



## Macaulay CE Primary

### Special Educational Needs and Disability (SEN-D) Information Report

Report reviewed:	Next review:	Cycle:
Sept 2025	Sept 2026	Annual

#### **I Know Who I Am**

**“For I know the plans I have for you,” declares the Lord, “plans to prosper you and not to harm you, plans to give you a hope and a future”. Jeremiah 29:11**

**At Macaulay we are an inspirational, nurturing and inclusive community, celebrating each child as uniquely created by God.**

**We foster independence, curiosity and creativity so that every child may flourish and fulfil their potential to live with purpose and confidently contribute to their communities.**

Macaulay CE Primary School is a one-form entry school in Lambeth, taking children from 3-11 years of age.

All Lambeth maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs (SEN-D). Schools are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with SEN and/or Disability being met in a mainstream setting wherever possible, where families want this to happen.

**We meet the needs of children with the following SEN-D:**

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory or Physical Needs

This report gives details about the support we offer children at Macaulay and ways in which parents, children and young people may access the support they need.

Further information about the support offered by the Local Authority can be found on the **Local Offer** website for the authority where the child is resident:

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

**Wandsworth:** <https://thrive.wandsworth.gov.uk>

All Local Authorities have an **Independent Advice Service** available for parents, families and young people. Information about the **Lambeth** service can be found here: <https://www.lambeth.gov.uk/send-local-offer/information-advice-and-support/get-confidential-and-impartial-advice-about-send> and the **Wandsworth** service can be found here: <https://www.wandsworth.gov.uk/schools-and-admissions/wandsworth-information-advice-and-supportservice-wiass>.

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### A Guide to Commonly Used Acronyms

<b>ASD</b>	Autistic Spectrum Disorder
<b>ADHD</b>	Attention Deficit Hyperactive Disorder
<b>C&amp;I</b>	Communication and Interaction
<b>C&amp;L</b>	Cognition and Learning
<b>CAMHS</b>	Child and Adolescent Mental Health Service
<b>COP</b>	Code of Practice
<b>EP</b>	Educational Psychologist
<b>EY / EYFS</b>	Early Years Foundation Stage (Nursery & Reception)
<b>HI</b>	Hearing Impairment
<b>IEP</b>	Individual Education Plan
<b>INSET</b>	In-Service Training
<b>KS</b>	Key Stage (e.g. Key Stage 1, Key Stage 2)

<b>LA</b>	Local Authority (e.g. Lambeth, Wandsworth etc)
<b>LSA</b>	Learning Support Assistant
<b>LST</b>	Learning Support Teacher
<b>MLD</b>	Moderate Learning Difficulties
<b>ODD</b>	Oppositional Defiant Disorder
<b>OT</b>	Occupational Therapy / Therapist
<b>PD</b>	Physical Disabilities
<b>SATs</b>	Standardised Attainment Tests (Yr 2, Yr 6)
<b>SALT</b>	Speech and Language Therapy / Therapist
<b>SLCN</b>	Speech, Language and Communication Needs
<b>SEMH</b>	Social, Emotional and Mental Health
<b>SEND</b>	Special Educational Needs and Disabilities
<b>SENCo</b>	Special Educational Needs Coordinator
<b>SLD</b>	Severe Learning Difficulty
<b>SMHL</b>	Senior Mental Health Lead
<b>SpLD</b>	Specific Learning Difficulty (e.g. Dyslexia, Dyspraxia, Dyscalculia)

