Fossdene Primary School

SCHOOL BASED LOCAL OFFER & SPECIAL EDUCATIONAL NEEDS AND DISABILITY REGULATONS (2014) INFORMATION REPORT (205-2026)

Type of school	Mainstream
Mainstream primary school with a 16 place LARP for children with ASD and complex needs.	Reception-Year 6 1FE LARP: Year 1-6: 16 places **Admissions made via the Local Authority admissions panel and Local Authority LARP panel for entry into the LARP (Royal Greenwich)**

All Greenwich maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs/ and or disabilities, and 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 a Special Educational Need/s and or disabilities being met in a mainstream setting wherever possible, where families want this to happen. Fossdene works within the Special Educational Needs and Disability Regulations 2014. . (Statutory guidance on this is contained in section 6.79 to 6.82 of the Special educational needs and disability code of practice: 0 to 25 years).

This should be looked at together with:

1) The Royal Borough of Greenwich Local Offer for children and young people with SEND, which can be accessed via their website
2) The school SEND Policy, which can be accessed via the school website.
3) The school RSHE Policy which can be accessed via the school website
4) The school anti bullying policy, which can be accessed via the school website
5) The school accessibility plan, which can be accessed via the school website

6) The school pupil premium policy, which can be accessed via the school website

PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ AND OR DISABILITIES AT FOSSDENE PRIMARY SCHOOL

School based information	People	Summary of responsibilities
Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs/Disability (SEND)? And how can I talk to them about my child if I need to?	**Class teacher**	**The class teacher is responsible for:** ● Ensuring that all children within their class have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation). ● Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be for example targeted work, additional support, adapting resources etc.) and discussing amendments with the SENCO as necessary. ● Writing Personal Learning Plans (PLP), previously called Individual Education Plans (IEP) for specific areas of learning and sharing and reviewing these with parents at least once each term and to plan for the next term. ● Ensuring that all members of staff 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 included and make progress. ● Ensuring that all staff working with your child in school is supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources. ● Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

		If you have any concerns, please contact your child's class teacher directly. They are available at the end of each day where you can approach them to arrange a meeting or by sending an email to the year group email.

	The Special Educational Needs Co-Ordinator (SENCO) (Ms Sarah Jowett)	**The SENCo is responsible for:**
		● Coordinating all the support for children with special educational needs (SEN) and or disabilities, and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
		● Ensuring that you are:
		  ● involved in supporting your child's learning
		  ● kept informed about the support your child is getting
		  ● involved in reviewing how they are doing
		  ● Part of planning ahead for them.
		● Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc...
		● Updating the school's SEND record of need, (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are excellent records of your child's progress and needs.
		● To provide specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN and/or disabilities in the school) to achieve their potential.
		● Supporting your child's class teacher to write Personal Learning Plans (PLP), also sometimes called Individual Education Plans (IEP) that specify the targets set for your child to achieve.
		● Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school.

	Learning Support Assistant (LSA) may be allocated	Please contact the SENCO via email**: senco@fossdene.greenwich.sch.uk.**

	to some pupils with SEN and or disabilities **Executive Head teacher (Ms Maria Hill)** **Head of School (Ms Sarah Jowett)** **SEND Governor (Roz Maslin)**	Learning Support Assistants (LSA) may be allocated to work with a pupil with exceptional special educational needs and/or disabilities and whilst they take a very valuable role in your child's education we would prefer that questions regarding your child's learning and progress are directed to the staff members named above. Of course, as a school we welcome daily dialogue between parents and LSAs on how a child's day has been and we do actively encourage this continued feedback. **The Executive Head teacher/ Head of School are responsible for:** ● The day to day management of all aspects of the school, this includes the support for children with SEN and/or disabilities. They will give responsibility to the AHT Behaviour & Inclusion, SENCO and class/subject teachers but are still responsible for ensuring that your child's needs are met. ● They must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND. **To speak to the Executive Head Teacher (Maria Hill) or Head of School (Sarah Jowett) about your child's needs please email ask@fossdene.greenwich.sch.uk** **The Governor for SEND is responsible for:** ● Making sure that the school has an up to date SEND Policy ● Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school ● Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities. ● Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school.

		To contact the Governor for SEND please ring the school office on 020 8858 5585 to arrange an appointment with the Governor.

HOW COULD MY CHILD GET HELP AT FOSSDENE PRIMARY SCHOOL?

