

St. Saviour's CE Primary School Special Educational Needs Information Report

| | |
|----------------------------|--------------------------------------|
| Committee Name: | Standards and Achievements Committee |
| Date of Approval: | January 2026 |
| Validity Date: | 2026-2027 |
| Person responsible: | SENCO/Head Teacher |

Please find further information in our Special Educational Needs and Disability Policy in the Policies section of the school website.

| <u>Question</u> | <u>School Response</u> |
|---|--|
| Who are the best people to talk to at St Saviour's about my child's difficulties with learning, special educational needs or disability? | <ul style="list-style-type: none"> • Talk to your child's class teacher about your concerns. • It is likely that the class teacher will have discussed your concerns with the Special Educational Needs Coordinator (SENCO: Mrs Spence). You may wish to arrange a meeting with her through the school office. • If you continue to have concerns arrange to discuss these with the Head teacher (Ms Granite) through the school office. |
| What kinds of SEND do you provide for? | <p>Our school currently provides additional and/or different provision for a range of needs, including:</p> <ul style="list-style-type: none"> • Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties • Cognition and learning, for example, dyslexia, dyspraxia • Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD) • Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy |

| | |
|--|--|
| <p>What are the Admissions Arrangements for pupils with SEND at St Saviour's CE Primary School?</p> | <ul style="list-style-type: none"> • The admission arrangements for pupils with SEN who do not have an EHCP are the same as the school for a whole. • Please see the Local Offers for Brent, Kensington & Chelsea and Westminster for information on School Admissions for Pupils with an EHCP. Individual applications are assessed on a case by case basis as we need to assess whether we are able to meet a child's specific needs. <p>https://www.westminster.gov.uk/local-offer (for Westminster residents only)</p> <p>https://www.rbkc.gov.uk/localoffer (for Kensington and Chelsea residents only)</p> <p>http://brent.gov.uk/localoffer (for Brent residents only)</p> |
| <p>How will the school let me know if they have any concerns about my child's learning, special educational need or disability?</p> | <p>Class teachers make regular assessments of progress for all pupils and identify those whose progress:</p> <ul style="list-style-type: none"> • Is significantly slower than that of their peers starting from the same baseline • Fails to match or better the child's previous rate of progress • Fails to close the attainment gap between the child and their peers • Widens the attainment gap <p>This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.</p> <ul style="list-style-type: none"> • Your child's class teacher may initially contact you to discuss the concerns. • The class teacher may also talk to you about any issues at a parent/teacher consultation meeting. • The SENCO may contact you and arrange a meeting to discuss your child's difficulties with learning and any possible support strategies the school might be considering. When we meet, we will have an early discussion with parents when identifying whether they need special educational provision. These conversations will make sure that: <ul style="list-style-type: none"> • Everyone develops a good understanding of the pupil's areas of strength and difficulty • We take into account the parents' concerns • Everyone understands the agreed outcomes sought for the child • Everyone is clear on what the next steps are <p>We will formally notify parents when it is decided that a pupil will receive SEN support and will be placed on our Special Needs Register.</p> |

| | |
|--|--|
| <p>How will the school consider my views and those of my child with regard to her/his difficulties with learning, special educational need or disability?</p> | <ul style="list-style-type: none"> • At St Saviour’s we believe it is very important for parents/carers to be involved in all areas of their child’s learning and we actively encourage discussions. We believe, where appropriate, that it is essential to understand your child’s views on any difficulties they may experience with their learning. • You will be able to share your views and discuss your child’s progress at regular meetings with the class teacher and others. • If your child is on the Special Educational Needs register you will have meetings to discuss your child’s support and progress at least two times a year. These meetings will involve the Parents/carers, the class teacher and when appropriate, the SENCO. • If your child has an <i>Education, Health and Care plan</i> (EHCP) you and your child will be able to share your views at an Annual Review. |
| <p>How does St Saviour’s ensure the teaching staff are appropriately trained to support my child’s special educational needs and/or disability?</p> | <ul style="list-style-type: none"> • We have a SENCO who works four days per week. She is a qualified teacher with over 15 years teaching experience. • We have a team of 10 teaching assistants who are trained to deliver SEN provision. • At St Saviour’s we believe that your child’s learning needs will first be met through the high quality teaching delivered by her/his class teacher. • We regularly review the school training schedule and professional development for all teaching and support staff to ensure there is the appropriate expertise to support children with special educational needs. • The school is able to access training programmes from different organisations including CLCH Speech and Language, Westminster and Kensington & Chelsea Educational Psychology Consultation Service and Bi-Borough Inclusion Service (Autism, Occupational Therapy, Hearing Impairment, SLCN) • Individual training for specific areas of support can also be arranged when necessary. |