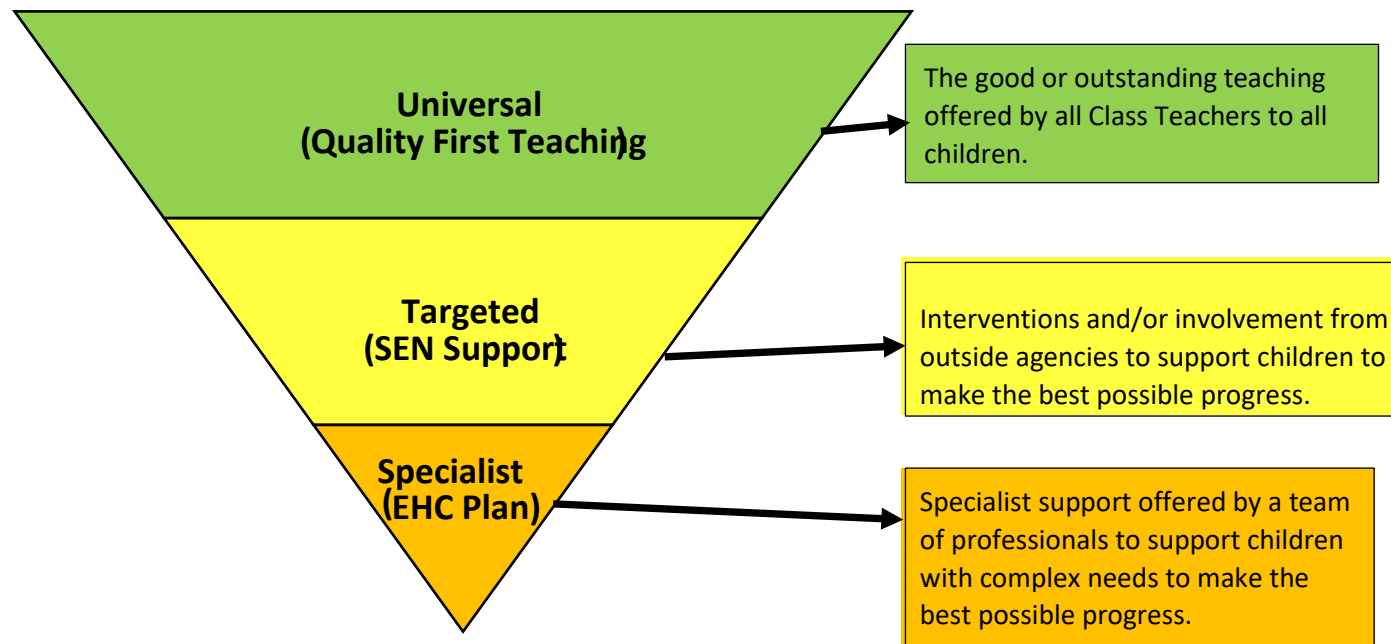
<b>TA</b>	Teaching Assistant
<b>VI</b>	Visual Impairment

**1. Who are the best people to talk to at Macaulay about my child's difficulties with learning/or SEND**

<b>Class Teacher</b>	<b>Inclusion Manager</b>	<b>Headteacher</b>	<b>Governors</b>
<b>Your Child's class teacher should always be the first point of contact if you have any concerns.</b>	<b>The Inclusion Lead is Mrs Kelly-Anne Read.</b>	<b>The Headteacher at Macaulay is Ms Susan Eade</b>	<b>The Link governor for SEN-D is TBD</b>
You can contact your child's class teacher by: -Giving a brief message directly at the end of the day -Telephoning the school office to leave a message -Arranging an appointment via the school office Emailing the class teacher	You can contact the Inclusion Lead by: Asking your child's teacher to arrange for you to be contacted -Speaking to Mrs Read directly in the playground in the morning -Telephoning the school office to leave a message to be contacted. -Email Mrs Read directly on: <a href="mailto:kread@macaulay.lambeth.sch.uk">kread@macaulay.lambeth.sch.uk</a>	You can contact the headteacher by: -A personal request made before or after school in the playground. -Telephoning the school office to request an appointment -Emailing directly <a href="mailto:admin@macaulay.lambeth.sch.uk">admin@macaulay.lambeth.sch.uk</a>	You can contact the Link Governor for SEN-d by: -Writing to the Sen-D governor via the school office -Emailing directly <a href="mailto:governors@macaulay.lambeth.sch.uk">governors@macaulay.lambeth.sch.uk</a>

## 2) What kind of help do children with SEND receive at Macaulay?

At Macaulay, we support children in a range of ways and by making use of a number of different resources and outside agencies. Some children's needs are met entirely by the **Class Teacher**. Others work with a **Teaching Assistant (TA)** or **Learning Support Assistant (LSA)** for parts of the day, or receive **interventions** one-to-one or in groups outside the classroom. Support is coordinated, overseen and monitored by the Class Teachers and the Inclusion Manager. We work with **Speech and Language Therapy, Educational Psychology, the Lambeth Autism Advisory Service, the Lambeth Sensory Support Service** and **Occupational Therapy** and others to support children in school.



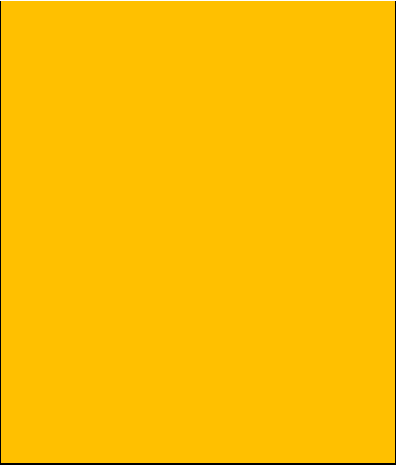
Support is planned and delivered through the use of a **tiered approach** as follows:

