

SEN Information Report



Normand Croft Community School

An International Family of Learners

Ageed and adopted by:	SLT, SENDCo and Governors
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Contents

Contents	1
1. What types of SEN does the school provide for?	3
2. Which staff will support my child, and what training have they had?	3
3. What should I do if I think my child has SEN?.....	5
4. How will the school know if my child needs SEN support?	5
5. How will the school measure my child's progress?	6
6. How will I be involved in decisions made about my child's education?	7
7. How will my child be involved in decisions made about their education?	7
8. How will the school adapt its teaching for my child?	8
9. How will the school evaluate whether the support in place is helping my child?	10
10. How will the school resources be secured for my child?.....	10
11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?... 11	
12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?	11
13. How does the school support pupils with disabilities?	11
14. How will the school support my child's mental health and emotional and social development?	11
15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?	12
16. What support is in place for looked-after and previously looked-after children with SEN?.....	13
17. What should I do if I have a complaint about my child's SEN support?	13
18. What support is available for me and my family?	13
19. Glossary	15

Dear parents and carers,

The aim of this information report is to explain how we implement our [SEND policy](#) in line with the Hammersmith and Fulham [Local Offer](#) and [Ordinarily Available Provision](#). We want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, please click [here](#).

If you are having trouble accessing the policies online, please ask a member of staff to share a copy with you.

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

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

Our school currently provides additional and/or different provision for a range of needs and barriers to learning, including but not limited to:

<u>AREA OF NEED</u>	<u>RELATED DIAGNOSIS</u>
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment
	Epilepsy

At Normand Croft we are needs led. All support provided for your child is in line with their needs/barriers to learning. This means we do not wait for a diagnosis to provide support for your child.

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

Our SENCO is Cristina Favata.

They are a qualified teacher who achieved the National Award in Special Educational Need Co-ordination in 2020. They are allocated 4 days a week to manage SEND provision throughout the school.

Our Inclusion lead is Michelle How.

They are a member of the Senior Leadership Team and they work closely with families, school staff, children and the SENDCo to monitor inclusive practice throughout the school.

Our Class Teachers

All of our teachers receive in-house SEN training, and are supported by the SENDCO and Inclusion Lead to meet the needs of pupils who have SEN.

Learning Support assistants (LSAs)

We have a team LSAs, who include those trained to deliver SEND provision.

All support that is to be made available to SEN children is outlined in the [Hammersmith and Fulham Ordinarily Available Provision](#).

We have Learning Support Assistants and Teachers who are trained to deliver interventions such as;

- **Precision teaching**
- **Language for Thinking**
- **[I Can Talk Boost](#)**
- **[TACPAC](#)**
- **Colourful Semantics**
- **Attention Autism e.g. Bucket Time**
- **Lego Therapy**
- **Zones of Regulation**
- **Emotional Literacy Support (ELSA)**

We have Teachers and Support Staff who have accessed external training such as;

- **Zones of Regulation** (Educational Psychology team)
- **Good Autism practice** (Inspire team)
- **Positive Handling** (Intelligensa)
- **Manual Handling** (DirectOT)
- **Emotional Literacy Support** (Educational Psychology Team)
- **[SCERTS](#)** (Local Authority SENDCo forum)
- **Understanding Communication** (Qualified Speech and Language Therapist)
- **Supporting SEND in the mainstream classroom** (Local Authority SEND)

