Let your light shine before others, so they see your good works and give glory to God

Matthew 5 v.16

Special Educational Needs and Disabilities (SEND) Information Report

St. Peter's CE Primary School

Written by Emily Cook (SENDCo)

Last reviewed on: October 2025

Next review due by: October 2026

Rooted in Christian faith, which underpins the school's ethos, we seek to enable all pupils to develop their full academic potential; discover skills and talents in art, music, sport and drama; and grow in spiritual awareness and moral character. By striving for excellence within an inclusive environment, enabling every child to develop their gifts and flourish, we seek to shine as a community, so our achievements give glory to God.

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website here.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report

1. What types of SEND does the school provide for?

Our school is an inclusive school where every child matters; we aim to address children's needs and support their development in the most appropriate way possible and celebrate effort as much as achievement.

Our school's SEND policy document is available on this website detailing our philosophy in relation to SEND.

Additional to and/or different provision is currently being made in school for children with a range of needs, including:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech, language and communication difficulties, including understanding social rules of communication.
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
	Selective Mutism
	Social anxiety, confidence or self-esteem issues
	SEMH needs can sometimes arise from neurodevelopmental needs, for example, Tourette's Syndrome
	Adverse childhood experiences (ACEs)
	Developmental Trauma Disorder and attachment difficulties
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment
	Sensory processing difficulties

2. Which staff will support my child, and what training have they had?

Our special educational needs and disabilities co-ordinator, or SENDCO

Our SENDCO and Inclusion Lead is Miss Emily Cook.

Miss Cook has four years of experience in this role and has been a teacher at the school for eight years, now entering her ninth. She achieved the National Award in Special Educational Needs Co-ordination from UCL in July 2022.

Miss Cook has been a member of the school's Senior Leadership Team for four years and has just finished undertaking the National Professional Qualification for Senior Leadership (NPQSL).

She is allocated four days a week to manage SEND provision.

Class/subject teachers

All of our teachers receive in-house SEND training and are supported by the SENDCO to meet the needs of children with special educational needs and/or disabilities.

Staff also have access to a range of bespoke training from external services such as West London Speech and Language Therapy, the school's link Educational Psychologist, CLCH NHS Speech and Language Therapist, Occupational Therapist, H&F's Joint Communication Team, and H&F's INSPIRE Autism Team.

Here are examples of the training class teachers received last year:

- Making Sense of Autism
- Sensory Regulation
- Literacy Difficulties

Teaching assistants (TAs) and learning support assistants (LSAs)

We have a team of seven TAs and eight LSAs who are trained to deliver SEND provision.

In the last academic year, TAs and LSAs have been trained in:

- Understanding Echolalia to Support Language Development
- Supporting Childs to Understand Questions
- Language for Thinking
- Vocabulary Building (Word Aware)
- Good Autism Practice
- Understanding Communication Differences in ADHD and How to Support in the Classroom
- Vocabulary Building (Word Aware)
- Attachment Session
- Making Sense of Autism
- An Introduction to Sensory Regulation
- Independence Skills for Key Stage 1 & 2

- Understanding Spoken Language
- Sentence Building

External agencies and experts

Sometimes we need extra help to offer our children the support they need. Whenever necessary we will work with external support services to meet the needs of our children with SEND and to support their families. These include:

- West London Speech and Language Therapy Service
- CLCH NHS Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations
- OAT Outreach
- Inclusion and Specialist Intervention Outreach Service (INSPIRE)

3. What should I do if I think my child has SEND?

At St Peter's we are committed to giving all our children every opportunity to achieve their best. The achievement, attitude and inclusion are the responsibility of everyone within our school. Every teacher is a teacher of every child, including those with special educational needs and disabilities. We respect the unique contribution, which every individual can make to our school community.

The table below outlines what parents/carers should do if they think their child might need SEN support.

Tell us about your concerns	We will invite you to a meeting to discuss them	We will decide whether your child needs SEN support
If you think your child might have SEND, the first person you should tell is your child's teacher. Parents/carers should get in touch with their child's teacher via the school communication system. They will pass the message on to our SENDCO, Miss Emily Cook, who will be in touch to discuss your concerns. You can also contact the SENDCO via the school's communication system (communication@stpetersce.lbhg.sch.uk).	We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and challenges are. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.	If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEND support?