<u>Stage of Support</u>	<u>What would this mean for my child?</u>	<u>Who gets this kind of support?</u>
<p><b>Universal</b></p>	<p>Class teachers offer <b>all children good or outstanding classroom teaching</b>, including:</p> <ul style="list-style-type: none"> <li>-Setting the <b>highest possible expectations</b> for all children in their class;</li> <li>-Planning and delivering teaching based on and building from <b>what children already know, can do and understand</b>;</li> <li>-Making use of <b>different ways of teaching and learning</b> so that children are fully involved in learning in class. This may involve using practical learning opportunities or providing different resources for a particular child;</li> <li>-Using <b>specific strategies</b> to enable a child to access learning tasks, particularly as advised by the Inclusion Manager or Outside Agencies. This may include additional help from support staff to help a child with their learning;</li> <li>-Deploying <b>support staff</b> to work with a child or small group of children inside or outside the classroom on a task or part of a task for consolidation or extension.</li> </ul>	<p>All children in school receive this.</p>

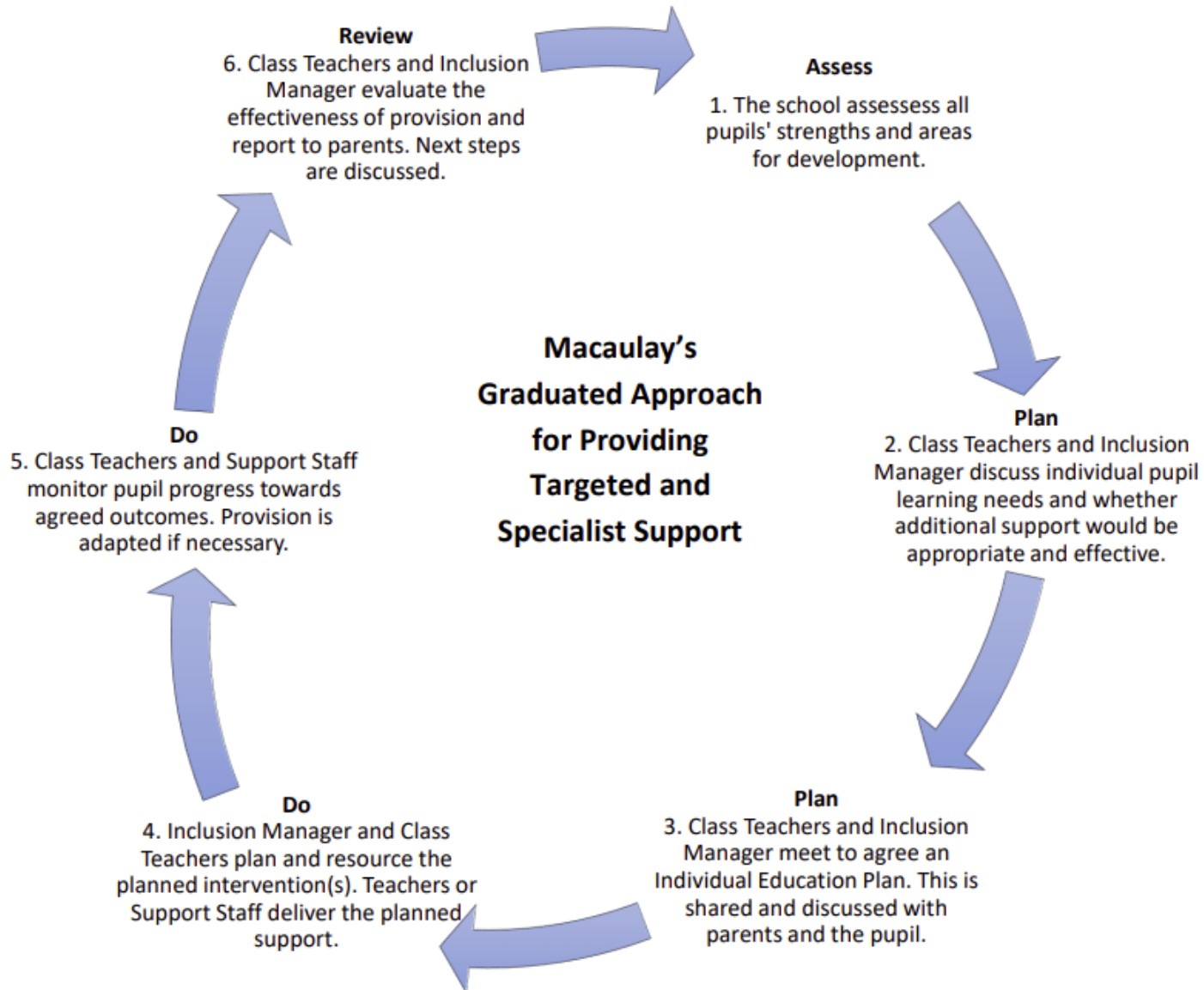
<p><b>Targeted</b></p>	<p>We use a <b>Graduated Approach</b> to identify children who may benefit from <b>additional targeted support</b> – please see the diagram below for further information.</p> <p>Where we believe, on the basis of firm evidence, that a child needs additional targeted support, their name will be added to the school’s <b>SEN-D Register</b> and <b>targeted provision</b> will be put in place for them. This is discussed with parents. An <b>Individual Education Plan (IEP)</b> will be written by the Class Teacher and Inclusion Manager with targets to work towards through targeted provision; this will be shared and discussed with the child’s parents.</p> <p><b>Targeted provision</b> is short-term, may take place in small-groups or individually and is planned with clear end-goals. Provision may be run by a TA, LSA, Inclusion Manager or Outside Agency.</p> <p>Targeted provision may:</p> <ul style="list-style-type: none"> <li>-be run inside or outside of the classroom;</li> <li>-be run by a TA, LSA, Inclusion Manager or an outside service. (E.g., KICK mentoring)</li> </ul>	<p>Children who have specific gaps in their understanding of a subject or area of learning, or who need more support than other children their age in their learning.</p>
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	<p>-involve outside specialist staff supporting school staff (e.g. Speech and Language Therapist, Educational Psychology).</p> <p>Outside agencies may support the school to understand a child's needs. Parents will be provided with the contact details for any outside agencies or services who are or will work with their child.</p> <p>Outside agencies may make recommendations, which could include:</p> <ul style="list-style-type: none"><li>• Making changes to the way a child is supported in class, e.g. some individual support from an adult or using specific strategies in the classroom;</li><li>• Supporting school staff to set SMART (specific, measurable, achievable, realistic, time-bound) targets;</li><li>• Setting up and/or monitoring a group run by school staff;</li><li>• Running a group or individual program.</li></ul>	
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<p><b>Specialist</b></p>	<p>Children receiving support through an <b>Education, Health and Care Plan (EHC Plan)</b> are those needing a higher level of individual and small group support, which cannot be provided from the resources already delegated to the school. Usually, a child also needs specialist support from professionals outside school.</p> <ul style="list-style-type: none"> <li>• If, despite high quality teaching and targeted support, your child needs further or more specialist input, either the school or parents can request that the Local Authority makes a statutory assessment for an Education, Health and Care Plan. This is a legal process. You can find information about this in the Local Offer for the Local Authority where your child is resident. You can find the Lambeth Local Offer at: <a href="https://www.lambeth.gov.uk/send-local-offer">https://www.lambeth.gov.uk/send-local-offer</a></li> <li>• A substantial amount of evidence is needed to submit a statutory request, demonstrating a child’s needs, the progress they have made and the support they need at school. It can take several months to collate all the evidence required, and this sometimes involves referrals to outside agencies for assessment, advice and recommendations.</li> <li>• A request for statutory assessment is done in full partnership between parents and the school. After the school have sent the request to the Local</li> </ul>	<p>Children whose learning needs are severe, complex and potentially lifelong.</p>
	<p>Authority, the LA will decide whether they think your child’s needs (as described in the request) are sufficient to require a statutory assessment.</p> <ul style="list-style-type: none"> <li>• If the LA does not think your child’s needs are sufficient to require a statutory assessment, they will ask the school to continue with the SEN Support being provided in school (at a targeted level) and provide further support to parents and the school to ensure the child’s needs are met.</li> <li>• If the LA believes that the child’s needs are sufficient to require a statutory assessment, they will ask parents and all professionals working with the child to write a report outlining the child’s needs and how these will be met, and the long- and short-term outcomes that are being sought.</li> </ul>	

