



Mulgrave Primary School

Special Educational Needs and Disability (SEND) Information Report 2024-2025

Policy Written: September 2024
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Introduction

At Mulgrave Primary School, we welcome everybody into our community. The staff, governors, pupils and parents work together to make Mulgrave a happy, welcoming place where children can achieve their full potential and develop as individuals. We provide a learning environment that aims to enable all pupils to make the greatest possible progress and achieve their full potential in a caring, supportive and inclusive environment.

At Mulgrave, we believe that every pupil should be supported to fulfil their potential in their academic, emotional, social and physical development. This policy reflects the school's commitment to supporting the wide range of SEND that children may experience, either short term or long term.

Definition of Special Educational Needs and Disability

The Code of Practice (2014) states that a child or young person has a special educational need or disability if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age, or a young person, has a learning difficulty or disability if he or she:

- Has significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools

What kinds of special educational needs might the children at Mulgrave Primary School have?

Special educational needs and provision can be considered as falling under four broad areas:

- Communication and Interaction (C&I)
- Cognition and Learning (C&L)
- Social, Emotional and Mental Health (SEMH) (previously known as behavioural, social and emotional difficulties)
- Sensory and/or Physical (S&P)

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to (expressive language difficulties), understanding what is being said to them (receptive language difficulties) or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with an Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation and/or scaffolding. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are

medically unexplained. Other children and young people may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD), Oppositional Defiance Disorder (ODD) or attachment disorder. SEMH needs often co-occur with other SEND such as autism.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it more difficult for them to access the curriculum than for those with a single sensory impairment.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers, for example, ensuring the building is wheelchair accessible.

Who are the best people to talk to at Mulgrave about my child's difficulties with learning/SEND?

There are several staff you can talk to at Mulgrave Primary School regarding your child's learning or SEND. If you are unsure who to approach, please have an initial conversation with your child's teacher.

You can talk to your child's Class Teacher

Responsible for:

- Planning high quality, differentiated lessons for all pupils, making sure that learning is matched to each child's level. This includes SEND pupils who have an EHCP or support from a teaching assistant (TA).
- Regularly assessing the progress of all pupils, using this information to help them to identify any possible educational needs. Should they be concerned about a child, they meet with the Special Education Needs/Disabilities Co-ordinator (SENDSCO) to discuss this.
- Keeping up to date assessments, records and observations for SEND pupils, including meeting with 1:1 TAs to get their views.
- Ensuring that you are involved in supporting your child's learning and that, where possible, your and your child's views are included in their planning for SEND pupils.
- Meeting with parents/carers and other professionals about the SEND children in their class to make sure appropriate intervention is in place. Monitor that these support programmes are taking place, and the impact of these
- Ensuring that the school's SEND Policy is followed and implemented effectively in their classroom, and for all the pupils they teach with any SEND.

You can talk to the SENDCo, Mr Lorrain Black (interim)

Who is responsible for:

- Overseeing and co-ordinating the day-to-day provision for pupils with SEND in the school
- Making sure all SEND pupils are happy and safe in school.
- Liaising with outside agencies who may be coming into school to help support your child's learning, e.g. Speech and Language Therapist, Educational Psychologist, ASD Outreach etc.
- Ensuring that teachers and teaching assistants have access to and understand reports and assessments completed by external agents.
- Meeting with you, and other professionals, about children with SEND. This will also include other schools (including secondary schools) in ensuring that there is a smooth transition between key stages for pupils with SEND.
- Having regular discussions with you, to make sure that, wherever possible, your views are included in decisions about any action taken to support your child, the provision they are receiving and reviewing their progress
- Giving your child the chance to share their views and feelings about their education
- Ensuring that relevant background information about individual children with SEND is collected, recorded and updated
- Leading further assessment of your child's particular strengths and difficulties, including monitoring progress of pupils with SEND and the impact of interventions
- Researching and developing interventions or resources to support pupils to make accelerated progress and close gaps in their learning
- Ensuring that appropriate records are kept including a record of the number of children receiving SEND support and with Education Health and Care plans (EHCPs).
- Together with other members of SLT, deploying and timetabling additional adult support in the classroom
- Ordering & distributing specialist resources or equipment that are needed to enable SEND pupils to access the curriculum fully
- Ensuring staff are provided with opportunities to attend relevant, regular training.
- Supporting teachers to develop their Quality First Adaptive teaching and in creating access to learning for pupils with SEND.
- Developing Continued Professional for Teaching Assistants and teachers in specific areas of SEND.
- Developing and reviewing the school's SEND policy and SEND information report, ensuring this is implemented in practice at Mulgrave