| | |
|--|---|
| <p>How will the curriculum and the school environment be matched to my child's needs?</p> | <ul style="list-style-type: none"> • At St Saviour's we believe that your child's learning needs will first be met through the high quality teaching delivered by her/his class teacher and other specialist teachers in the school. • We carefully plan our curriculum to match the age, ability and needs of all children. • The class teacher, and specialist teachers, will adapt lesson planning and teaching to match your child's special educational needs and/or disability. • Teaching and support is delivered in a range of ways to meet pupil's needs and to ensure that they are all able to access the curriculum. This may be small group work, 1:1 support or mixed ability pairings. • It may be appropriate to adopt different strategies or resources and adapt outcomes to meet your child's learning needs. We use recommended aids such as laptops, coloured overlays, visual timetables, adapting the font, personal word banks, pre-teaching, sentence stems, checklists, personal copies of information from the board. • If your child has an identified special educational need, your child will have a School Support Plan showing his/her targets. • Additional specialist advice is sought when appropriate and, when necessary, accessibility aids and technology may be used to support your child's learning. |
| <p>What types of support may be suitable and available for my child?</p> | <p>This really depends upon the nature of your child's needs and difficulties with learning. But our education provisions will match the needs of the four broad areas of need as defined in the SEN Code of Practice 2014;</p> <ul style="list-style-type: none"> • Communication and interaction • Cognition and Learning • Social, emotional and mental health • Sensory and/or physical needs <p>At St Saviour's we have a Graduated Approach to supporting a child's learning.</p> <p>Phase 1 – this is the quality first teaching your child will receive from her/his class teacher and may include some very minor adaptations to match learning needs.</p> <p>Phase 2 - it may be appropriate to consider making additional short term special educational provision to remove or reduce any obstacles 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 this intervention and d) reviewing the impact on your child's progress towards individual learning outcomes. These will be set out in your child's School Support Plan and reviewed in termly meetings with parents.</p> |

| | |
|---|---|
| | <p>Phase 3 – 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 will need to prioritise referrals to these services. However, for a very small number of pupils, access to these specialists may be through an EHC Plan.</p> <p>We have a range of tailored interventions that are used in class to support children’s learning and enable them to access the curriculum. These interventions are led by trained members of staff. Children are offered these interventions by the school after thorough monitoring and discussions with the class teacher and SENCO.</p> |
| <p>How will you support my child to reach his/her learning goals?</p> | <ul style="list-style-type: none"> • Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated and scaffolded for individual pupils. We will also provide a range if interventions, both in class and in small groups/ individually to help support children. • The class teacher and other staff working with your child ensure that your child receives appropriate teaching and support in order to reach these goals. The School Support Plan, strategies and progress will be reviewed termly. • External agencies and specialists may also review your child’s progress and adapt their planning accordingly. |
| <p>What is an EHC Plan and who can request one for one for my child?</p> | <p>The Code of Practice states that:</p> <p><i>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 him/her across education, health and social care and, as he/her gets older, prepare for adulthood.</i> An EHC Plan will;</p> <ul style="list-style-type: none"> • contain the views and aspirations of you and your child, • contain a full description of his/her 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 <p>You, your child (where appropriate and aged 16 and over) and/or the school, usually the SENCO or Headteacher, can request that the local authority in which you reside conducts an assessment of your child’s needs. This may lead to an EHC Plan.</p> <p>Please see these Local Offers for more information:</p> <p>https://www.westminster.gov.uk/local-offer (for Westminster residents only)</p> <p>https://www.rbkc.gov.uk/localoffer (for Kensington and Chelsea residents only)</p> |