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- After the reports have been sent in, a draft EHC plan will be prepared. It is called an Education, Health and Care Plan because it brings together all the educational, health and social care needs that your child may have in one plan.
  - The school must make its best endeavours to put into place the support identified in the EHC Plan.
  - The progress your child makes with the support identified in the EHC Plan will be regularly reviewed and changes to support made as needed. The EHC Plan is formally reviewed every year at an Annual Review involving parents, the child and all professionals working with the child.

## Macaulay's Graduated Approach



### 3. My child has identified SEND. How will they be supported when they start school?

- If your child has been allocated a place in our school by the Local Authority and they have a SEN-D, please contact us as soon as you receive the offer as we may not have details of your child's needs at this stage.
- We will invite you to visit the school with your child to have a look around, meet the Inclusion Manager and ask questions about our school's provision.
- If other professionals are involved, a Team around the Child (TAC) transition meeting will be held to discuss your child's needs, share strategies used, and ensure the necessary provision is put in place before your child's admission.
- In the Nursery, staff will offer a Home Visit prior to your child's admission.
- If your child is already attending a school or nursery, the Inclusion Manager and, where possible, the class teacher will visit your child in their current setting.
- We may suggest adaptations to provision, to help your child to settle more easily – these will be agreed between you and the staff at the TAC transition meeting.
- If they have not already visited, your child will be invited into school in advance of starting, to meet the staff they will be working with and their peer group.
- Following the settling in period, the class teacher will arrange an early meeting with you to review your child's settling, learning and progress. The staff will then hold regular meetings in school to monitor the progress of your child and invite you into school at least once a term to review this with you.