We believe that children's learning needs are best supported through high-quality, inclusive teaching delivered by their class teacher. This quality-first teaching approach values the diverse ways in which children learn.

We regularly review our school training schedule and professional development for all teaching and support staff to ensure we have the expertise to support neurodivergent children and those with special educational needs and/or disabilities (SEND).

As a result, our teachers are trained to recognise and support children with diverse developmental profiles. They are attentive to any children who may be developing differently, whether that means needing support with friendships, making certain speech sounds or focusing in class. We recognise that differences in development are part of the natural diversity of human brains and work to create an environment where every child can thrive.

If the teacher notices that a pupil is making slow progress or is facing barriers to learning, they will make reasonable adjustments and put in place additional support/provision to remove or reduce barriers to your child's learning.

If the child continues to face barriers to learning and is still struggling to make progress, the teacher will talk to the SENDCO, and will contact you to explore this further.

The SENDCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENDCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist or a paediatrician.

Based on all of this information, the SENDCO will decide whether your child needs SEND support. You will be told the outcome of the decision in writing.

If your child does need SEND support, their name will be added to the school's SEND register, and the SENDCO will work with you to create a SEND support plan for them, which will be outlined on the class provision map.

At St Peter's CE Primary School, we have a three-tiered approach to supporting a child's learning.

Universal strategies – this is the quality first/high quality teaching your child will receive from her/his class teacher and may include some very minor adaptations to match learning needs.

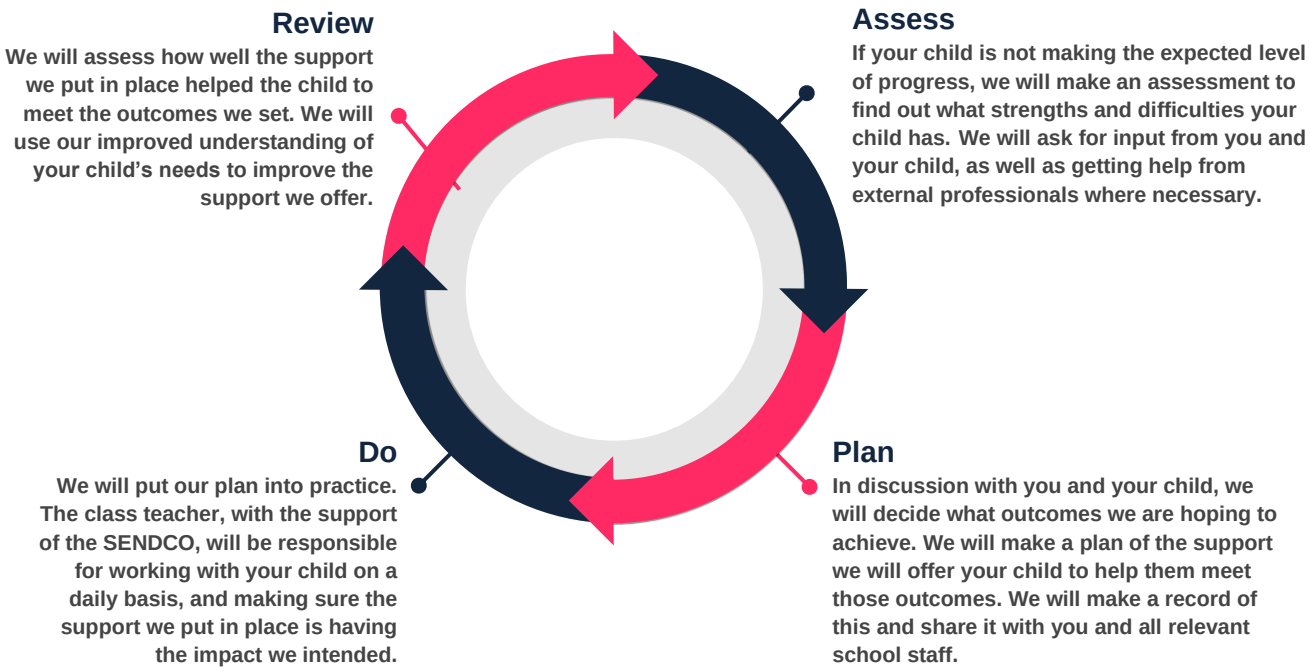
Additional support - it may be appropriate to consider making additional short-term special educational provision to remove or reduce any barriers to your child's learning. This takes the form of a graduated four-part approach of a) assessing your child's needs, b) planning the most effective and appropriate intervention, c) providing (do) this intervention and d) reviewing the impact on your child's progress towards individual learning outcomes *(assess, plan, do, review cycle).*

Specialist provision – it may be necessary to seek specialist advice and regular long-term support from a specialist professional outside the school in order to plan for the best possible learning outcomes for your child. This may include educational psychology, speech and language therapy, occupational therapy, sensory advisory teachers and the child development service. The school may need to prioritise referrals to these services. However, for a very small number of children access to these specialists may be through an EHC Plan (EHCP).