External agencies and experts

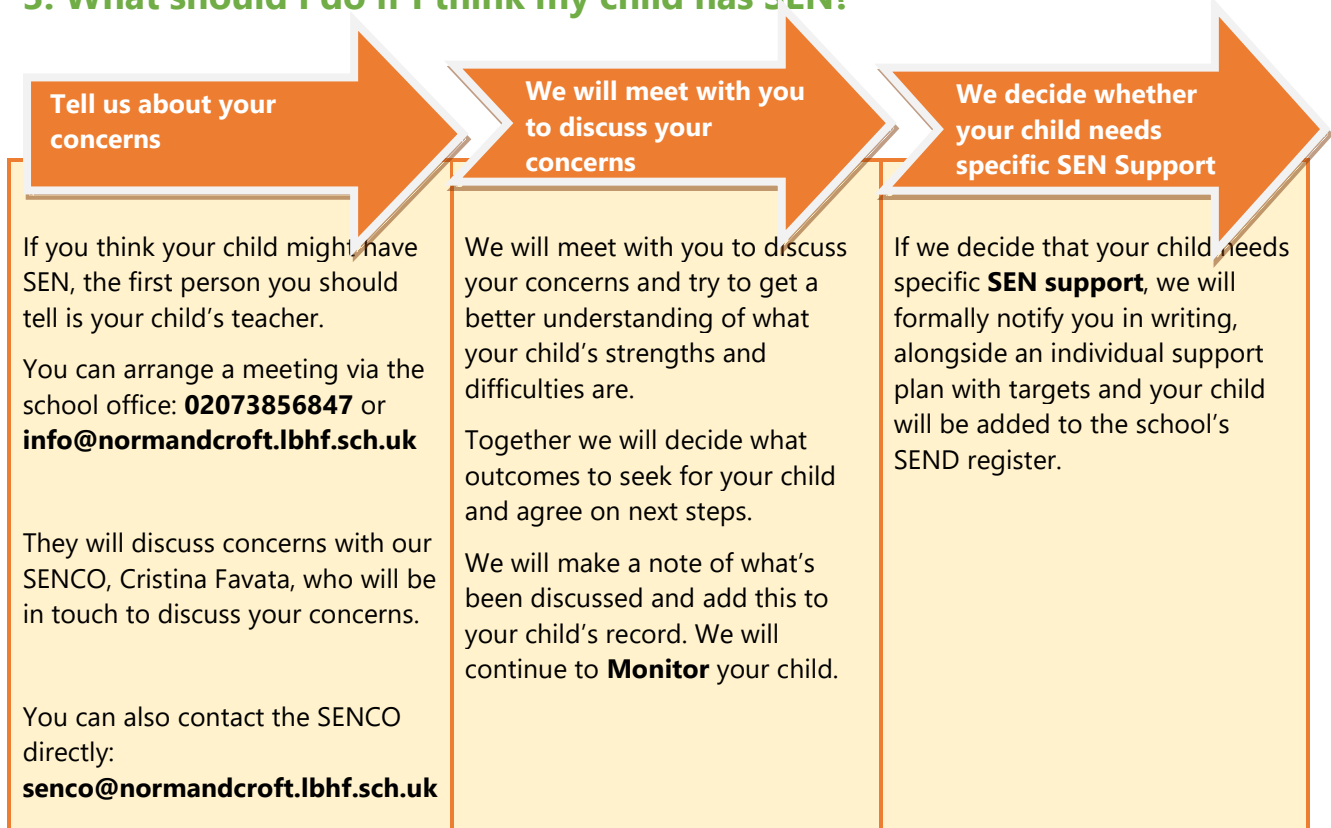
Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families.

These include:

- **Speech and language therapists**
- **Educational psychology team**
- **Occupational therapy team**

- GPs or paediatricians
- Music Therapy
- [Inspire](#)
- [School nursing service](#)
- Child and adolescent mental health services (CAMHS)
- Cheyne Child Development Service
- Social services and other LA-provided support services
- Voluntary sector organisations e.g. Stephen Whiltshire, The Kids Network
- Ormiston Bridge Academy Outreach Team

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



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

- All children have access to **Quality First Teaching** at Normand Croft Community School. This is always the first stage of support and is recurrently monitored by the Senior Leadership Team.
- All our class teachers are aware of SEND and are on the lookout for any pupils who aren't making the expected level of progress based on the curriculum.
- All class teachers are also aware of the requirement to monitor any changes or difficulties with speech, language and communication, emotional Regulation, physical impairments or social skills.