Children in school will get support that is specific to their individual needs. This may be all provided by the class teacher or may involve:

- **Other staff in the school**
- **Staff who will visit the school from the Local Authority central services such as the ASD Outreach Team, Sensory Service (for students with a hearing or visual need)**
- **Staff who visit from outside agencies such as the Speech and Language therapy (SALT) Service.**

	Types of support provided also showing the stage of the Code of Practice (the document that schools use to plan their SEN and/or disabilities input) children will be at when receiving this input.	**What would this mean for your child?**	**Who can get this kind of support?**

What are the different types of support available for children with SEN and /or disabilities in this school?	**Class teacher input via good/outstanding classroom teaching.**	● The teacher will have the highest possible expectations for your child and all pupils in their class. ● All teaching is based on building on what your child already knows, can do and can understand. ● The teacher will put in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning approaches or providing different resources adapted for your child. ● Putting in place specific strategies (which may be suggested by the AHT Behaviour & Inclusion, SENCO or staff from outside agencies) to enable your child to access the learning task.	All children in school receive this support as part of inclusive classroom practise.

	Specific small group work. This group may be ● Run in the classroom or outside. ● Run by a teacher or (most often) a Learning support assistant who has had training to run these groups. *(These are often called Intervention groups by the school)* **Stage of SEND Code of Practice: SEN Support,** which means they have been identified by the class teacher and SENCo as needing some extra support in school, after putting strategies in place at class level.	● Your child's teacher will have checked on your child's progress and will have thought that specific, targeted group work could be offered to help them to make the best possible progress. He/ She will plan group sessions for your child with targets to help your child to make more progress. ● A Learning Support Assistant/teacher (or outside professional (like a Speech and Language Therapist)) will run these small group sessions using the teacher's plans, or a recommended programme.	Any child who has specific gaps in their understanding of a subject/area of learning. Some of the children accessing intervention groups may be at the stage of the SEND Code of Practice called **SEN Support**, which means they have been identified by the class teacher and SENCo as needing some extra support in school, after putting strategies in place at class level.

	Specialist groups run by outside agencies e.g. Speech and Language therapy **AND/OR Individual support** for your child, as a guide of around 20 hours and below in school **Stage of SEN Code of Practice:** **SEN Support,** which means they have been identified by the class teacher/ SENCO as needing some extra specialist support in school from a professional outside the school. This may be from: ● Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need) ● Outside agencies such as the Speech and Language therapy (SALT) Service.	● If your child has been identified as needing more specialist input instead of or in addition to good and outstanding classroom teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress. ● Before referrals are made you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward. ● If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better. ● The specialist professional will work with your child to understand their needs and make recommendations, which may include: o Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better o Support to set targets which will include their specific professional expertise	Children with specific barriers to learning that cannot be overcome through whole class good/outstanding teaching and intervention groups.

		○ Your child's involvement in a group run by school staff under the guidance of the outside professional e.g. a social skills group or sensory circuit ○ A group or individual work with an outside professional ● The school may suggest that your child needs some agreed individual support or group support in school. They will tell you how the support will be used and what strategies will be put in place.	

	Specified Individual support for your child of, as a guide, <u>21 hours or more</u>, in school. **Stage of SEN Code of Practice: Education, Health and Care Plan (EHCP) (**or if your child has had this type of support for some time, may be provided by a **Statement of Special Educational Needs).** This means your child will have been identified by the class teacher / AHT Behaviour & Inclusion / SENCO as needing a **particularly high level of individual and small group teaching (**as a guide, 21 hours or more, in school), which cannot be provided from the resources already delegated to the school. Usually, if your child requires this high level of support they may also need specialist support in school from a professional outside the school. This may be from: ● Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)	● The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. ● This is a legal process and you can find more details about this in the Local Authority (LA) based Local Offer, on the Royal Greenwich web site: <u>www.royalgreenwich.gov.uk</u> ● Your child's school/setting will have been putting together a profile of your child's aspirations and needs over time, and you will have been involved in Team around the Child (TAC) meetings as part of this process. The school will then meet with you and other professionals involved, and decide if it would be helpful to apply for a statutory assessment, and agree any additional information and evidence that should be included from you, other involved professional and them.	Children whose learning needs are: ● Severe, complex and lifelong ● Need, as a guide, 21 hours or more, in school.

	● Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational therapy service, Physiotherapy and/or CAMHS	● After the school has sent in the request to the Local Authority (with a lot of information about your child, including contributions from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will look at the advice submitted and ask you and any other professionals involved with your child to write a report outlining your child's needs, if this is not already included, or information is missing. If they do not think your child needs this, they will ask the school to continue with the support at **SEN Support** . ● After the reports have all been sent in, the Local Authority will decide if your child's needs are severe, complex and lifelong as a guide, they need 21 hours of support, or more, in school to make good progress. If this is the case they will write an **EHC Plan**. If this is **not** the case, they will ask the school to continue with the support at **SEN Support** and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible. ● The **EHC Plan** will outline the funding your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.	

How will we support your child with identified special needs starting at school?	● We will first invite you to visit the school with your child to have a look around and speak to staff ● If other professionals are involved, a team around the Child (TAC) meeting may be held to discuss your child's needs, share strategies used, and ensure provision is put in place before your child starts ● We may make a home visit and also visit your child if they are attending another provision ● We may suggest adaptations to the settling in period to help your child to settle more easily ● We may draw up a transition plan with you to ensure your child has a smooth, successful transition in to our setting.
How can I let the school know I am concerned about my child's progress in school?	● If you have concerns about your child's progress you should initially speak to your child's class teacher. ● You may also speak to the SENCO. ● The Executive Head Teacher / Head of School or School Governor for SEND can be contacted if you are concerned about how your child's SEN is being managed.
How will the school let me know if they have any concerns about my child's learning in school?	● When a teacher is concerned about your child's progress, and targeted teaching has not met the child's needs, the teacher will discuss this with you via an initial concern meeting. The teacher will complete the school's SEND referral form (Initial concern sheet) getting your views as well. The teacher will then use this information to raise the concern with the SENCo. ● The school has meetings every term between each class teacher and a senior staff member in the school to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as expected. ● If your child is then identified as not making progress the school will make a decision about whether to monitor this or set up an intervention group and will inform you. ● If your child is still not making expected progress the school will meet with you to discuss: ○ Any concerns you may have ○ Any further interventions or referrals to outside professionals to support your child's learning ○ How we could work together, to support your child at home/school.

How do we ensure that the views of your child (and other children with SEND in the school) are used to plan for them and for SEND within our school?	● Children with SEND will, wherever possible, contribute to the writing, doing and reviewing process of their ILP and Annual Reviews. ● Children's views will be sought by attending meetings and contributing directly, providing verbal or written contributions, pictorial contributions including words/picture boards. ● If a child is unable to give their own views, evidence will be interpreted by people who know the child well and can include photographs, video footage and examples of school work. ● Views of a child can also be gain from parents' information. ● When planning for children with SEND, their current strengths and interests (as well as likes and dislikes) will provide information for their next steps. ● Where possible, the school council will have children with SEND included on it.
How is extra support allocated to children and how do they move between the different levels?	● The school budget, received from Greenwich LA, includes money for supporting children with SEND. ● The Executive Head Teacher / Head of School decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of the needs of the children currently in the school. ● The Executive Head Teacher / Head of School and the SENCO discuss all the information they have about SEND in the school, including o the children getting extra support already o the children needing extra support o The children who have been identified as not making as much progress as would be expected. And decide what resources/training and support is needed. ● All resources/training and support are reviewed regularly and changes made as needed.

Who are the other people providing services to children with SEND at Fossdene Primary school?	A. Directly funded by the school	● Additional Speech and Language Therapy input to provide a higher level of service to the school ● CAMHS (child and family support) ● Educational Psychology Service ● Social Communication project. ● Oak Class ● Reception Provision ● Cherry Blossom class
	B. Paid for centrally by the Local Authority but delivered in school	● Autism Outreach Service ● Educational Psychology Service ● Sensory Service for children with visual or hearing needs ● STEPS (Assessment, advice and resources for children with literacy or numeracy difficulties including Dyslexia) ● Speech and Language Therapy (provided by Health but paid for by the Local Authority). ● Occupational Therapy ● Physiotherapy ● Professional training for school staff to deliver medical interventions ● Waterside Behaviour advice service ● Parent Partnership Service (to support families through the SEN processes and procedures).