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEND needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set achievable outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide termly reviews on your child's progress.

Your child's class teacher and SENDCO will meet you a minimum of 3 times a year to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will send a follow-up email noting any outcomes, actions and support that have been agreed. This will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher. To get in touch, please contact communications@stpetersce.lbhf.sch.uk FAO: [teacher's name].

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of every child in their class, recognising and respecting the diverse ways in which children learn.

High-quality, inclusive teaching is our primary approach to meeting your child's needs. We are committed to ensuring that your child has access to a broad, balanced, and diverse curriculum that enables all children to succeed and progress.

We will adapt our teaching methods and create an environment that is accessible and supportive of all children.

Here are some examples of the adaptations we might make:

- Adapting our curriculum to make sure all children are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Using alternative methods of recording work, for example, typing using a laptops, iPads Apps, voice-to-text and Clicker Writer.
- Using recommended visual aids, coloured overlays, visual timetables, now-next board, sand times, larger font etc.
- Chunking Information: Breaking down instructions and content into smaller, more manageable parts. This helps reduce cognitive overload and allows some children to process information more effectively.
- Multisensory Learning: Use a combination of visual, auditory, and kinaesthetic methods to reinforce learning. For example, incorporating tactile activities like tracing letters in sand or using manipulatives to form words can help engage different senses.

We may also provide the following interventions (please note this is not an exhaustive list):

- Language for Thinking

- Colourful Semantics
- Bucket time – Attention Autism
- Touch-typing
- Guided reading support
- Specialist teacher input for literacy and maths
- Sensory circuits/movement breaks
- Zones of Regulation
- Fine motor interventions
- Gross motor interventions
- Counselling/mentoring/emotional literacy support
- Handwriting support
- Social communication groups
- Turn-taking groups
- LEGO therapy
- Phonics interventions
- Subject specific interventions, for example, creative writing, essential maths skills

These interventions are part of our contribution to Hammersmith and Fulham's local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their outcomes each term
- Reviewing the impact of interventions each term
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using class provision maps, individual provision maps (EHCP children) and SEN support plans to measure progress
- Using the school's progress tracking system (Sonar)
- Using the Cherry Blossom Framework on Tapestry for those with complex needs
- Holding an annual review (if they have an education, health and care plan (EHCP))
- Meeting with parents/carers at least once a term to discuss progress and next steps
- Ongoing discussions with teaching staff and SENDCO

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff

- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority. If the cost is exceeding the SEND notional budget of £6,000 it is likely the school will apply for High Needs Contingency Funding/Top-Up Funding.

11. How will the school make sure my child is included in activities alongside children who don't have SEND?

All of our extra-curricular activities and school visits are available to all our children, including our before and after-school clubs.

All children are encouraged to go on our school trips, including our residential trips to Treginnis Farm and PGL.

All children are encouraged to take part in sports day, class assemblies, workshops led by external providers and the whole school production.

No child is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

12. How does the school make sure the admissions process is fair for children with SEN or a disability?

The Governing Body is committed to equal opportunities for all candidates including the disabled. Reasonable adjustments are made under the Equality Act 2010 to accommodate the needs of children with any disability. Children who have Education, Health and Care Plans that name the school under the terms of the Education Act 1996 will be admitted to the school under a different admissions procedure through their home Local Authority.

Exceptional social or medical needs of the child, of which a professional assessment has been provided with the application form, will be considered as stated in Part One of the oversubscription criteria.

Arrangements for when the School is oversubscribed.

- Governors will admit any children offered a place at St Peter's through the separate process which admits those with Education, Health and Care Plans, which specifically name the school.
- The Governors will give the highest priority to Looked After Children, including those previously Looked After.

For further details, please see the school's Admission Policy here.