The SEND Governor: Pauline Thomas

Responsible for:

- Doing their best to ensure that the necessary support is given for all children with SEND who attend the school
- Ensuring the school meets its statutory duty in relation to the Equality Act (2010) and SEND Cod of Practice (2014)

- in collaboration with the head teacher, establish the appropriate staffing and funding arrangements for children with SEND.

Other Members of the Inclusion Team

Jayne Taylor, Inclusion Coordinator, who assists the SENDCo and also works with children with SEMH. She is experienced in SEND and is able to meet with parents to discuss concerns that they may have about their child, before referring to the SENDCo.

Claire Byrne, Learning Mentor, who supports children with SEMH (social & emotional needs) and is able to meet with parents to discuss any concerns they may have about their child's social and emotional needs.

Sarah Cambridge, HLTA for Inclusion, who teaches in Conker Class, the school's specialist provision (see below). She is also the school's **Welfare Officer** and will meet with parents to discuss any health needs their children have. She will liaise with health agents and the school nurse to collate information for Health Care Plans. She also runs social communication interventions.

Nicki Clark, Family Liaison Officer, who can support families in a variety of different ways: she supports parents with attendance punctuality, or if they are struggling to support their child at home, or if families are struggling financially.

Parents are welcome to approach the school in person to discuss their child's needs or concerns. Alternatively, you can contact us by telephone:

0208 317 9211

Email: inclusion@mulgrave.greenwich.sch..uk

How are children with Special Educational Needs identified and assessed?

At Mulgrave Primary School, children are identified as having SEND through a variety of ways including the following:

Liaison with the previous educational setting

Tracking information – is the child performing below age expected levels or making limited progress?

School based assessments carried out initially by the class teacher

Further school based assessments carried out by the SENDCO, Inclusion Coordinator, the HLTA or an external agency

- Concerns raised by parents
- Concerns raised by school staff
- Concerns raised by the pupil
- Assessments completed by external agencies
- Health diagnosis from a health professional

What are the different types of support available for children with SEND at Mulgrave?

Class teacher input, through targeted classroom teaching (Quality First and Adaptive Teaching).

For your child this would mean:

That the teacher has the highest possible expectations for your child, and all pupils in their class

That all teaching builds on what your child already knows, can do and understands

That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning or using computers as an aid etc.

That specific strategies, which may be suggested by the Inclusion Team or outside agencies are in place to support your child to learn

Your child's teacher will have carefully checked on your child's progress and will have identified gaps in their understanding/learning. They will then provide some extra support to help them close the gaps and make the best possible progress.

Interventions

Intervention programmes are delivered over a short period of time, in a small group, with the aim of the children making accelerated progress. The interventions, and progress made, are closely monitored. The intervention will either have been developed by school staff, in liaison with the SENDCo or Inclusion Coordinator, or will be a specific programme that has been written by an outside agency e.g. Lego therapy groups.

They may be:

Delivered in the classroom or a group room/area

Delivered by a teacher, teaching assistant or member of the Inclusion Team

Examples of interventions delivered at Mulgrave are:

- Speech and Language groups like "Small Talk"
- Additional Phonics groups
- Gross or fine motor skills programmes and skills development
- Social communication groups e.g. Peer Supported Play or Lego Therapy.
- Sensory Circuits
- Sensory Room
- Attention and Listening Groups
- Social and Emotional Development Groups – often delivered by the school's Learning Mentor

Specialist individual interventions

This means a pupil has been identified through external agents' assessments, as needing some extra specialist support in school. Staff in school will receive training from these agents or they may be supported by the SENDCO or Inclusion Coordinator in delivering these specialist interventions.

This may be from:

Health services such as speech and language therapists, occupational therapists, physiotherapists or child and adolescent mental health teams (CAMHS)

Sensory support services such hearing or visual impairment specialist teachers.