SEN Information Report

- If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil appropriate intervention to try to fill it.
- Slower than average progress or low attainment will not automatically mean a pupil is recorded as having SEND.
- These children will be discussed and their progress monitored with the Senior Leadership team during the termly pupil progress meetings.
- Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.
- If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.
- The SENCO will observe the pupil see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour.
- The SENCO will ask for your opinion and speak to your child, where appropriate, to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or any other relevant expert. Based on all of this information, the SENCO will decide whether your child needs SEN support.
- If your child does need **SEN support**, their name will be added to the school's SEN register, and the SENCO, taking into account yours and your child's views, will work with the Class teacher to create a SEN support plan for them.
- **All the support that is to be made available to SEN children is outlined in the Hammersmith and Fulham [Ordinarily Available Provision](#).**

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

We use the Graduated approach, in line with the [SEND code of practice](#), where cycles of **Assess, Plan, do, Review** are implemented to support children.



- 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 an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.
- We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.
- This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

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

- We will provide annual reports on your child's progress.
- Your child's class teacher will meet you once a term to:
 - *Set clear outcomes for your child's progress*
 - *Review progress towards those outcomes*
 - *Discuss the support we will put in place to help your child make that progress*
- The SENCO may also attend these meetings to provide extra support.
- We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.
- We also want to hear from you as much as possible so that we can build a better picture of how the 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 via the school office.

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

The level of involvement will depend on your child's age, and level of engagement. We recognise that all children are unique, so we will decide on a case-by-case basis, with your input.

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

- *Attend meetings to discuss their progress and outcomes*

- *Prepare a presentation, written statement, video, drawing, etc.*
- *Discuss their views with a member of staff who can act as a representative during the meeting*
- *Complete a survey*

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

- The school accessibility plan can be found [here](#).
- Your child's teacher is 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 your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.
- We will scaffold and 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 make sure the adaptations we make are meaningful to your child.

These adaptations include, but are not limited to:

- Adapting our curriculum to make sure all pupils are able to access it, for example, 1-to-1 or small group targeted work, adapting the teaching style or content of the lesson, scaffolding learning activities so every child can achieve the outcomes.
- 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 or larger font.
- Additional targeted support (under the direction of the class teacher) by the Learning Support Assistants.

We may also provide the following interventions:

N.B. At Normand Croft we are needs led. All support provided for your child is in line with their needs/barriers to learning. This means we do not wait for a diagnosis to provide support for your child.

<u>AREA OF NEED</u>	<u>RELATED DIAGNOSIS</u>	<u>HOW WE SUPPORT THESE PUPILS</u>
Communication and interaction	Autism spectrum disorder Speech and language difficulties	<ul style="list-style-type: none"> - Visual timetables - Social stories - Attention Autism – bucket time - TEACCH - Intensive interaction - Sensory room - Sensory breaks - Sensory circuits - Occupational therapy - Speech and language therapy - Language for thinking - Colourful semantics - I Can Talk Boost
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia Moderate learning difficulties	<ul style="list-style-type: none"> - Little Wandle phonics rapid catch up - Pre teaching - Reading catch up - Precision teaching - Colourful semantics
Social, emotional and mental health	ADHD, ADD Adverse childhood experiences and/or mental health issues	<ul style="list-style-type: none"> - Access to quiet workstations - Lego Therapy - Zones of Regulation - Emotional Literacy Support (ELSA) - Puppet therapy - Music therapy - Movement breaks
Sensory and/or physical	Hearing impairment Visual impairment	<ul style="list-style-type: none"> - Adapted equipment - Visual overlays

SEN Information Report

	Multi-sensory impairment Physical impairment	<ul style="list-style-type: none"> - Increased font size - Specific seating positions - Fine/gross motor practice - Occupational therapy - Sensory room - Sensory breaks - Sensory circuits - TACPAC - Low arousal spaces
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These interventions are part of our contribution to Hammersmith and Fulham's [Local Offer](#) and the [Ordinarily Available Provision](#).

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

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

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after a term.
- Using pre and post intervention assessments
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

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

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

- Extra equipment or facilities
- More learning support assistant hours
- Further training for our staff
- External specialist expertise

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

If funding is needed beyond the statutory amount provided per child, we will seek it from our local authority.

