



Special Educational Needs and Disability (SEND) Information Report

Little Ealing Primary School

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LITTLE EALING PRIMARY SCHOOL

SEND Information Report

At Little Ealing, the staff, governors, pupils and parents work together to make Little Ealing School a happy, welcoming place where children can achieve their full potential and develop as confident individuals, ensuring equality of opportunity is a reality for all. This is achieved through the attention we pay to the different groups of learners, thus providing a learning environment that enables all pupils to achieve their best possible outcomes in a nurturing, supportive and inclusive environment, whilst being committed to narrowing the attainment gap between our SEND and non-SEND pupils.

This report is written in line with the Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years (2015), which provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014. All schools must have regard to the SEND Code of Practice when supporting pupils with special educational needs.

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

If you want to know more about our arrangements for our children with SEND, read our SEND policy that is available on the school website.

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.

What is the definition of Special Educational Needs?

The SEND Code of Practice (2015) provides the statutory definition of special educational needs:

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 him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:

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

or is characterised by progress which:

- **is significantly slower** than that of their peers (at least 2-3 years behind their peers)
- **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.

Progress in areas other than attainment is also considered e.g. where a child needs to make additional progress with social needs in order to be fully integrated into school life or make a successful transition to high school.

As a maintained primary school, we have statutory duties under the Children and Families Act 2014 and must have regard to the SEND Code of Practice: 0 to 25 years (2015). This means we must:

- Use our best endeavours to make sure that a child with SEN gets the support they need
- Ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN
- Designate a teacher to be responsible for co-ordinating SEN provision (the SENCO)
- Inform parents when we are making special educational provision for their child
- Prepare a SEN information report (this document) and publish it on our website
- Have regard to the views, wishes and feelings of the child or young person, and the child's parents
- Ensure children and young people with SEN, and their parents, participate in decisions affecting them

These duties underpin everything we do to support children with SEND at Little Ealing Primary School.

What types of SEND does the school provide for?

Our school provides for the pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
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)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

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

Our special educational needs co-ordinator (SENCO)

Our SENCO is Halina Rooney.

She is a qualified teacher with a number of years' experience. She holds a post-graduate certificate in Special Educational Needs and has a lot of expertise in the area of SEND. She is also the Deputy Head Teacher, Inclusion Lead, Designated Safeguarding Lead and Senior Lead for Mental Health.

In accordance with the SEND Code of Practice, the SENCO plays a strategic leadership role within the school, ensuring that the provision for pupils with SEND is effective and fully embedded in whole-school practice. Rather than working directly with individual children, the SENCO's primary responsibility is to coordinate and oversee the strategic development of SEND provision. This includes supporting and training staff, advising on best practices for inclusive teaching, and ensuring that statutory responsibilities, such as Education, Health and Care Plans (EHCPs), are met. The SENCO collaborates with class teachers, Year Leaders, and external agencies to ensure that pupils with SEND receive the appropriate support. By maintaining a strategic focus, the SENCO ensures that the school's SEND provision is robust, compliant, and capable of meeting the diverse needs of all learners.

The SENCO's role and responsibilities are set out in section 6.84 to 6.94 of the SEND Code of Practice. As required by the Code, our SENCO is a qualified teacher and holds the National Award in Special Educational Needs Co-ordination.

Curriculum Lead for Impact and Inclusion

Our curriculum lead for impact and inclusion is Nazia Dar.

She is a highly experienced teacher who plays a key role in ensuring the curriculum is inclusive and impactful for all learners, particularly those with additional needs. She works closely with children on the SEND register, providing hands-on support to address their individual needs and ensuring they can fully engage with the curriculum. In addition to her direct work with pupils, she supports teachers in implementing adaptive teaching strategies in their daily practice, ensuring lessons are accessible and inclusive. By focusing on the practical application of inclusive

teaching methods, Nazia ensures that all children, regardless of their needs, can achieve positive outcomes and thrive in their learning environment. Class/subject teachers

Class teachers and Subject teachers

In line with the SEND Code of Practice, **every teacher** is responsible for the progress and development of all pupils in their class, including those with SEND. **High-quality teaching is the first and most crucial step** in supporting children with SEND. Teachers are equipped with the skills and strategies needed to provide an inclusive and supportive learning environment, ensuring that every child can achieve their full potential. All teachers receive in-house and external SEND training and are supported by the SENCO and Curriculum Lead for Impact and Inclusion to meet the needs of pupils with SEND.