Outside agencies such as the Education Psychology Service, ASD Outreach, STEPS (which focus on supporting pupils with specific SEND such as dyslexia, as well as pupils with more complex learning difficulties), school counsellor.

School Based Specialist Provision Class (Conker Class)

Conker Class is a specialist provision learning environment for pupils with high needs in social communication and interaction. The provision includes a soft play area, a sensory room, sensory circuits, and an outdoor learning environment. Lessons are planned for morning sessions in literacy and maths in an individualised way for pupils' needs, with a maximum of 12 pupils.

Pupils mostly return to their main classes in the afternoons.

There are interventions that happen in the afternoon, like *messy play*, *life skills* and *food for fun* that are specific to the needs of the children.

What could happen?

You could 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 etc. This will help you, and the school, to understand your child's particular needs better and be able to support them more effectively in school and at home.

If appropriate, the specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support. This could include identifying specific resources that could be bought to support your child. It may include them writing a specific programme for your child to follow individually or in a small group.

The professional will then train Mulgrave staff on how to deliver this. It will then be delivered by this member of staff and will continue to be monitored and reviewed regularly by the outside agency.

Specified Individual support

This type of support is available for children whose learning needs are severe, complex and lifelong. This is usually provided via an Educational Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and targeted intervention groups.

Your child will also need specialist support from a professional(s) outside the school, which may include any of the agencies listed above. For your child this would mean:

- The school (or you) can request that Local Authority Services carry out an Educational, Health and Care assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child, based on their needs.
- After the request has been made to the 'Panel of Professionals' (with a great deal of information about your child, including some from you and your child), they will decide whether they think your child's needs (as described in the paperwork that has been provided), meet the criteria for 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 current support.
- After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Educational Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support in place. They will also look to arrange a meeting in school to ensure a plan is in place to enable your child to make as much progress as possible.

If the EHCP is agreed, it will outline the amount of funding the school will receive from the LA to support your child. It will also outline how the support should be used, and what strategies must be put in place. It will have long and short-term goals for your child to work towards. A meeting will be held with you annually to review these goals and to update the plan.

A Key Support adult may be used to support your child with whole class learning, run individual programmes or deliver small groups including your child. Other resources may also be secured through this funding; however, this is a collaborative approach involving education, health care professionals and yourself.

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

If you have concerns about your child's progress, you should speak to your child's class teacher initially. If you continue to be concerned that your child is not making progress, please contact a member of the Inclusion Team. They can be contacted via the main school office: 0208 317 9211; a meeting can be arranged then to discuss your concerns.

The SENDCo and Family Liaison Officer, Nicki Clark, have weekly Inclusion clinic sessions, when you may drop in without an appointment to voice your concerns. Miss Clark can also offer support and contact suggestions for you in supporting you and your child at home.

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

If your child is identified as not making progress, your child's class teacher will arrange a meeting to discuss this with you and to gain your views. You may also be asked to sign an early identification form at this stage, which will then be shared with the SENDCo. The teacher will:

- Listen to any concerns you may have
- Make a record of your discussion to share with the inclusion team
- Discuss any additional support or adaptive teaching that is already in place for your child
- Discuss ways you can support your child at home.

Following this initial discussion as well as discussions between the SENDCO and class teacher, the inclusion team may then contact you to discuss:

- Any additional support your child may need
- Possible referrals to outside professionals to support your child, including asking you to sign referral forms if you feel it is appropriate to go forward with any referrals.
- The SENDCo may also work with or observe your child in class.

How is extra support allocated to children, and how do they progress in their learning?

The school budget, received from Royal Borough of Greenwich, includes funding for supporting children with SEND. The Head Teacher decides on the deployment of resources for SEND, in consultation with the SENDCo, the school governors, and based on the needs in the school. For example, if your child has an EHCP it may be the allocation of a key member of staff to support your child within a group or, at times, to support your child individually in accessing their learning.

Should your child have a SALT or STEPS programme then a key member of staff will be allocated to deliver this etc.

When the school has identified the needs of pupils with SEND, the children are placed on a SEND Register. This register identifies the needs across the school and is reviewed regularly with teachers, with changes made as agreed is appropriate, so that the needs of children are met, and resources are deployed as effectively as possible. Entry assessments are carried out to assess your child at the beginning of an intervention, and an exit assessment will be carried out at the end of intervention to show progress and effectiveness of the intervention.