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

- We work to ensure that our school is inclusive for all pupils.
- All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.
- All pupils are encouraged to go on our school trips, including our residential trip in Year 6.
- All pupils are encouraged to take part in sports day, school performances, special workshops and special days e.g. red nose day, sports relief.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.
- If necessary, additional adults are arranged to support children with special educational needs or a disability. This information is recorded on the risk assessments that are prepared for all trips.

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

- In accordance with [Section 43 Children and Families Act 2014](#); All pupils whose Education Health and Care (EHC) Plans name the school will be admitted before any other places are allocated.
- Families are welcome and invited to visit our school prior to application. This can be arranged by via our school office.
- In accordance with the [School Admissions Code 2021](#); the oversubscription criteria avoids unfairly disadvantaging prospective pupils with a disability or special educational need.

13. How does the school support pupils with disabilities?

Facilities we provide to help disabled pupils access our school are outlined in the [Accessibility Plan](#) which can be found in the 'policies' section of the school website.

The accessibility plan covers:

- To ensure that all children have full access to the curriculum on offer
- To continue to improve the learning environment to ensure it enables everyone to have full and safe access to classroom and associated spaces
- To ensure all children have access to an enriched PE curriculum
- To continue to develop children's independence skills
- To ensure that vulnerable children are safe

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

SEN Information Report

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

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of sports clubs to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEN by ensuring adults are always available to listen.
- We run specific interventions (outlined above) for pupils who need extra support with social or emotional development
- We ensure every pupil feels that they have a 'voice' by creating a positive, nurturing environment where everyone has the opportunity to participate.
- **We have a 'zero tolerance' approach to bullying. Our [Anti-bullying Policy](#), which can be found in the 'policies' section of the school website, clearly states how incidences of bullying are dealt with.**

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

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 SEN is discussed
- Schedule visits and lessons with the incoming teacher towards the end of the summer term
- Arrange transition meetings with the new teacher so there is as much consistency as possible
- Where appropriate a 'Communication Passport' will be created
- Social stories to prepare them for a big change

Between schools

Pupils will be prepared for the transition by:

- When your child is moving on from our school, we will ask you what information you want us to share with the new setting.
- The SENCO or Inclusion Lead will reach out to the new school to request a handover meeting.
- If the child has an EHCP the new school will be invited to their final annual review
- Learning how to get organised independently
- Learning how to follow a timetable independently
- Plugging any gaps in knowledge
- Where appropriate a 'Communication Passport' will be created
- Social stories to prepare them for a big change

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

- The designated safeguarding leads (Michelle How and Katrine Bulley) will work with the SENCO (Cristina Favata), to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.
- Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

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

Please refer to the school's [Complaints Procedure](#) found under 'Policies' on the school website.

- A concern or complaint can be made in person, in writing or by telephone. They may also be made by someone on your behalf, as long as they have your clear consent to do so.
- Complaints about SEN provision in our school should be made to the Head Teacher via the school office in the first instance. Please mark them as Private and Confidential.
- To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).
- If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>
- **You can make a claim about alleged discrimination regarding:**
 - Admission
 - Exclusion
 - Provision of education and associated services
 - Making reasonable adjustments, including the provision of auxiliary aids and services
- Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

<https://www.kids.org.uk/>

020 7359 3635

mediationlondon@kids.org.uk

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

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

SEN Information Report

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

- <https://www.lbhf.gov.uk/send-local-offer>

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

- <https://www.hfsendiass.org.uk/>

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

- [Stephen Wiltshire Centre](#)
- [The Kids Network](#)
- [The Rainbow Trust](#)
- [Mind, H&F](#)
- [KIDS](#)

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

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

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND 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 SEND 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
- **Scaffolding** – 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 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 SEND
- **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
- **Inclusion** - is where different and diverse students learn alongside one another in the same classroom. Inclusive education values the diversity of the students and the unique contribution each child brings to the classroom.
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Ordinarily Available Provision** - Provision that the local Education, Health, and Care partners expect to be made available for children and young people with special educational needs and/or disabilities in early years settings, schools, and colleges in Hammersmith & Fulham
- **Outcome** – target for improvement for pupils with SEND. 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 which meets the needs of pupils with SEN

➤ **Statutory amount** – a set, legal amount of funding given to schools to support every child in education