Learning support staff

We have a team of experienced Early Years Practitioners, Learning Support Assistants and Higher Level Teaching assistants who are trained to deliver SEND provision across the school. They play a vital role in providing additional support for pupils with SEND. They work under the direct guidance of the class teacher to implement strategies, deliver interventions, and offer personalised support based on individual needs. Their work is closely monitored by Year Leaders, who ensure that support aligns with the planned objectives and contributes to positive outcomes. The SENCO and Curriculum Lead for Impact and Inclusion provides additional oversight and guidance to ensure that all support staff are effectively equipped and supported in their roles. Regular communication between teachers, Year Leaders, and the SENCO/Curriculum Lead ensures a coordinated approach to meeting the needs of pupils with SEND.

External agencies and experts

To ensure our children receive the best possible support, we draw upon the expertise of external support services when needed. This partnership allows us to provide tailored targeted and specialist interventions and guidance that meet the unique needs of pupils with SEND and their families. These services enhance our capacity to deliver effective support and ensure that every child has the opportunity to thrive.

- 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
- Specialist school outreach support
- Ealing Primary Centre outreach support

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

If you think your child might have SEND, the first person you should tell is your child's class teacher. You can contact them through the school office on 020 8567 3525 or by emailing information@leps.org.uk.

They will pass the message on to our SENCO, Halina Rooney, or our Curriculum Lead for Impact and Inclusion, Nazia Dar, who will be in touch to discuss your concerns.

You can also contact the SENCO directly at information@leps.org.uk or senco@leps.org.uk.

What happens next

- We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties 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 SEND support, we will formally notify you in writing and your child will be added to the school's SEND register

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

All teachers are teachers of children with SEND. They are constantly assessing each child in terms of how they are progressing both academically, socially and mentally. If a teacher notices that your child isn't making the expected progress, they will first explore whether there are any gaps in your child's learning. If they identify a gap,

they will provide further adaptive teaching strategies to their high quality teaching to help your child catch up. These are usually in class with the class teacher who is most qualified to support your child. Most children make at least expected progress once these gaps are addressed.

If your child continues to struggle despite this extra help, the teacher will work closely with the SENCO and the Curriculum Lead and reach out to you to discuss whether your child may have SEND. The SENCO/Curriculum Lead will observe your child in class and during playtime to understand their strengths and any difficulties they may be experiencing. They will also talk with your child's teacher and look at their progress, development, and behaviour over time, comparing it with their peers and national benchmarks.

Your views and your child's thoughts will be an important part of this process. Where needed, the SENCO may also consult with external experts, such as a speech and language therapist, an educational psychologist, or a paediatrician, to gain a clearer understanding of your child's needs.

Once all the information has been gathered, the SENCO will decide if your child requires additional SEND support. If your child does need SEND support, their name will be added to the school's SEND register, and the Class Teacher, with the support of the SENCO/Curriculum Lead will work with you to create a personalised SEND support plan. This is often carried out solely by the class teacher. Occasionally the additional support will be carried out by a learning support assistant working closely alongside the class teacher.

What is the school's approach to supporting a child with additional needs?

Little Ealing Primary School follows Ealing's Ordinarily Available Provision framework, which outlines the support and interventions that all Ealing schools provide for pupils with SEND. This includes high-quality teaching, targeted interventions, and access to specialist support across four areas of need: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health; and Sensory and/or Physical needs.

Our SEND provision is designed to align with this framework, ensuring that children receive consistent, evidence-based support tailored to their individual needs.