Who are the other people providing services to children with SEND at Mulgrave?

School provision

Teaching Assistants working with either individual children or small groups

Teaching Assistants with knowledge of Speech and Language or STEPS programmes, working with individually or in small groups

A Higher Level Teaching Assistant (HLTA) working with children with social communication difficulties, using Lego Therapy, Peer Supported Play and other Social Communication groups.

The HLTA will liaise with you and appropriate healthcare services in developing, a Health Care Plan to be implemented in school, so that your child's health care needs are met safely and continually in school.

A Learning Mentor supporting children with social and emotional needs in small groups.

Local Authority Provision available to Mulgrave (either provided by the LA or bought in by the school):

- Educational Psychology Service
- SALT (Speech and Language Therapy)
- STEPS (Support Team for Education in Primary and Secondary)
- ASD Outreach
- Social Communication Outreach Worker
- School counsellor
- Waterside Outreach – supporting children with SEMH needs
- Sensory support for children with visual or hearing needs
- Parent Partnership
- Special Educational Needs and Disability Information Advice and Support Service (SENDIASS)

Health Provision available to be delivered at Mulgrave

- Additional Speech and Language Therapy input to provide a higher level of service to the school
- School Nurse
- Occupational Therapy
- CAMHS (Child and Adolescent Mental Health Service)
- Paediatricians (Community Child Health)
- Physiotherapy

How are teachers in the school supported to work with children with SEND, and what training do members of staff have?

The SENDCo, as part of their role, supports the class teachers in planning for children with SEND. This work can include supporting with developing adaptive teaching with scaffolding and developing resources to enable children to access their lessons fully. It can also include completing observations and/or team teaching to support a given pupil or group of pupils.

The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This can include whole school training on SEND issues, such as Specific Learning Difficulties, Autism Spectrum Disorder (ASD), speech and language difficulties and supporting mental health. Training is also provided to staff throughout the year by the SENDCo or Inclusion Coordinator.

Further to this, individual teachers and support staff attend training courses delivered by outside agencies that are relevant to the needs of specific children in their class.

Teaching Assistants receive a range of training as part of their ongoing Continued Professional Development (CPD), and to respond to the needs of the individual children they are working with. Most members of staff have basic training in Autism, Speech and Language needs and Specific Learning Difficulties (such as dyslexia), which are common areas of SEND in our school.

Other training has included making and using symbol resource systems to encourage independent learning, social stories, supporting transition and social skills for pupils with complex needs in social communication. Teaching Assistants have attended CPD for de-escalation techniques which are used to support pupils with SEMH needs, if appropriate.

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

Class teachers plan lessons, ensuring adaptive strategies both in their teaching (delivery) and the resourcing for their lessons, according to the specific needs of pupils in their class. Specific resources and strategies may be used to support your child individually, and in groups. Examples of this are the class teacher or TA working with a small focus group, pre-teaching to ensure that the children are able to access the lesson when it is delivered, additional support with phonics, handwriting, spelling etc.

Planning and teaching will be adapted to meet your child's learning needs on a daily basis.

Resources to gain pupil voice are also adapted, so children are able to communicate about their own learning and be part of the decision-making process when it comes to setting themselves new targets.

How do you measure the progress of my child at Mulgrave?

Your child's progress is being monitored daily by their class teacher, through strategies such as questioning and feedback marking etc. Further to this, their progress is assessed once a term through summative assessments. Their progress will be measured against Key Performance Indicators (KPIs) for their year group. Their progress will then be reviewed with members of the senior leadership team every term in reading, writing and maths, through pupil progress meetings.

Children are currently required to be formally assessed at the end of Reception, Year 1, Year 2 (Phonics), Year 4 and Year 6. Children in Reception will be assessed using the Early Learning Goals to see if the children have made a Good Level of Development (GLD).

In Year 1 Phonics Screening Checks are carried out, in Year 4 a multiplication check is carried out. In Year 2 (Phonics Screening Retakes for any children who did not pass this in Y1) and Year 6 Standard Assessment Tests (SATs) are completed. This is something the government requires all schools to do and the results are published nationally.