	C. Provided and paid for by the Health Service (Oxleas NHS Trust) but delivered in school	● School Nurse
	D. Voluntary agencies	● National Autistic Society ● MENCAP ● Greenwich Parent Voice
How are the adults in school helped to work with children with an SEND and what training do they have?	● The SENCO's job is to support the class teacher in planning for children with SEND. The SENCo attends cluster group meetings and courses within the Borough to keep abreast of new develop within SEND. ● The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD, dyslexia etc. ● The SENCo provides whole school staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with SEND. ● 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, STEPS and Sensory service or medical /health training to support staff in implementing care plans. ● The SENCo work closely with the LSA's responsible for carrying out SEND interventions and supports them in delivering specific, quality input for the pupils. Training takes place on a regular basis. If you would like to hear about the training which is currently taking place or has taken place by the staff members in the school, please speak to the SENCo (Ms S Jowett).	

How will the teaching be adapted for my child with learning needs (SEN/ and or disabilities)	• Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adjusted in order to enable your child to access their learning as independently as possible. • Specially trained support staff can implement the teachers modified/adapted planning to support the needs of your child where necessary. • Specific resources and strategies will be used to support your child individually and in groups. • Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs and increase your child's access to what is on offer. To ensure all children are able to access the curriculum at an appropriate level and fulfill their potential we take some of the following actions: ● Make adaptations to ensure that all pupils have access to the school curriculum and school activities. ● Support pupils to achieve their full potential despite any difficulty or disability they may have. ● Ensure that staff are aware of pupil's individual needs and teach in a way that is appropriate for them. ● Provide opportunities for pupils to develop confidence, self-esteem and resilience. ● Work in partnership with parents/carers, pupils and external agencies to cater for children's special educational needs and disabilities. ● Make provision for children with SEN to fully develop their abilities, interests and talents. ● Identify special educational needs at the earliest opportunity to ensure early intervention and support. ● Ensure all children with SEN are fully included in all aspects of school life. ● Regularly review policy and practice in order to achieve the best outcomes for all our pupils
How will we measure the progress of your child in school? And how will I know about this?	● Your child's progress is all areas of learning are continually monitored by his/her class teacher. ● Attendance, engagement in learning and behaviour are also monitored. ● His/her progress is reviewed formally every term with members from the Senior Leadership Team and an age appropriate level given in reading, writing and numeracy. ● You will be informed of your child's progress and attainment via Parents/Carers' evenings in the autumn and spring terms and will receive a detailed report at the end of the school year.

	● If your child is in Year 1 or above but has not managed to attain the level of the year 1 class, Connecting Steps, Engagement Framework and/or P Levels are used which can show their progress in more detail by showing smaller but significant steps of progress.
	● At the end of Year 1, a formal phonics assessment 'Phonic Screening' is carried out. If a child is exempt from this due to working below the level of the assessment, they will be assessed at the end of Year 2 instead.
	● At the end of Key Stage 2 (i.e. at the end of year 6) all children are required to be formally assessed using Standard Assessment Tests (SATS). This is something the government requires all schools to do and the results are published nationally.
	● Children at **SEN Support** will be placed on the provision map and you will receive details outlining the specific provision which your child is involved in for each term. Each term the plan for additional provision will be monitored and reviewed.
	● Children receiving input from agencies will get reports about progress from these agencies.
	● The progress of children with an **EHC Plan** will be reviewed termly with parents and child (if appropriate) and is formally reviewed at an Annual Review with all adults involved with the child's education. Children with an EHCP may have an Individual Learning Plan if required and this will be reviewed termly with input from the class teacher, AHT Behaviour & Inclusion, SENCo and parents.
	● The AHT Behaviour & Inclusion / SENCo will also track your child's progress within any individual work and in any group that they take part in to ensure progress is taking place.
	● A range of ways will be used to keep you informed, which may include:
	  ○ Home/school book
	  ○ Letters/certificates sent home
	  ○ Additional meetings as required
	  ○ Reports
	  ○ Verbal feedback

How will we make arrangements to ensure that the social	● All teachers follow a RSHE curriculum and incorporate aspects of this within their daily teaching. ● Weekly whole school and Key phase assemblies address school and British values as well as key event in the calendar. ● The school may refer your child to Waterside to access their outreach service to support behaviour.