Universal approach

Every child benefits from High-Quality Teaching tailored to their individual needs. Our class teachers use adaptive strategies and resources that go beyond the standard mainstream offer. These are informed by evidence-based practices and external agency advice, ensuring all children receive the best possible support. We believe that strategies designed to help children with additional needs are excellent strategies for all, as every child may require extra support at different times. As a direct result of pupils stating how best to support them with their additional needs, this inclusive approach ensures that children with SEND remain within the classroom whenever possible, helping them feel part of the class and boosting their self-esteem. By fostering a sense of belonging, we aim to ensure that children do not feel "different" or excluded. A recent Local Authority Health Check and Ofsted visit both praised our provision, noting that support within the classroom is so effective it's often hard to identify which children have SEND. This reflects our commitment to providing an inclusive and supportive environment for every learner.

Targeted interventions

While High-Quality Teaching meets the needs of most children with additional needs, there are times when some children who are well below their age related expectations, or who are not making expected progress, may benefit from additional targeted support to help remove or reduce barriers to learning. This might involve providing extra help that is different from or beyond what's normally offered in the classroom.

We use a clear, step-by-step approach to ensure this support is as effective as possible:

1. **Assess** your child's needs to understand the specific challenges they are facing.
2. **Plan** the most appropriate and effective intervention to support them.
3. **Do** or deliver the intervention.
4. **Review** the impact of the support to see how it's helping your child make progress.

Most targeted interventions take place within the classroom to ensure your child continues to feel part of their class, often delivered by the class teacher who knows your child the best. However, where needed, small group or one-to-one sessions may happen outside the classroom. These are carefully planned to be time-limited, minimizing disruption to your child's usual learning while addressing specific needs.

We offer a wide range of interventions, including support for social, emotional, and mental health needs; communication and interaction; speech and language; vocabulary development; writing; reading and boosting reading potential; spelling; maths; and physical development. Our goal is always to provide the right support at the right time to help your child thrive.

Specialist support

Sometimes, to ensure your child achieves the best possible learning outcomes, we may seek advice and support from external specialist professionals. These experts can offer valuable insights and strategies tailored to your child's unique needs. This might include working with professionals such as Educational Psychologists, Speech and Language Therapists, Occupational Therapists, Ealing Primary Centre, Outreach Services, or the Child Development Service.

When necessary, the school will carefully prioritise referrals to these services to ensure your child receives the right support at the right time. For a very small number of children, accessing these specialists may be part of an Education, Health, and Care Plan (EHCP), which provides long-term, tailored support.

How will the school measure my child's progress?

We follow the 'graduated approach' as set out in the SEND Code of Practice (2015). This is the statutory framework for providing SEN support and involves a continuous cycle of assess, plan, do, review.

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 outcomes that we want to see your child achieve.

Whenever we run a specific 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.

Who should I talk to if I have ongoing concerns about my child's SEND support?

If you have concerns about how your child's SEND support is working:

First point of contact: Your child's class teacher - contact them through the class email address or by emailing information@leps.org.uk

If further support is needed: The class teacher will consult with the Year Leader

For specialist SEND advice: The SENCO (Halina Rooney) or Curriculum Lead for Impact and Inclusion (Nazia Dar) can be contacted at information@leps.org.uk

We are committed to working collaboratively with you to address any concerns and provide the right support for your child's needs.

How will the school let me know if they have any concerns about my child's learning, special educational needs or disability?

- Your child's class teacher will initially speak to you and then arrange a further time to discuss the concerns through a structured conversation.
- The class teacher may also talk to you about any concerns at termly review meetings.
- The SENCO and/or Curriculum Lead may contact you and arrange a meeting to discuss your child's barriers to learning and some possible support strategies the school might be considering.

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

We invite you to an extended termly review meeting in Autumn and Spring and write a full report at the end of Summer. You can also request an end of year meeting with the class teacher if the report does not address all areas of concern.

These meetings will:

- 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 that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do
- The SENCO may also attend these meetings to provide extra support.