For children working well below age expected outcomes for Year 2 and Year 6, they will be assessed against the Pre-Key-Stage Performance Indicators. In some cases, where a child does not meet the pre key stage levels, then a small steps assessment tool (B Squared), which also uses the Engagement Model, a system that assesses children who are working below the level of the National Curriculum and who are not engaged in subject-specific study (<https://www.gov.uk/government/publications/the-engagement-model/the-engagement-model>) will be used, ensuring your child's progress is known and understood.

For children who are working below age related expectations, in other year groups, they will be assessed against the levels for the year group in which they are currently working. For example, if your child is in year 4 but they are working at a year 3 level, they will be assessed against the year 3 levels. Therefore, their progress can be closely tracked and monitored.

If your child is in Year 1 or above, and working significantly below age related expectations, a more specific assessment tool will be used called B-Squared. This shows children's attainment in more detail, breaking learning down into smaller steps, meaning their progress can be closely tracked.

The SENDCO meets regularly with teachers to discuss the children and any new concerns that have been highlighted from their assessments and the progress the children are making. Pupil Progress meeting with the leadership (including the SENDCo) are held termly.

Where a child is involved in an intervention or personalised programme, specific targets will be written for these. Targets will be designed to accelerate learning and close the gap. Progress against these targets will be reviewed regularly and next steps decided. The progress of children with an EHC Plan will be formally reviewed at an Annual Review, with all adults involved contributing to the review of a child's strengths and progress, as well as developing new targets for the coming year.

What support do we have for you as a parent of a child with SEND?

The class teacher is regularly available to discuss your child's progress or any concerns you may have. They will also share information about what is working well at school, so that similar strategies can be used at home and vice versa. The Inclusion team are also available to meet with you to discuss your child's progress or any concerns/worries you may have. On occasion, a home-school contact book will be used to support communication with you.

All information from outside professionals will be shared and discussed with you, where possible this will be directly with the outside agency. Strategies and resources will be provided for you to use at home to further support your child.

The Special Educational Needs and Disability Information Advice and Support Service (SENDIASS - formerly Parent Partnership Service) is available to give further impartial advice and support should you need it. You can access their contact details via this website <https://www.sendirect.org.uk/providers/information-advice-and-support-services-network/my-services/royal-greenwich-sendiass/>

The Royal Borough of Greenwich has a very extensive directory of supporting services in their Local Offer:

[Special Educational Needs and Disabilities \(SEND\) Local Offer | Greenwich Community Directory](#)

How is Mulgrave Primary School accessible to children with SEND?

The school is fully compliant with the Disability Discrimination Act 2010 (DDA) requirements.

The school is on two levels, with a lift that provides access and double doors where appropriate. We ensure, wherever possible, that equipment used is accessible to all children, regardless of their needs. Extra-curricular activities are accessible to all children, including those with SEND. Wherever possible, all pupils with SEND are included in educational visits and offsite activities such as swimming. A quiet area is provided for children who need a space to support their emotional needs and can be accessed throughout the day, including at break and lunch times. This is supported by the learning mentor.

How will we support your child's emotional and social development?

We recognise that some children have more complex emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiety, struggling to communicate effectively etc.

All classes follow a structured PSHE (Personal, Social, Health and Education) curriculum, for all pupils. However, we also have access to the following interventions for those children who have challenges with their emotional and/or social development:

- Social communication skills groups, including Intensive Interaction, Peer Supported Play and Lego Therapy
- School Counsellor
- Learning Mentor groups

The aim of these is for children to learn how to co-operate with one another in a small group, to develop emotional literacy, and develop the skills needed to initiate friendships and interact socially with their peers.

How will we support your child when they are joining the school, leaving the school or moving to another class?

We recognise that transitions can be challenging for a child with SEND, therefore, we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school

The SENDCo will liaise with the SENDCO from your child's previous school to gain as much information as possible about your child, including requesting any reports or paperwork

The Inclusion Coordinator or SENDCo may visit the school where appropriate and attend annual reviews for children with an EHCP

A social story or transition book will be provided, as needed, to support them in understanding the transition, with information about their current placement and their new school, including photos of their new teacher, new classroom, playground etc.