13. How does the school support children with disabilities?

We are fully committed to establishing equality for all children, their parents, staff and other users of the school. We treat all children as individuals, including those with disabilities. We ensure we have an up-to-date Accessibility Policy that adheres to requirements of schedule 10 of the Equality Act 2010, Special Educational Needs and Disability (SEND) Code of Practice and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

We focus on the following areas to effectively support children with disabilities:

- Increasing access to the curriculum for pupils with disabilities.

Expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum. Additionally, we utilise technology such as left-handed keyboards, headphones, iPads, laptops, and voice-to-text software. Many staff members have received Makaton training to further support our children with communication differences.

- Improving the school environment to enable those with disabilities to better benefit from the educational offerings and associated services.

This covers improvements to the physical environment of the school and physical aids to access education. For example, specialist seating system, minimising sensory information, dimming lights, adjusting door handles, etc.

- Enhancing the availability of accessible information for people with disabilities.

Examples may include handouts, visuals timetables, social stories, textbooks, and information about the school and its events. This information should be made available in various preferred formats and within a reasonable timeframe.

We carry out consultation with pupils, parents, teaching professionals and health agencies as required according to the individual circumstances of the child. Individual discussions are also carried out with parents with disabilities at their request. The views of parents are sought at annual review meetings and the SENDCo frequently liaises with parents in less formal meetings across the year.

The school's Accessibility Plan is readily available on the school's website which you can access here.

14. How will the school support my child's mental health, and emotional and social development?

We provide support for children to progress in their emotional and social development in the following ways:

- Children with SEND are encouraged to be part of the school council or undertake another ambassador role within the school.
- Children with SEND are explicitly taught emotional literacy skills and regulation strategies linked to their feelings.
- We have a school mentor that offers a mentoring programme for children presenting with social, emotional and mental health needs.
- We have a school counsellor that works with children with social, emotional and mental health needs. The counsellor works in the school for two full days a week.
- We have a trained emotional literacy support assistant (ELSA) that works one day a week to offer extra support with social or emotional development.
- We offer a mindfulness colouring club and other clubs that foster social interaction, for example, imaginative play or board games club.
- We work closely with parents/carers to support them with supporting their children with anxiety and worries. We offer half-termly SEND Coffee mornings at school for parents/carers.
- We share H&F training, resources and workshops available for parents/carers at our school

- We explicitly teach lessons as part of our RSHE curriculum that foster social, emotional and mental health development.
- We hold an annual Health and Wellbeing Week.
- We take part in national events such as Anti-Bullying Week and Odd Socks day.
- We have a ‘zero tolerance’ approach to bullying. We prevent bullying in the school by working hard to foster good relationships between all children, staff, parents/carers and the wider community. Positive relationships based on respect, listening and empathy are at the centre of what we do; children are both explicitly taught and expected to behave in ways that foster and enhance relationships and connections with others. Children are given the responsibility to develop and maintain relationships, and consequently to develop their own strategies for avoiding and resolving conflict. All staff recognise and praise good behaviour as well as deal with inappropriate behaviour in a consistent and clear fashion – further details of our approach to behaviour management are included in our Behaviour Policy. Our approach to dealing with bullying is predicated on the following:
    - respect for one another – one of the school’s key values
    - a belief in the role of education as a positive force for social justice;
    - explicitly teaching that our actions have consequences for ourselves and others.

Access our school’s Anti-Bullying Policy and Behaviour Policy here.

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Nursery to reception

We liaise closely with the school or nursery your child is transferring from. We are able to discuss with the relevant teachers any individual needs and how best to support your child in school.

Between years

To help children with SEND be prepared for a new school year we:

- Ask both the current teacher and the next year’s teacher, where possible, to attend a final meeting of the year when the pupil’s SEND is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term
- Create transition booklets with visuals
- Update pupil passports with the support of children and their parents
- Allow SEND children an opportunity to see their new classroom

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between phases

The SENDCO of the secondary school will come into our school/have a virtual meeting with our SENDCO. They will discuss the needs of all the children who are receiving SEND support including those with EHCPs. The SENDCO will also attend a Hammersmith and Fulham secondary school transition meeting in the summer term.