We believe that you are the experts 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. As a parent, we also ask that you complete a profile of your child of things that you would like the incoming class teacher to know about your child prior to them starting their new academic year. We also want to hear from you as much as possible so that we can build a better picture of how the SEN 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 make a record of any outcomes, actions and support that have been agreed. This record 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.

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

The level of involvement will depend on your child's age and stage of competency. 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
- Ask the child to complete a One Page Profile about themselves, what they like, are interested in and how they like to be supported.

How will the school adapt its teaching for my child?

Your child's class teacher is responsible and accountable for the progress and development of all the pupils in their class including children with SEND. They are the most qualified staff to support your child.

High-quality teaching is our first step in responding to your child's needs. We will also make sure that your child has access to a broad and balanced curriculum.

We will adapt how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum. We work on a case-by case basis to ensure the adaptations are meaningful to your child.

These adaptations may include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Learning support assistants will support pupils on a 1-to-1 or small groups basis when children are working on very specific targets or interventions – these are time-bound (usually for no more than 10 weeks) after which the progress is reviewed and learning is then transferred back to the classroom.

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 goals each term
- Reviewing the impact of interventions after 10-12 weeks depending on the intervention
- Using pupil questionnaires and pupil voice
- Monitoring by the SENCO/Curriculum Lead for Impact and Inclusion
- Using provision maps/personalised learning plans to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

How will school resources be secured for my child?

We are committed to ensuring your child has access to the resources and support they need to thrive. This may include:

- Specialist equipment or facilities
- Additional teaching assistant hours
- Further training for our staff
- External specialist expertise

When additional resources are required, we consult with external agencies to determine the most effective support for your child's learning needs. If your child requires support beyond the school's notional budget amount, we will apply to Ealing Local Authority for additional funding through their high needs funding process.

How will the school make sure my child is included in activities alongside pupils who do not have SEND?

We strongly believe that all children should have equal opportunities to enjoy and take part in all aspects of school life, including extra-curricular activities, school visits, and physical activities. We are committed to ensuring that pupils with SEND can fully participate in these experiences alongside their peers.

All of our extra-curricular activities, including before- and after-school clubs, are open to all pupils. We actively encourage every child to take part in school trips, including our residential trips, such as Conover Hall, and we ensure that these trips are accessible to all.

Additionally, we encourage all pupils to participate in events like sports day, school plays, and special workshops. We are committed to making any necessary reasonable adjustments to ensure that no pupil is excluded from these activities due to their SEND. Our goal is to create an inclusive, welcoming environment where every child feels supported and able to participate in the full range of school activities

How does the school make sure the admissions process is fair for pupils with SEND ?

Little Ealing Primary School is committed to ensuring fair and inclusive admissions for all pupils, including those with special educational needs or disabilities.

- Pupils whose Education, Health and Care (EHC) plan names Little Ealing Primary School will be admitted before any other places are allocated
- Our admissions criteria do not discriminate against pupils with SEN or disabilities
- We work closely with families and external agencies prior to admission to understand and plan for any specific needs
- Reasonable adjustments are made to our admissions process where needed to ensure accessibility for all prospective pupils

For full details of our admissions policy and oversubscription criteria, please visit our school website or contact the school office at information@leps.org.uk.

How does the school support pupils with disabilities?

Our **Accessibility Plan** outlines the specific actions we are taking to support pupils with disabilities and increase their participation in school life. The plan is available on our school website or you can also request a copy from the school office at information@leps.org.uk. The plan focuses on three key areas:

- **Increasing the extent to which disabled pupils can participate in the curriculum:** This includes adapting teaching methods, providing additional resources, and offering targeted interventions.
- **Improving the physical environment:** We continually assess and improve the physical layout of the school, ensuring that all pupils can access classrooms, recreational spaces, and other school facilities.
- **Improving the availability of accessible information:** We strive to make information available in formats that are accessible to all, whether that involves providing written materials in larger print, using visual aids, or offering support with communication.

You can view our full Accessibility Plan on the school website. We are always happy to discuss any specific needs or adjustments to ensure that every pupil can fully participate in the educational experience we offer.