Your child will be able to visit our school and stay for a transition session, where appropriate

Parents will be invited to attend an information meeting

You may be given an opportunity for additional visits, where appropriate, to help to prepare your child for their move to the school.

If your child is moving to another school

We will contact the school's SENDCo and ensure they know about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENDCo from the new school.

We will make sure that all records about your child are passed on as soon as possible.

If your child's new school offers a transition plan e.g. visits to the new school, we will support with this where possible.

If your child benefits from a transition book, we will liaise with the new school to develop this

Transition meetings are held, wherever possible, for all children with an EHCP; you will be invited to attend this meeting.

When moving classes in school

- The current and new teacher will meet to share information about the class as a whole, and specifically about children with SEND.
- If your child has a key support assistant, they will also meet with the new member of support staff and share specific information about your child, as well as modelling their programmes etc.
- The inclusion team will follow up with this, with supporting the new teacher with any differentiation, planning or resourcing needed for their new class.
- The new teacher is provided with a SEND folder for their class, which includes all relevant documentation and reports etc about your child.
- If your child would be supported by a social story or transition book, one will be made for them
- Your child may participate in a transition group or be able to visit the new class more frequently, where appropriate, to prepare them for the move, especially when moving from Reception to year1 or from year 2 to year 3. This may include becoming familiar with the different playground.
- Your child will meet the adults who will be working with them in advance.

In Year 6

The Inclusion Team and class teacher will discuss the specific needs of your child with the SENDCo of the child's secondary school. Where appropriate, a transition review meeting will be arranged, which you will be invited to. If your child has an EHC Plan, we will invite the SENDCo of your child's new school to the Year 6 Annual Review meeting.

Where appropriate, your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead

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 Mulgrave.

If appropriate, your child will be provided with a social story/transition book to support them to understand the change.

A transition meeting is held for vulnerable children, across the borough, where primary and secondary SENDCOs meet. This is to ensure a smooth transition and all information is passed on to the new school in advance.

School Based Information Data	
How many children with EHCPs did we have in July	At the end of September 2024, we had 20 children with EHCPs.

2022? How many students were SEND support at the end of September 2024?	72 children
What were the outcomes for children within our school with SEND for 2023/24?	<p>10% of our children with SEND in reception achieved a good level of development (GLD)</p> <p>0% of our children with SEND in year 1 passed the Phonics Screening Check</p> <p>0% of our children with SEND in year 2 passed the Phonics Screening Check</p> <p>69% of our children with SEND in year 4 passed the Multiplication Check</p> <p>At the end of KS1 the percentage of children with SEND working within the expected level or above was:</p> <ul style="list-style-type: none"> ● Reading 0% ● Writing 0% ● Maths 0% ● Combined 0% <p>At the end of KS2, the percentage of children with SEND working within the expected level or above was:</p> <ul style="list-style-type: none"> ● Reading 58%, ● Writing 58% ● Maths 41% ● Combined 41% <p>100% of pupils with SEND made progress from the start of the year to the end of the Summer term.</p>
What training did staff have in SEND in 2023/24	<p>Supporting pupils with SEMH needs,</p> <p>STEPS training,</p> <p>SALT training,</p> <p>ASD Outreach training,</p> <p>Social Communication Outreach training (including PECs training),</p> <p>Dyscalculia needs and using Numicon;</p> <p>Assessments in reading;</p> <p>Effective Interventions and effective support in class.</p> <p>Adaptive Teaching</p>

Compl aints Proced ure

Pupils, staff and parents are expected to listen carefully and respectfully to each other. Where an issue arises, parents should, in the first instance, make an appoint

ment to speak with their child's class teacher or Phase Leader and seek to resolve any concerns. If a parent believes that their concern has not been resolved to their

satisfaction, or is of a more serious or sensitive nature, an appointment should be made to see the Headteacher or the Deputy Headteacher (SENDCO), who will investigate and report back on the results of the investigation. Where an issue is not satisfactorily resolved, parents should then refer to the school's Complaints Procedure, which is available on request from the school or on the school's website.

Identification of SEND

Flow Chart

Here is a flow chart showing the steps we take to identify children with SEND. We only move from one step to another if a child still needs more support and is not making sufficient progress. When the child makes progress, we may decide to move back a step.