### **Checklist for Parents with a Child with SEN-D Starting School**

- Put together two folders of information on your child's condition – one for you to keep at home, the other to give to the school;
- Be honest about how your child is affected by their special educational need and/or disability and what you do to help them at home;
- Make a list of all the services currently involved, including contact information (email address and phone number);
- Download any information leaflets offered by organisations or charities relevant to your child's SEN-D;
- Ask to meet with the relevant staff at school so that you can go through the folder with them.

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

If you have any concerns we recommend you speak to your child's class teacher initially, and at the earliest opportunity.

- In the unlikely event that you are unhappy about the way your concerns are being managed, and feel that your child is still not making expected progress, you should speak to the Inclusion Manager or Headteacher.
- If you are still not happy you can speak to the school's Link SEN-D Governor.

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

- When a teacher or you have raised concerns about your child's progress, and high-quality personalised teaching has not met your child's needs, the teacher will raise this with the Inclusion Manager. If you have raised the concern, the school will invite you in for a discussion and plan a way forward.
- The teacher will discuss your child's progress with you at our Parent Conference Evenings when you will be informed of your child's progress and any additional support being given.
- If your child is identified as not making expected progress, the school will decide whether to monitor this, or set up an intervention, and will inform you. The intervention will likely take the form of regular small group work. Any such intervention may take place for a short period or over a longer period of time. *However, please note that all children learn regularly in small groups, in their normal class routine, (sometimes with the support of teaching assistants), in order to support their learning. This does not mean there are concerns about the progress of all children working in small groups.*
- If your child is still not making expected progress the school will discuss with you:
  - Any concerns you may have
  - Whether there could be further interventions or referrals to outside professionals to support your child's learning
  - How we could work together, to support your child at home and in school.

## 6. Who are the people supporting SEND at Macaulay?

We work with a range of outside agencies to support children with SEND. We work in close partnership with parents and outside agencies to ensure children make the best possible progress and implement their learning across different contexts at school and at home.



### Communication & Interaction

Evelina Speech & Language Therapy Service  
Private Highly Specialist Speech and Language Therapy (commissioned through EHC Plans)  
Community Paediatrics Team



### Cognition and Learning

Private Educational Psychology Service  
Lambeth Autism Advisory Service  
Lambeth Sensory Support Service  
CENMAC (a London-based ICT support service offering assessments, reviews and loan of equipment to pupils with SEN-D; children with an EHC Plan may be eligible)  
Community Paediatrics Team

### Social, Emotional & Mental Health



Private Educational Psychology Service  
Lambeth Autism Advisory Service

Free to Be Thrive Residential Programs  
Care for the Family Parenting Support  
Lambeth Behaviour Support Team  
Child and Adolescent Mental Health Service (CAMHS)



### Physical and/or Sensory

Lambeth Sensory Support Service  
Lambeth Occupational Therapy  
Lambeth Autism Advisory Service

An important aspect of the Inclusion Manager's job is to support Class Teachers in planning for children with SEN-D.

- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEN-D. Training needs are identified in the school's Development Plan. This includes whole school training on SEN-D issues such as Autism Spectrum

## 7. How are staff at Macaulay supported to work with children with SEND, and what training do they have?

- Disorder (ASD), Specific Learning Difficulties (e.g. Dyslexia, Dyscalculia, Dyspraxia), Speech and Language Difficulties and the impact of Early Trauma.
- We make regular use of our outside agency partners and of external specialists to deliver expert training (e.g. SALT Zones of Regulation training; Down Syndrome Maths Training; Touchbase Attachment, Trauma & Regulation Training, TISUK Trauma training, Dyslexia training)
- Whole staff training is periodically undertaken to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with a SEN-D.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class

e.g. from the ASD Outreach service, Sensory Service or medical / health training to support staff in implementing care plans.

- Individual training takes place for identified staff members linked with the needs of a particular child with special educational needs and/or disabilities, or where a need or interest is identified through the school's performance management processes.