How does the school support my child's mental health and emotional and social development?

Pastoral Support and Preventing Bullying

We are committed to supporting the emotional and social development and wellbeing of all our pupils, including those with SEND. We offer a range of opportunities and programs to ensure that every child feels heard, valued, and included.

Listening to Pupils' Views:

We provide extra pastoral support to ensure the views of pupils with SEND are heard. This includes a dedicated pastoral team led by our Senior Lead for Mental Health. We offer a wellbeing programme during the first two weeks of each academic year and a transition programme at the end of the year to support pupils moving between key stages. Our PHSE curriculum and wellbeing strategy are designed to build emotional resilience, and we run universal programs like the Five to Thrive programme to support social and emotional development.

Additional provisions such as ELSA (Emotional Literacy Support Assistants) and nurture groups are available for pupils who need extra support. We also offer art therapy for those who benefit from a more creative approach to expressing themselves.

Preventing Bullying:

We have a 'zero tolerance' approach to bullying. Bullying is not tolerated in any form, and we take immediate action to address any concerns. To prevent bullying, we promote a culture of respect and inclusion throughout the school. Our staff are trained to recognise the signs of bullying and respond appropriately. We also encourage pupils to speak up if they feel uncomfortable, ensuring that they feel safe and supported in bringing their concerns forward.

Our approach is designed to create a positive, nurturing environment where every pupil, including those with SEND, can thrive emotionally, socially, and academically. Specific strategies include:

- MindUp across the school - a Neuroscience based programme, with calming and refocusing sessions after break and lunchtimes and recommended calming strategies which are built into our PHSCE curriculum
- Art Therapy – we have a trained Art Therapist that offers therapeutic sessions
- Zones of Regulation – to support children name, label and assess their emotions and use strategies to self-regulate
- Calming down areas in all classrooms with calming down strategies for children to self-regulate
- Worry boxes in every classroom
- Mentoring support
- Social skills and Social Thinking groups
- Specialist advice from our Educational Psychologist
- Specialist advice from Ealing Primary Centre
- Specialist advice from colleagues at CAMHS (Child and Adolescent Mental Health Services)
- Specialist advice from the Occupational Therapist
- Lego therapy intervention – supporting children with anxiety or difficulty socialising
- Talking partners intervention – developing social skills, turn taking and two-way dialogue
- PALS intervention – playing and learning to socialise
- Box Clever intervention– improving children's social skills, confidence and speech through play
- Developing growth mindsets – whole school practice
- Talking partners intervention – to support children experiencing anxiety or difficulty communicating ideas, thoughts or feelings
- Structured playtimes to support children who find the playground challenging

What support will be available for my child as they transition between classes or settings?

Between years

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

- Ask both the current teacher and the next year's teacher 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
- Two weeks at the end of term dedicated to transition for all children including the completion of a transition booklet
- Transition booklets that go home with visuals
- Teacher One Page Profiles that go home
- Nursery School Readiness Programme
- Stay and Play sessions
- Additional 1-1 meet and greet sessions with their upcoming teacher for identified pupils

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 (for primary schools)

The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEND support.

Pupils will be prepared for the transition by:

- Practising with a secondary school timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge
- We dedicate a full two weeks at the end of each academic year to support children with transition including creating their own transition booklet based on their needs. Year 6 have additional transition time whereby they follow a Secondary School transition programme recommended by the Speech and Language Therapy Department – this can be as part of whole class or group work.
- We liaise closely with the school or nursery from which your child is transferring. We are able to discuss with the relevant teachers any individual needs and how best to support your child in school and how to settle in quickly. Children may also have an opportunity to visit the school beforehand.