Children will be prepared for the transition by:

- Visiting their new school, sometimes with the SENDCO and their family

- Have a social story outlining what to expect
- Familiarise themselves with a secondary school timetable
- Set goals and aspirations for Year 7
- Learning how to get organised independently, for example, checklist, routine planner, etc.
- Being told in advance what key adult they should go to if they need support

16. What support is in place for looked-after and previously looked-after children with SEND?

Miss Emily Cook, the school's SENDCO, is the designated teacher for looked-after and previously looked-after children. She will make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after children will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

Please find the Designated Teacher (Looked-After and Previously Looked-After Children) Policy here.

17. What should I do if I have a complaint about my child's SEND support?

Complaints about SEND provision in our school should be made to your child's class teacher and the school's SENDCO in the first instance. They will then try to address your concerns. If further assistance is needed, contact Miss Frazer, the Headteacher of the school.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves. The school's complaint policy can be accessed here.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEND Code of Practice.

If you feel that our school has discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: https://www.gov.uk/complain-about-school/disability-discrimination

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

The current provider for SEND mediation services in Hammersmith & Fulham is KIDS SEND Mediation Service.

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Hammersmith and Fulham's local offer. Hammersmith and Fulham Council publishes information about the local offer on their website:

SEND Local Offer

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

H&F SEND Information and Advice Support Service (SENDIASS)

H&F SENDIASS offers free, confidential, accurate and impartial advice and support to families living in Hammersmith & Fulham with a child up to the age of 25 who has special educational needs or a disability (SEND).

Local charities that offer information and support to families of children with SEN are:

The Stephen Wiltshire Centre is a purpose-built specialist centre for children with special educational needs and/or disabilities (SEND) and their families, who live in Hammersmith & Fulham. This specialist hub delivers a range of activities, information and support in partnership with local services and agencies.

Duty Line: 0208 753 4443

E-mail: stephenwiltshirecentre@lbhf.gov.uk

National charities that offer information and support to families of children with SEND are:

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle
- KIDS

19. Glossary

- **Access arrangements** – special arrangements to allow children with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for children with SEN in the local area
- **Outcome** – target for improvement for children with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENDCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports children with SEN
- **SEN support** – special educational provision that meets the needs of children with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages

Appendix One

Definition of SEN and Disability (SEND)

The Special Educational Needs Code of Practice 2015 states that a child or young person has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty if they:

a) Have a significant greater difficulty in learning than the majority of others of the same age; or
b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

What is an EHCP (Education, Health and Care Plan)?

The purpose of an EHC Plan is to make special education provision to meet the special educational needs of a child or young person, to secure improved outcomes for their across education, health and social care and, as they get older, prepare for adulthood. An EHC Plan will contain;

- the views and aspirations of you and your child,
- a full description of their special educational needs and any health and social care needs,
- establish outcomes for your child's progress,
- specify the provision required and how education, health and social care will work together to meet your child's needs, and support the achievement of the agreed outcomes,
- you, your child (where appropriate) and/or the school, usually the SENDCO, can request that the local authority conduct an assessment of your child's needs (EHCNA). This may lead to an EHC Plan.

Education, Health and Care Needs Assessment

For those children who have been receiving additional support and who are not making progress, even after implementing strategies from external professionals specialists, an EHCNA will be written by the SENDCo. To submit a successful needs assessment, a few cycles of the provision map cycle need to be complete – assess, plan, do and review. This request will be sent to the local authority. This document is a lengthy document, and could take the SENDCo up to six weeks to complete.

Appendix Two

St. Peter's CofE Primary School Provision Map Flow Chart for Additional Support

1. The school assesses all pupils' strengths and areas for development.

2. The class teacher creates a provision map outlining all interventions taking place that term with the SENDCo's support. The teacher and SENDCo discuss the provision map and the learning outcomes. They discuss individual learner's needs and discuss whether additional support would be appropriate and effective.

3. The teacher and SENDCo will meet with parents/carers to discuss and agree to additional support, as stated in the provision map.

4. The class teachers will plan and resource maths, English, handwriting interventions, and other class based interventions. The SENDCo supports the class teacher to plan and resource further additional support. For example, sensory circuits, attention building activities, social skills groups etc.

5. Class teacher and teaching staff will deliver the provision and monitor the impact (over a term) – changes will be implemented when necessary.

6. The SENDCo and class teacher will review the provision and make suitable changes within termly pupil progress meetings.

7. The SENDCo and class teacher discuss the effectiveness of the provision within the allocated time frame. They then feedback to parents and discuss next steps if necessary. This could include a pupil passport and individualised support plan.