Training takes place on a regular basis and is linked to our identified priorities and the current needs profile of children at the school. If you would like to hear about the training which is currently taking place, please speak to the Headteacher, Susan Eade or Inclusion Manager, Kelly-Anne Read

### **How is teaching adapted for children with SEND?**

- Class Teachers plan lessons according to the specific needs of all groups of children in their class. They will ensure that learning tasks are adapted to enable your child to access their learning, with any necessary support, whilst also encouraging their independence.
- At times support staff, under the direction of the class teacher, will implement modified/adapted lesson plans and work with your child, either individually or as part of a small group. At other times the class teacher, or a support teacher, will provide this support.
- Specific resources and strategies may be used to support your child individually, in groups, and in a whole class situation, so that they can learn most effectively and participate in the full life of the school.
- Planning and teaching will be adapted if needed to meet your child's learning needs and ensure your child's access to the full curriculum.
- Provision Maps are drawn up by the Inclusion Manager to identify which children are receiving provision and what the expected outcomes are, and these are used to track children's progress.
- Class teachers draw up action plans to address concerns raised regarding pupil progress, following school assessments.

## How is the progress of children with SEND measured? How are parents told about this?

Your child's progress is continually monitored, through a range of assessment strategies, by his/her class teacher.

- His/her progress is reviewed formally every term and a judgement made about whether s/he is working **in line with, below or above age-related expectations** in Reading, Writing, Numeracy and Science, as well as progress in other areas, as appropriate, such as attendance, engagement in learning and social and emotional development.
- Nursery and Reception classes form **the Early Years Foundation Stage (EYFS)**. Children in these classes are also assessed, largely through observation of their engagement and achievement in a range of age appropriate activities, which span seven Areas of Learning. Scores relating to age-phases are awarded at regular intervals as children work towards seventeen different Early Learning Goals. These assessments are shared with parents.
- In June of **Year 1**, children are assessed on the **Phonics Screening Check**. This check is designed to ensure that children have acquired the expected level of phonic knowledge. Children who do not meet the expected standard in phonics at the end of Year 1 are supported through a structured programme of phonics teaching and learning in Year 2, before retaking the Phonics Screening Check at the end of Year 2.
- In **Year 4**, children undertake a **Multiplication Tables Check** to determine whether they can recall their times tables fluently. Appropriate additional and/or ongoing support is put into place for children who need additional practice to master their times tables.
- At the end of each Key Stage (i.e. at the end of Year 2 and Year 6) all children are more formally assessed, using **Standard Assessment Tests (SATs)**. This is something the government requires all schools to do and the school's results are published nationally. Children with SEN-D may be eligible for **access arrangements** to support them to demonstrate their abilities in SATs – the class teacher and Inclusion Manager will discuss these arrangements and ensure they are in place where appropriate.
- All children on the SEN-D Register (SEN Support and EHC Plan) have an **Individual Education Plan (IEP)** with targets the children are working on. These IEPs are reviewed termly by the Class Teachers and Inclusion Manager. IEPs are shared with parents and can be discussed at Parent Conference Evenings, where the Inclusion Manager is also available to answer any questions.
- The progress of children with an EHC Plan is formally reviewed at an **Annual Review** with all adults, including parents, who are involved with the child's education.
- The Inclusion Manager will also check that your child is making good progress through individual learning and in any group in which they take part.
- A range of ways will be used to keep you informed, which may include, **home school, contact book; additional meetings as required;**

## 10. What support is available for me as a parent of a child with SEND?

- **Annual Reviews;**
- **End of Year Reports;**
- **Parent Conference Evenings.**

**Regular meetings** will be arranged between you and your child's class teacher (and, if appropriate, the Inclusion Manager) in order to share information regarding the progress of your child in their home environment and at school. In this way, we can ensure that there is consistency in the nature of the support your child receives, and discuss what has worked well and what needs to be revised.

- All information from **outside professionals** (E.g. Speech and Language Therapist or Educational Psychologist), will be discussed with you by the person involved directly or, where this is not possible, presented in a report. The Inclusion Manager will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies.
- The **external professionals** involved with your child will be happy to meet with you on request.
- **IEPs** (Individual Education Plans) will be reviewed each term following, where possible, discussion with you and your child. An IEP will include ideas for how you can support your child at home. We will be happy to consider any ideas you may suggest in order to support your child in school.
- Where necessary, **class homework** will be adjusted to your child's individual needs – please arrange to speak to your child's Class Teacher if you feel adaptations need to be made.
- Where considered helpful, a **home/school contact book** may be used to support communication between school and home.

### **In addition:**

- **Workshops** for parents of all children in the school are held, when considered necessary, for example in relation to **reading, phonics, maths and online safety**. Your child's class teacher will be happy to discuss any necessary adaptations for your child.
- Relevant information from the Local Authority, outside agencies or parent support groups, may be forwarded to you by your child's class teacher and/or the Inclusion Manager. The Inclusion Manager produces a termly **newsletter** with information about upcoming events or local resources.
- The Inclusion Manager (or Headteacher, Susan Eade) are available to meet with you to discuss your child's progress or any concerns/worries you may have.