emotional needs of your child are met in school?	
How does our school support the emotional and social development for students with SEND?	● The school buys into the RBG Social Communication Service to support pupils with social communication and interaction needs within school. ● The Social Communication Service worker leads on social skills groups and oversees this provision within school, advising staff on continued effective delivery of such and setting new targets accordingly. ● All staff consider extra pastoral support by building in daily talk for listening to the views of SEN children and measures to prevent bullying. ● Restorative justice is embedded in the school and incidents are explored collaboratively.
How is our school made accessible for students with SEND?	● We ensure that equipment used is accessible to all children, taking each child's needs into consideration. ● We have an accessibility plan (see school website). ● We refer to the SEND support document put together by the Royal Greenwich LA ***Unfortunately, we do not have wheelchair access to the KS1 and KS2 classrooms or the main school hall.***
How is our school made accessible for disabled pupils?	**ADMISSION** ● Normal admission arrangements will be followed for pupils with 'SEN or Disabilities'. ● We endeavour to be a fully inclusive school. ● All our children will be treated according to their needs in line with the school policy for 'Equal Opportunities and Racial Equality'. No pupil will be denied admission because of gender, creed, race, physical ability or academic achievement. ● We will take all steps possible to provide effective educational provision. Where a pupil has a particular need e.g. wheelchair access, the Governors will ensure that reasonable adjustments are made for that pupil's need to be fully met. ● If a pupil is transferring into the school with an EHCP or has been in receipt of extra support from LA centrally funded resources in their previous setting, continuation of this support will be negotiated with the appropriate member of the LA, to ensure that needs can be met. **EQUALITY**

	Fossdene will take steps to prevent disabled pupils from being treated less favourably than other pupils. We will use our best endeavours to ensure that no child is unable to attend Fossdene Primary because of any special need or disability. In order to promote equality of opportunity for disabled children we will make reasonable adjustments (including the provision of auxiliary aids and services) to prevent them being put under a disadvantage. In practice we ensure that classroom and extra-curricular activities encourage the participation of all pupils, including those categorised as having Special Educational Needs. Staff organise human and physical resources within the school to increase access to learning and participation by all pupils. **FACILITIES** Existing facilities provided to assist access to the school by pupils with disabilities: ● Wheelchair access onto school grounds at the main entrance and to lower level classrooms. ● Disabled parking is available near the main entrance. ● Exterior lighting to improve evening access. ● Children's disabled toilets and one adult disabled toilet. ● Please also see the Accessibility Policy.
How does our school make special arrangements for Looked after Children (LAC) with SEND?	● We consult with the virtual school – Head Teacher and SENCo as appropriate for personalised support as required. We also liaise with the allocated social worker, to ensure all agencies are working collaboratively to develop an appropriate support package (PEP/EHCP/Statement) for each child. ● We review the child's needs and progress regularly, for example before entering the school to ensure a smooth transition from their previous setting and then at regular intervals. ● We ensure Pupil Premium Plus is being used to effectively enable the child to meet their outcomes ● The AHT Behaviour & Inclusion / SENCo ensures that training and policies are supportive of looked after children with SEND ● The Designated Governor for LAC and Executive Head Teacher / Head of School work to ensure provision is enabling LAC with SEND to make good progress.
How will we support your child when they are	We recognise that 'moving on' can be difficult for a child with SEN and/or disabilities and take steps to ensure that any transition is as smooth as possible.

leaving this school? OR moving on to another class?	● If your child is moving to another school: ○ We can contact the new school's SENCo to pass on any special arrangements or support that needs to be made for your child. ○ We will make sure that all records about your child are passed on as soon as possible. ● When moving classes in school: ○ Information and relevant documents (including specific reports and programmes) will be passed on to the new class teacher and a handover meeting with the previous teacher will take place as soon as possible. ○ If your child would be helped by a transition book or other resources to support them understand moving on, then it will be provided for them. ● In Year 5 (in the Spring Term) ○ Children with EHC Plans will have a transition review of their progress and needs which will be an opportunity to discuss appropriate secondary school options with professionals and parents/carers. ● In Year 6 ○ The SENCO will attend the Primary Transition Day to discuss the specific needs of your child with the SENCO of their secondary school, and the specialist session for students with an ASD, as appropriate. ○ Your child may attend a small group in school, to support their understanding of the changes ahead. This may include creating a 'Personal Passport' which includes information about themselves for their new school. ○ Where possible arrangement for your child to visit their new school on several occasions may be organised and in some cases staff from the new school may visit your child in this school. ○ If a child in Year 6 has an EHCP, Staff from the Secondary School will be invited to the annual review to gather further information about your child and to help write new outcomes.