- We take care to ensure that during transition points (between classes each year and at the end of Key Stages), staff are aware of individual pupils' needs, learning progress and best support strategies. Handover meetings between staff are conducted at transition points, and your child will spend time with new staff, and in their new classrooms, to ensure continuity. In some cases, a book to support this transition is made with the child.
- We make arrangements to ensure there is a smooth transition when your child transfers to his/her secondary school. If needed, we can include ways to support a child to have a smooth transition to a new school, e.g. organising some extra visits to the school. We provide in-house training with the support of the Speech and Language Therapist to ensure all staff in Year 6 can support each child's needs at this important time.
- We signpost parents to Secondary School transition workshops from specialist schools which offer strategies to support parents to support their children
- 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.

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

The SENCO 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 in a similar way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

How does the school ensure that the teaching staff is appropriately trained to support my child's special educational needs or disability?

Ongoing Professional Development:

- All teaching staff receive regular training on inclusive teaching strategies and understanding specific special educational needs and disabilities (SEND).
- Staff participate in external and internal SEND-focused workshops, webinars, and conferences.

SEND-Specific Training:

- Tailored training sessions are delivered on areas such as Autism Spectrum Disorder (ASD), Social, Emotional, and Mental Health (SEMH) needs, speech and language difficulties, and sensory processing challenges.
- Key staff members are trained in the use of assistive technology and other tools to support children with SEND.

Input from Experts:

- Specialist professionals (e.g., educational psychologists, speech and language therapists, occupational therapists) provide staff training and advice on strategies to support individual needs.

SENCO/Curriculum Lead for Impact and Inclusion Support:

- The SENCO/Curriculum Lead leads regular sessions to update staff on current practices and provide guidance on supporting specific pupils.
- The SEN
- CO/Curriculum Lead offers individual support and coaching to teachers working with children with additional needs.

Collaborative Learning:

- Staff share best practices through team meetings, peer observations, and lesson study approaches to improve support for pupils with SEND.

Induction for New Staff:

- Newly appointed teachers and teaching assistants receive detailed SEND training as part of their induction to ensure they are equipped to meet pupils' needs.

Annual Reviews and Updates:

The school evaluates staff training needs annually, informed by pupil voice, feedback from staff, and any changes in legislation or guidance.

How will the school support my child to reach their potential?

- Pupil centred approach including gathering pupil voice
- Pupil teacher relationship based on mutual trust and building a good rapport with every child
- High quality teaching
- Engagement with pupils promoting a culture of positive expectation.

- Monitoring and adaptations of the curriculum and provision
- Teachers ensure there is clarity in the learning intended and pupils are supported to understand the success criteria to enable progress to take place.
- High expectations of pupil learning behaviours
- Parental engagement links between home and school learning and celebrating success and effort.
- Online Learning Resources on Google Classroom.

How do you specifically adapt the curriculum and learning environment?

The curriculum is personalised, scaffolded and adapted to meet the needs of all our children. This may occur by:

- Scaffolding learning – class teacher/LSA
- Grouping size (e.g. small group, 1:1, mixed ability, peer partners);
- teaching style (taking into account that children may be visual, auditory or kinesthetic learners)
- breaking down lessons into more manageable chunks
- pre-teaching and flipped learning
- lesson format (e.g. thematic games, simulations, role-play, drama)
- pace of the lesson/additional time
- provision of alternative recording methods (e.g. scribing, use of ICT, mind mapping, graphic organisers, photographs etc.)
- knowledge organisers
- rubrics
- working walls
- WAGOLLS – what a good one looks like (examples of expectations of final outcome)
- Scaffolding learning
- Backward chaining – starting at the end of a task and teaching the child bit by bit how to achieve the whole task over a series of teaching steps
- individualised outcomes
- adapted resources
- provision of alternative location for completion of work
- MindUP methods and strategies
- Zones of Regulation to support children manage their emotions
- Colourful Semantics to support children with their writing and grammar needs
- Same Day interventions (SDIs)
- Facts4Life curriculum
- 5 to Thrive mental health and wellbeing strategy
- 2 weeks at start of the year dedicated to Mental Health and Wellbeing return to school
- 2 weeks at end of the year dedicated to whole school transition support
- enlarging of print for Visually Impaired/dyslexia
- most advantageous positioning of Hearing Impaired within the classroom and use of aids as
- laptops – touch typing/voice recognition programme
- coloured overlays and exercise books for children with Meares-Irlen syndrome
- brain breaks, sensory cushions, weighted blankets for children with sensory issues.