| | |
|--|--|
| | http://brent.gov.uk/localoffer (for Brent residents only) |
| How will you help me to support my child's learning? | <ul style="list-style-type: none"> • We will discuss your child's targets in the School Support Plan and review them in the termly meetings. There will also be opportunities to discuss any concerns you may have at these meetings. • There may be suggested strategies or activities for you to do at home to support your child's learning. • The SENCO may also support you with strategies, resources and ideas for supporting your child's learning at home. • You may have an opportunity to meet with other professionals involved in supporting your child. |
| How is support allocated to children and how do they move between the different levels of support in school? | <ul style="list-style-type: none"> • St Saviour's receives funding from the local authority in which the child lives. These funds include money to support the learning of children with SEN and/or disabilities. • The Headteacher and the SENCO discuss the effectiveness of the school's current interventions and provisions and prioritise an action plan, which may include additional or alternative interventions, staff training and equipment needs. • This process is reviewed regularly to ensure the best possible intervention is provided to those children who require additional support to learn |
| How will the school know that the support has made a difference to my child's learning and how can I and my child be included in this review process? | <p>We will follow the graduated approach and the four-part cycle of assess, plan, do, review.</p> <p>The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:</p> <ul style="list-style-type: none"> • The teacher's assessment and experience of the pupil. Your child's progress will be assessed both in terms of his/her regular learning within the class and with regard to specific intervention programmes and the targets in their School Support Plan. This will happen at least once a term. • Their previous progress and attainment or 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 • Advice from external support services, if relevant <p>The assessment will be reviewed regularly. The impact of the support given is carefully measured to ensure that the learning outcomes have been achieved and if not, what adaptations are necessary. It may be decided that a further period of support would be beneficial for your child.</p> |

| | |
|--|--|
| | <p>All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.</p> <p>You and your child will be kept informed and encouraged to be actively involved at all stages of this support, including setting the targets in their School Support Plan. This will happen in School Support Plan Meetings and Annual Reviews for children with EHCPs.</p> <p>We evaluate the effectiveness of provision for pupils with SEN by:</p> <ul style="list-style-type: none"> • Reviewing pupils' individual progress towards their goals each term • Reviewing the impact of interventions after an appropriate amount of time, usually 10 weeks or a term. • Using pupil questionnaires • Monitoring by the SENCO • Using provision maps to measure progress • Holding annual reviews for pupils with EHC plans |
| <p>What support will there be for my child's happiness and well-being at St Saviour's? How will you ensure pupils with SEND are not treated less favourably than their peers?</p> | <ul style="list-style-type: none"> • At St Saviour's we believe that the happiness and wellbeing of all our pupils is paramount. All members of staff take this aspect of school life very seriously. • You can be confident that in particular your child's class teacher, the teaching/learning support assistants and the SENCO are available to provide support to match your child's needs. • We strive to provide the same opportunities and learning experiences for all pupils. We plan carefully to allow all children to access the same curriculum regardless of individual needs and abilities. This is done through meetings with pupils, specialists, parents and the Senior Leadership Team. • You should also feel free to contact your child's class teacher if you have any concerns |
| <p>How is my child included in all the same activities as his/her peers at school?</p> | <ul style="list-style-type: none"> • St Saviour's is an inclusive school and committed to providing equal opportunities for all children. • Extra- Curricular clubs, Wraparound Care and Educational visits and residential trips are available to all children wherever possible. • When necessary, the school will make reasonable adjustments to ensure that children with SEN and/or disabilities are included in all activities. |

| | |
|--|--|
| | <ul style="list-style-type: none"> You should also feel free to contact your child's class teacher if you have any concerns. |
| <p>How will St Saviour's support my child in transition stages?</p> | <ul style="list-style-type: none"> We liaise as closely as possible with the school or nursery your child is transferring from to identify any individual needs and how best to support your child in school. While at St Saviour's we take care to ensure that during transition points (between classes each year and at the end of Key Stages) all staff are aware of individual pupils needs, learning progress and best support strategies. St Saviour's makes arrangements to ensure there is a smooth transition when your child transfers to his/her secondary school of choice. Please contact us for further details. We will share information with the school or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. If your child has an EHC Plan, we will participate and/or facilitate its review in sufficient time prior to him/her moving between key phases of education. You will be kept informed of these arrangements and asked to attend the reviews. |
| <p>Who can I contact if I have a complaint about the SEN provision made for my child?</p> | <ul style="list-style-type: none"> Initially speak with your child's teacher and/or the SENCO. Hopefully they will be able to address your concerns. You can then contact the Head teacher, who will seek to resolve your concerns and may direct you to the school's Complaints Policy and procedure, if necessary. <p>The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:</p> <ul style="list-style-type: none"> Exclusions Provision of education and associated services Making reasonable adjustments, including the provision of auxiliary aids and services |
| <p>If I have any other questions about my child at St Saviour's, who can I ask?</p> | <p>At St Saviour's we are very happy to speak to you about any aspects of your child's education. It is best to speak to one of the following in this order;</p> <ul style="list-style-type: none"> The class teacher SENCO The Head teacher |