lead or a member of the Leadership and Management Team

The **views of pupils with SEND** are sought through:

- f. discussions with the class teacher or Inclusion Lead
- g. Pupil Voice surveys of the school
- h. Contribution to Pupil Passports
- i. Contribution during the Personal Learning Plan (PLP) meetings
- j. School Council meetings
- k. Annual Review meetings

Children are involved every day in their own learning:

- involved in the marking of their own and their classmates' work
- encouraged to talk about their learning in pairs and small groups
- targets are discussed and agreed with children
- they take ownership of their targets and reflect on progress and how they can overcome barriers
- growth mindset and meta-cognition underpins our approach to teaching and learning.

10. How will my child be included in activities outside the classroom including school trips?

- a. We make sure activities outside the classroom and school trips are available to all.
- b. PE lessons are planned to accommodate the needs of all pupils; pupils with SEND are encouraged to provide input to plans and feedback on lessons to help to improve our provision and better support their needs.
- c. Risk assessments are carried out for each trip and suitable numbers of adults are made available to accompany the pupils, with 1:1 support if necessary, pupils are prepared before the trip using Communicate in print with the expectations and explanation about the trip and events.
- d. Parents and carers are invited to accompany their child on a school trip if this ensures access.
- e. School clubs are available to all pupils.
- f. Health and safety audits are conducted as and when appropriate.



11. How accessible is the school environment?

- a. The school building is an old Victorian building (please see our accessibility plan on our website). We have two separate buildings for Infants and Juniors. Teachers in the school adapt the classroom layouts to cater for children with special needs and/or disabilities.
- b. Specific equipment and alternative-coloured paper is available for pupils and staff with dyslexia.
- c. For children who benefit from the use of information technology to aid their learning, equipment such as lap-tops and iPads are available.
- d. Writing slopes, writing grips, alternative scissors (e.g. loop scissors) are readily available for children to use, visual support – communication exchange pictures.
- e. For children sensitive to loud sound, school provides ear defenders to help them focus on independent work and during assemblies or school trips.

12. Who can I contact for further information?

- a. Our **Inclusion Lead** and **School Nurse** are contactable via the School Office.
- b. **Lambeth Parent Information Advice and Support Service** offers free and confidential advice and support around education, health and social care.

This service is universally free at the point of access and works for parents and carers of targeted children and young people with SEND and with their families.

Lambeth IAS SERVICE offers impartial and confidential advice and support around education, health and social care.

The service will make parents aware of the local authority's services for resolving disagreements and for mediation.

Click on the link below for more information and support:

<https://www.lambethiass.org.uk/pages/sen-support-in-schools>



12. Who can I contact for further information? (continued)

Lambeth Educational Psychology Service Children's Social

Care

1st Floor, Civic Centre, 6 Brixton Hill, London SW2 1EG

Tel 020 7926 6886

<https://www.lambeth.gov.uk/send-local-offer/education/educational-psychology>

Lambeth Autism Advisory Service (LAAS)

Civic Centre address as above

<https://www.lambeth.gov.uk/send-local-offer/education/lambeth-autism-advisory-service>

Physiotherapy Service

Guy's and St.Thomas' NHS Foundation Trust

St. Thomas' Hospital

3rd Floor, Lambeth Wing
Westminster Bridge Road
London SE1 9RT

Speech and Language Service

Community Health Services

Mary Sheridan Centre for Child Health

Wooden Spoon House
5 Dugard Way London
SE11 4TH

Tel 020 304 4005



Occupational Therapy Service

(same address as the speech and language)

Tel 020 3049 5976/6020

Lambeth Children and Adolescent Mental Health Services (CAMHS)

35 Black Prince Road London
SE11 6JJ

Tel 020 3228 7370

Lambeth Independent Advice and Support Service (LIASS)

LIASS is a free and confidential service for parents/carers about any issues relating to SEND of your child's progress.

lambethiass@lambeth.gov.uk

020 7926 1831/9805

13. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

We work hard to ensure that transitions from one educational setting to another are as smooth as possible. Children entering Early Years Foundation Stage are part of an integration process prior to starting school to ensure that they have built up a relationship with the class teachers and other adults. During this time of integration the class teacher visits the child in their nursery setting so that conversations with the nursery practitioners can occur and a home visit is also offered to the parents if they wish for the class teacher to visit their child in their home setting. A similar transition occurs from **Year 6 to secondary school**. Taster days are provided for children to visit the school and the teachers from secondary school come out to speak to the children in their school setting.

Extra meetings are arranged prior to transitions occurring if it is felt that these would benefit the child. This will usually be decided in a team around the child meeting well before the transition date and would be discussed with teachers, the Inclusion Lead and the child.

Access arrangements for tests that we may put in place to support the needs of your child include:

- Different test room
- Additional time
- Having a scribe
- The use of a computer

Support for children with identified special needs starting at this school:

- We will first invite you to visit the school with your child to have a look around and speak to staff
- If other professionals are involved, a Team Around the Child (TAC) meeting will be held to discuss your child's needs, share strategies used, and ensure provision is put in place before your child starts
- The Inclusion Lead and/or your child's key worker may make a home visit or 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

14. How are the school's resources allocated and matched to children's special educational needs?

We evaluate our provision through:

- Frequent discussions between all staff members working with the child, including the class teachers, Teaching and Learning Support Assistants and the Inclusion Lead, to ensure the provision is appropriate for the child
- Regular analysis of the attainment and progress of each child
- Reporting progress to the Headteacher and SEND Governors
- Ensuring members of staff are trained and confident in their work
- Carrying out learning walks and observations of whole class teaching and interventions to ensure that every child is receiving the support they need to access whole class teaching wherever possible
- An annual report to the Governing Body with the SEND Information Report posted on our website.



15. How is the decision made about how much support my child will receive?

If you or the school believe that your child needs more support than the current provision set in place, either you or the School can request that the Local Authority carry out a statutory assessment of your child's needs to see whether they are eligible for an

Education Health and Care Plan (EHC Plan)

This is a legal process and you can find more details about this in the **Lambeth Local Offer**. 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 seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support they are providing.

After the reports have all been sent in, the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more support in school to make good progress. If this is the case they will write an **Education, Health and Care (EHC) Plan**.

The EHC Plan will outline support your child will receive from Lambeth, acting as the Local Authority, 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. This may be used to support your child with whole class learning, individual programmes or small groups including your child.

Each child's programme will vary depending on the needs of the child and the targets set in the EHC Plan.

We will always use the advice of our Educational Psychologist and, as appropriate external agencies, to help us to support your child using the **graduated approach** (Assess, Plan, Do, Review).

If the LA decides not to issue an EHC Plan, they will write to you informing you of their decision. Ask the school to review or continue with the support at the current level and also set up a meeting in school to ensure a plan is in place to ensure your child makes the best possible progress.

16. How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?

For more information about **Lambeth's Local Offer** follow the link

<https://www.lambeth.gov.uk/lambeths-send-local-offer>