- The school work with **Care for the Family** to provide support to parents. The Care for the Family website (<https://www.careforthefamily.org.uk/>) has a large number of helpful Podcasts, Top Tips leaflets and articles for parents. Care for the Family also offer a Telephone Befriending Service for parents. Parenting courses are advertised via email and newsletter.
- **Coffee mornings** are offered for parents, often involving outside agencies such as the Speech and Language Therapist or School Nurse. Any suggestions for topics for coffee mornings should be given to Kelly-Anne Read, Inclusion Lead ([kread@macaulay.lambeth.sch.uk](mailto:kread@macaulay.lambeth.sch.uk)).

If your child is undergoing statutory assessment for an EHC Plan you will also be supported by the **Children's Services SEN Team**. They will ensure that you fully understand the process. An **Independent Advice and Support Service** is available to parents in each Local Authority. Contact details are shown on Page 2.

### 11. How is Macaulay physically accessible for children with SEND?

- All areas of the school are accessible to children with physical disability via ramps and a stair lift.
- Where necessary, specialised equipment is available to meet the individual needs of all children on-roll.
- Members of staff have undergone a range of training in order to meet children's varied needs.
- Individual workstations and specialised spaces are provided to meet the needs of individual children where specialists have identified this as beneficial.
- A toilet for those disabled is available in both Key Stage 1 and 2 departments, and a shower is available in Key Stage 1.
- A medical room is also available for First Aid needs.
- After school provision is accessible to all children including those with SEN-D.

If you have a specific concern, please contact the Inclusion Lead or Headteacher. (Contact details on Page 6)

## 12. How will you support my child when they are leaving or when they are moving on to a new class?

We recognise that 'changing setting' can be difficult for a child with SEN-D and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- We will talk with your child to identify how they are feeling about the move and discuss with them how to make it as positive an experience as possible.
- We will contact the new school's SENCO and ensure s/he knows about any special arrangements or support that needs to be made for your child. We will invite the SENCO from your child's new school to visit Macaulay, meet your child and their class teacher and talk to the Inclusion Manager.
- Where possible we will support your child with a visit to their new school in advance of the move.
- We will ensure that all records about your child are passed on to their new school as soon as possible.

When moving classes in school:

- Whenever possible, you will be invited to meet with the new teacher before the move takes place.
- Information will be passed on to the new class teacher and in all cases, a planning meeting will take place with the new teacher. IEPs will be shared with the new teacher.
- Where possible your child will visit their new school on several occasions and, whenever possible, staff from the new school will visit your child in this school.

Where children have an EHC Plan, the process of transition will begin at the Year 5 Annual Review with consideration of the secondary setting that may be most suitable for the child. A planned transition programme will then be implemented throughout Year 6 to support children to feel ready for the move. The Secondary School SENCO and Head of Year 7 will be invited to a child's Year 6 Annual Review.

### 13. How does Macaulay support the emotional and social needs of children with SEND?

We recognise that pupils with SEN-D may well have Emotional and Social Development needs that will require support in school, and also that pupils may have Social, Emotional and Mental Health needs as their primary need.

- The Emotional Health and Wellbeing of all our pupils is very important to us and a sound PSHE curriculum, combined with our intrinsic Christian values, underpin all aspects of school life.
- We have a robust Safeguarding Policy in place, which follows National & LA Guidelines.
- The Head teacher, Deputy Head teacher, Inclusion Manager and all staff continually monitor the Emotional Health and Wellbeing of all our pupils. The Inclusion Manager (Kelly-Anne Read) has a background in providing a 'Nurture Approach' following Marjorie Boxhall's Nurture principles and is ELSA trained. Kelly-Anne Read is also trained in the Emilio Reggio philosophy, which is based on 'The 100 Languages' of children; this explores the many aspects and ways through which a child can communicate.
- We have a robust Positive Behaviour and Anti-Bullying policy.
- We have a well-established 'Buddying' programme whereby younger children are supported to develop positive and appropriate play skills through modelling and guidance.
- We work with the organisation Free to Be to provide residential programmes during school holidays for certain pupils. Please speak to the Inclusion Manager if you are interested in these services.
- We are able to refer children to CAMHS where significant concerns exist about children's emotional or social development and/or wellbeing. A referral of this kind would only be made with parental consent and following discussion with parents.