FOSSDENE PRIMARY SCHOOL BASED DATA/INFORMATION: 25/26

How many pupils did we have at our school at SEN support and statements or EHC plans at the end of July 2025?

SEN register summary	Total
SEN support	71
EHCP	13
Total on SEN register	**84**

End of July 2025

What were the outcomes for children within our school with SEND for 2024/25?

Overall SEN Performance - KS2

✅ **63% of SEN pupils achieved expected standard in Reading, Writing and Maths combined**

- Significantly above borough (42%) and national (29%) averages
- 34 percentage point improvement on national average

🌟 Exceptional Strengths

100% achievement for pupils with Social, Emotional and Mental Health needs

- Outstanding performance across all KS2 subjects

- Significantly exceeds borough (47%) and national (34%) averages

Strong SEN Support outcomes: 67% in combined RWM

- Well above national expectation of 29%
- Average scaled scores exceed borough and national in all tested subjects

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📖 Phonics Outcomes (Year 1)

Year 1 Phonics Performance:

Overall cohort (28 pupils):

- 71% achieved expected standard (national: 80%)
- Average score: 34 (national: 33)
- 5 pupils were disapplied

SEN breakdown:

- **SEN EHCP (2 pupils)**: 0% passed (both disapplied) - national SEN EHCP: 20%
- **SEN Support (16 pupils)**: 69% passed (national SEN Support: 52%)
  - Average mark: 31 (national: 25)
  - 2 pupils disapplied, 3 didn't achieve, 11 achieved expected standard
- **No SEN (9 pupils)**: 100% passed (national No SEN: 88%)
  - Average mark: 38 (national: 35)
  -

Key finding: SEN Support pupils significantly outperformed national SEN Support averages by 17 percentage points, demonstrating effective phonics intervention.

	## 🔢 Multiplication Tables Check (Year 4) **MTC Performance (31 pupils):** **Overall:** ● 90% took the check (national: 96%) ● Mean average score: 21.9 (national: 21.0) **SEN breakdown:** ● **SEN EHCP (2 pupils)**: ○ 50% took the check (national: 51%) ○ Mean score: 25.0 (national: 15.6) - **exceptional performance** ● **SEN Support (10 pupils)**: ○ 90% took the check (national: 95%) ○ Mean score: 20.3 (national: 17.4) - **above national average** ● **No SEN (19 pupils)**: ○ 95% took the check (national: 100%) ○ Mean score: 22.5 (national: 21.9) **Key finding:** SEN pupils achieved outstanding MTC outcomes, with both EHCP and SEN Support pupils significantly exceeding national SEN averages. This demonstrates highly effective maths intervention and times tables teaching for SEN pupils.
What training did staff at our school have in SEND over the year 2024/25?	Autism in primary (5 day course) ELSA Autism in girls Autism in Early Years

	SALT in house training SCP in house training
What was in the Head teacher's report to the Governors about SEND in 2024/25?	We are committed to a school culture that is inclusive and rooted in mutual respect. Restorative justice and Zones of Regulation are fully embedded across the school and this supports the behaviour, emotional and social skills of all our pupils.We have one TA trained to deliver drawing and talking as therapeutic intervention and she will be training as our new ELSA with the Greenwich Educational Psychology Service in the Summer term. We have three well established SEN provisions, each staffed by a qualified teacher and these provisions are effectively meeting the needs of children with the most complex SEND, providing them with a bespoke curriculum and access into the mainstream classrooms where possible
Were there any other important changes in SEND over the year 2024/25?	In June 2025 the school was commissioned to open a 16 place LARP for children with ASD and complex needs. This will open on a phased basis over the academic year 25-26.

Reviewed and updated September 2025

GLOSSARY OF TERMS	
IEP	Individual Education Plan
PLP	Personal Learning Plan
S	Statement stage of the SEN Code of Practice
SEN Code of Practice	The legal document that sets out the requirements for SEN
EHC plan	Education, Health, Care Plan
SEN	Special Educational Needs
SEND	Special Educational Needs and or Disabilities
SALT	Speech and Language Therapist
CAMHS	Child & Adolescent Mental Health Service
EP	Educational Psychologist
SENCO	Special Educational Needs Coordinator
ASD	Autistic Spectrum Disorder