We endeavour to ensure that all classrooms are dyslexia friendly including use of:

- labelled resources
- word walls
- prompt mats
- highlighting pens and reading rulers
- coloured interactive boards
- individual resources e.g. number lines, 100 squares, phonic prompts, alternative means of recording, modelled and shared writing opportunities.

We endeavour to ensure that all classrooms are Autistic friendly including use of:

- visual timetables
- personalised timetables
- prompt/sequence cards
- individual work stations
- areas of retreat/calming areas
- pictorially labelled resources.

We endeavour to ensure that all classrooms are speech and language friendly including use of:

- visual feedback and visuals

- chunking of instructions
- repetition of instructions
- simplified language
- use of the 10 second rule to allow processing time
- pre-teaching of key vocabulary
- quiet working areas.

What is an Education Health Care Plan (EHCP)?

When a child is demonstrating **a significant cause for concern, or their learning need is more complex and persistent than can be met by the interventions already put in place**, a statutory assessment may be considered.

The purpose of an Education, Health and Care Plan (EHCP) is to make special educational 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/she gets older, prepare for adulthood.

The Local Authority will need to have:

- information about the child's progress over time
- documentation in relation to the special educational need
- details of action taken by the school to meet the child's special educational needs
- particulars of any special resources or arrangements put in place.

An EHC Plan will contain:

- the views and aspirations of you and your child
- a full description of his/her special educational needs and any health and social care needs
- outcomes for your child
- 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

An EHC Plan request:

The following people have a specific right to ask a local authority to conduct an education, health and care needs assessment for a child or young person aged between 0 and 25:

- the child's parent
- a young person over the age of 16 but under the age of 25, and
- a person acting on behalf of a school or post-16 institution (this should ideally be with the knowledge and agreement of the parent or young person where possible)
- In addition, anyone else can bring a child or young person who has (or may have) SEN to the attention of the local authority, particularly where they think an EHC needs assessment may be necessary.

What should I do if I have a complain about my child's SEND support?

We aim to resolve complaints regarding SEND provision as quickly and effectively as possible, ideally at the earliest and most informal stage.

In the first instance, the class teacher will address the complaint. It is important that the complainant feels listened to and that all concerns raised are thoroughly addressed.

If the matter cannot be resolved at this level, a meeting will be arranged with the Year Leader to further discuss and address the concerns.

Should the matter remain unresolved, it will then be referred to the Deputy Head/Inclusion Lead/SENCO, or another senior leader for further investigation.

If the issue is still not resolved, the Headteacher will actively intervene to seek a resolution.

Should no resolution be reached, the complainant must submit their concerns in writing to the Chair of Governors. The Governing Body will address the complaint through its agreed resolution procedures.

In the unlikely event that the issue remains unresolved, the parent or carer can escalate the complaint to the Local Authority or request independent disagreement resolution. Further information about this process is available from the school upon request.

What is an EHAP (Early Help and Assessment Plan)?

An EHAP is an Early Help Assessment and Plan similar to the previous Common Assessment Framework (CAF). It is a process by which the needs of a child or young person are assessed and an action plan to meet those needs is agreed and progressed.