## Appendix A: Roles & Responsibilities of Staff in Meeting the Needs of Learners with SEN-D

Role	Responsibilities:
<b>Class Teachers</b>	<ul style="list-style-type: none"> <li>• Ensuring all children have access to good/outstanding teaching and a curriculum which, where necessary, is adapted to meet your child’s individual needs (also known as <b>Quality First Teaching</b>, personalisation and differentiation);</li> <li>• Observing and assessing the progress of your child and identifying, planning and delivering any additional help your child may need, <b>e.g. targeted work, additional support, adapted resources</b>;</li> <li>• Offering advice, encouragement and strategies to your child in order to encourage him/her to <b>work independently</b>;</li> <li>• Meeting with the Inclusion Manager to discuss any <b>amendments</b> needed by individuals or groups of children;</li> <li>• Ensuring that <b>all members of staff</b> working with your child in school are aware of your child’s individual needs and/or conditions, and what specific adjustments need to be made to enable them to be fully included and make progress;</li> <li>• Ensuring all staff working with your child in school are supported in <b>delivering the planned work / programme</b> for your child, so that they can make the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources;</li> <li>• Ensuring that the school’s <b>SEN-D Policy</b> is followed, for all the pupils in their class with SEN-D;</li> <li>• Liaising with the Inclusion Manager to discuss the progress of the pupils in their class with SEN-D and, where relevant, drafting and reviewing <b>Individual Education Plans (IEPs)</b>;</li> <li>• Discussing children’s progress and their IEPs with <b>parents</b> at least once each term, and discussing and sharing targets in an appropriate way with <b>children</b>.</li> </ul>
<b>Inclusion Manager</b>	<ul style="list-style-type: none"> <li>• <b>Observations</b> and <b>assessments</b> of children who have been identified as having difficulties within their learning and/or development;</li> <li>• <b>Co-ordinating</b> and <b>overseeing</b> all the support for children in the school who have Special Educational Needs and/or Disabilities (SEN-D);</li> <li>• Making any necessary <b>referrals to outside agencies</b> (E.g. Speech and Language Therapy, Occupational Therapy, Educational Psychology, Community Paediatric Team) in liaison with parents and teachers, in order to access assessments or any additional support which may benefit your child;</li> </ul>

- Developing the school's **SEN-D Policy**, to ensure the most appropriate responses and the highest quality provision, tailored to meet the individual needs of children in school with SEN-D;
- Working with **parents, children and class teachers** (and any other relevant adults) to try to identify and overcome any barriers to your child's learning;
- Making sure that parents are:
  - Fully involved** in supporting their child(ren)'s learning;
  - Informed** about the support their child is receiving;
  - Involved** in reviewing their child's progress;
- **Liaising** with all the other people who may be coming into school to help support a child's learning (e.g. Speech and Language Therapy, Educational Psychology, Counselling Team etc.);
- Updating the school's **SEN-D Record of Need** (a system for ensuring all the special educational, physical and sensory needs of pupils in the school are known and understood), and ensuring that there are up to date records of children's progress and needs;
- Providing **specialist support** for teachers and support staff in the school, to enable them to help children to achieve their potential;
- Organising **training** for staff so that they are aware of, and confident about, how to meet the needs of children within our school;
- Working with parents, Class Teachers and any other supporting adults and, if appropriate, children, to draft a **SEN-D Support Plan**, where it is considered necessary;

Liaising with parents, outside agencies and the Local Authority to submit a statutory request for an **Education, Health and Care Plan (EHC Plan)** where needed.

<b>Support Staff</b>	<p>A Teaching Assistant (TA) or Learning Support Assistant (LSA) may be allocated to work with a pupil with Special Educational Needs and/or Disabilities (SEN-D), or may provide specialist support to a number of children in a particular area, for example literacy.</p> <p>Support staff may work as the supporting adult in a one-to-one or small group situation. There will be occasions when the TA is leading and supporting the activities of the larger group, whilst the Class Teacher is the adult in the 1:1 or small group situation.</p> <p>Questions about a child’s learning or progress should be directed to the child’s Class Teacher or to the Inclusion Lead. The Class Teacher and Inclusion Manager are fully involved in any support offered and make the decisions, in conjunction with parents, on the type of support and interventions offered. A child may receive support from a number of adults, and a conversation with the child’s Class Teacher or Inclusion Manager will give you a fuller picture than may be obtained from a single supporting adult. Of course, as a school we welcome regular dialogue between parents and staff on how a child’s day has been and we encourage this continual feedback and liaison.</p>
<b>Headteacher</b>	<ul style="list-style-type: none"> <li>• Day-to-day management of all aspects of the school, this includes support for children with SEN-D. She delegates responsibility to the Inclusion Lead and Class Teachers but is still responsible for ensuring that your child’s needs are met, and that they make the best possible progress;</li> </ul> <p>Ensure that the Governing Board are kept up to date about all issues in the school relating to SEN-D.</p>
<b>Governing Board</b>	<ul style="list-style-type: none"> <li>• Ensuring the school has an up-to-date SEN-D Policy;</li> <li>• Making sure the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school;</li> <li>• Ensuring that the school’s SEN Funding is appropriately spent;</li> <li>• Making sure that the necessary support is provided for any child who attends the school who has SEN and/or Disabilities;</li> <li>• Making visits to understand and monitor the support given to children with SEN-D in the school and the processes by which the school ensures that children achieve their potential.</li> </ul>