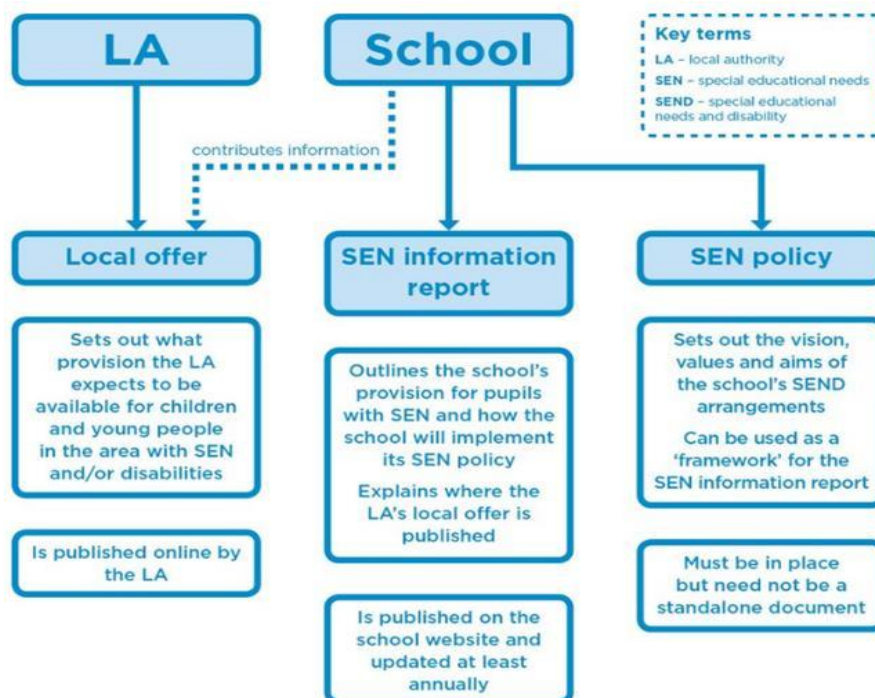
The aim of the process is the delivery multi-agency, multi-disciplinary or targeted support as early as possible to tackle an emerging problem/issue before it becomes bigger, harder to address and affects the development or life chances of the child or children in the family.

The EHAP is **only** used when a multi-agency approach is necessary. Where one service can address the needs of the child successfully, an EHAP is not required. The EHAP is a completely voluntary process, which you can opt out of at any time. Further information and guidance about the EHAP process can be found at www.ealing.gov.uk, by emailing the team at: EHAP@ealing.gov.uk, or speaking to the Deputy Head of Inclusion/SENCO.

What is the local offer and the difference between it and the SEND information report?

The Local Authority (LA) has a statutory duty to publish a local offer setting out information about the provision parents/carers can expect to be available in their area for children and young people who have special educational needs or disabilities. This includes children and young people who do not have an education, health and care (EHC) plan.

The following image illustrates the difference between the Local Authority's local offer and the school's SEND information and SEND policy:



For information on Ealing's Local Offer, go to [Ealing Local Offer | Ealing Directory \(ealingfamiliesdirectory.org.uk\)](http://ealingfamiliesdirectory.org.uk).

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 Ealing's Local offer. Ealing publishes information about the local offer on their website

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

- Ealing SENDIAS: www.ealingsendiass.org.uk
- Hounslow SENDIASS: https://fsd.hounslow.gov.uk/synergyweb/local_offer/SEND_information_advice_and_support.aspx

Services in Ealing to support children 0-25:

- Ealing Parent Carer Forum - <https://www.epcf.org.uk/>
- Ealing Local Offer - <https://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/localoffer.page?localofferchannel=0>
- The Early Intervention Project - <https://www.eif.org.uk/>
- Ealing Children Integrated Response Service (ECIRS) – 0208 825 8000
- Family Information Service - https://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/service.page?id=9IkW_NWAN_4
- The Log Cabin Charity - <https://logcabincharity.org.uk/>
- Ealing Parenting Service - <https://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/service.page?id=rRAI1fyviGI>
- Supportive Action for Families in Ealing - https://www.ealing.gov.uk/info/201023/children_and_families_social_care/1187/safe_-_supportive_action_for_families_in_ealing
- Speech and Language Therapy - <https://www.westlondon.nhs.uk/slt>
- Early Bird/EarlyBird Plus Programmes – www.autsims.org.uk/earlybird

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

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

Glossary

- **Access arrangements** – special arrangements to allow pupils 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 pupils with SEN in the local area
- **Outcome** – target for improvement for pupils 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
- **SENCO** – 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 pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages