



SEN INFORMATION REPORT/SCHOOL BASED LOCAL OFFER -ST JOSEPHS PRIMARY SCHOOL: 2025/26

| Type of school | Mainstream |
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| Inclusive one form entry Catholic Primary School. | Admissions by the Royal Borough of Greenwich admissions panel. |

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.

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 the following link:

<http://familiesinformation.royalgreenwich.gov.uk/kb5/greenwich/fsd/localoffer.page>

2) The Relationships and Positive Behaviour Policy which can be accessed via this link:

<https://www.stjosephs.greenwich.sch.uk/page/?title=Policies&pid=21>

3) The Accessibility Plan, which can be accessed via this link: <https://www.stjosephs.greenwich.sch.uk/page/?title=Policies&pid=21>

4) The SEN Policy, which can be accessed via this link:

<https://www.stjosephs.greenwich.sch.uk/page/?title=Policies&pid=21>



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| | <p>Learning Support Assistant (LSA) may be allocated to some pupils with SEN and or disabilities.</p> <p>Headteacher: Miss Suzanne Long</p> | <ul style="list-style-type: none">• 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 register (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood).• 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 Assess, Plan, Do, Review Plans, also sometimes called Personal Learning Plans (PLP) 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. <p>Contacted via the school office.</p> <p>A Learning Support Assistant (LSA) may be allocated to a pupil with exceptional special educational needs and/or disabilities. 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 class teacher and SENDCo.</p> <p>Of course, as a school we welcome dialogue between parents and LSAs on how a child's day has been. We actively encourage continued feedback, sharing the successes that your child has experienced that day.</p> <p>She is responsible for:</p> <ul style="list-style-type: none">• The day to day management of all aspects of the school, this includes the support for children with SEN and/or disabilities. She will give responsibility to the SENDCo and class teachers, but is still responsible for ensuring that your child's needs are met. |
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| | <p>SEND Governor</p> | <ul style="list-style-type: none">• She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND. <p>Contacted via the school office.</p> <p>She is responsible for:</p> <ul style="list-style-type: none">• Making sure that the school has an up-to-date SEND Information Report.• 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. <p>Contacted via the school office.</p> |
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B. HOW COULD MY CHILD GET HELP IN 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 or 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? |
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| What are the different types of support available for children with SEN and /or disabilities in this school? | Class teacher input via good/outstanding quality first classroom teaching. | <ul style="list-style-type: none"> ● 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. ● Putting 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 or providing different resources adapted for your child. ● Putting in place specific strategies (which may be suggested by the SENDCo or staff from outside agencies) to enable your child to access the learning task. | All children in school receive this. |
| | Specific small group work. This group may be: <ul style="list-style-type: none"> ● Run in the classroom or outside. ● Run by a teacher or (most often) a learning support assistant who | <ul style="list-style-type: none"> ● Your child’s teacher will have carefully checked on your child’s progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to close the gap between your child and their peers. | Any child who has specific gaps in their understanding of a subject/area of learning. |



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| | <p>has had training to run these groups.</p> <p>These are often called Intervention groups by schools.</p> <p><i>(Stage of SEND Code of Practice: SEND Support, which means they have been identified by the class teacher as needing some extra support in school, after putting strategies in place at class level)</i></p> | <ul style="list-style-type: none">• He/ She will plan group sessions for your child with targets to help your child to make more progress.• A Learning Support Assistant/teacher may run these small group sessions using the teacher's plans, or a recommended programme. | <p>Some of the children accessing intervention groups may be at the stage of the SEND Code of Practice called SEND Support, which means they have been identified by the class teacher as needing some extra support in school, after putting strategies in place at class level.</p> |
| | <p>Specialist groups run by outside agencies e.g. Speech and Language therapy OR Occupational therapy groups</p> <p>AND/OR Individual support for your child, as a guide of around 20 hours and below in school</p> <p><i>Stage of SEN Code of Practice: SEND Support, which means they have been identified by the class teacher/SENDCo as needing some extra specialist support in school from a professional outside the school. This may be from:</i></p> | <ul style="list-style-type: none">• 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 attend a meeting / telephone conversation 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. | <p>Children with specific barriers to learning that cannot be overcome through whole class good/outstanding teaching and intervention groups.</p> |



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| | <ul style="list-style-type: none"> 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, School Counsellor. | <ul style="list-style-type: none"> The specialist professional will work with your child to understand their needs and make recommendations, which may include: 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. Support to set targets which will include their specific professional expertise. 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. | |
| | <p>Specified Individual support for your child, as a guide, 20 hours or more, in school. <i>This is provided via an Education, Health and Care Plan (EHCP).</i> This means your child will have been identified by the class teacher/SENDCo as needing a particularly high level of individual and small group teaching (as a guide, 20 hours or more, in school), which cannot be provided from the resources already delegated to the school.</p> | <ul style="list-style-type: none"> 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 website: www.royalgreenwich.gov.uk 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 | <p>Children whose learning needs are:</p> <ul style="list-style-type: none"> Severe, complex and lifelong need. As a guide, 20 hours or more, in school support. |



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| | <p>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:</p> <ul style="list-style-type: none">• 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, Occupational therapy service, Physiotherapy and/or CAMHS | <p>should be included from you, other involved professional and them.</p> <ul style="list-style-type: none">• After the school have sent in the request to the Local Authority (with a lot of information about your child, including some 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 SEND 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 20 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 SEND 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 state the Banding support that 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 outcomes for your child. | |
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| | | <ul style="list-style-type: none">• The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child. | |
| How will we support your child with identified special needs starting at school? | <ul style="list-style-type: none">• 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 transition meeting will be held to discuss your child's needs, share strategies used and ensure provision is put in place before your child starts.• Your child's key person may make a home visit and or visit your child in their current provision.• We may suggest adaptations to the settling in period to help your child to settle more easily.• We will contact your child's previous setting to find out as much information about your child as possible to ensure the school provides all the appropriate support your child needs.• We will arrange visits to the school for your child in addition to the standard Summer term visit by all the new children if this is thought to be beneficial.• We may take photographs of our school setting and key adults for you to share with your child to prepare them for starting school.• We will contact any relevant professionals already involved in your child's care to ensure all information about your child is shared with the school. | | |
| How can I let the school know I am concerned about my child's progress in school? | <ul style="list-style-type: none">• If you have concerns about your child's progress you should speak to your child's class teacher initially.• If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENDCo or Headteacher.• If you are still not happy you can speak to the school SEND Governor. | | |
| How do children with SEND engage in activities available to those without SEND? | <ul style="list-style-type: none">• All children are actively encouraged to maintain a healthy lifestyle and to participate in physical education. The school makes reasonable adjustments to facilitate school trips. The school offers a range of in-house out of school hours learning (OOSHL), as well as AW Football coaching. Parents are encouraged to ensure that they liaise directly with the provider to share information about their child's special educational needs. | | |
| How will the school let me know if they have any concerns about my child's learning in school? | <ul style="list-style-type: none">• When a teacher or a parent has raised concerns about your child's progress and targeted teaching has not met the child's needs, the teacher will raise this with the SENDCo.• Schools have 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. | | |



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| | <ul style="list-style-type: none">• 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.• If your child is still not making expected progress the school will discuss the following with you:<ul style="list-style-type: none">○ 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? | <ul style="list-style-type: none">• The school parliament provides the opportunity for pupils to voice their views. The school parliament is guided by Miss Cafun• Pupil questionnaires are sent out to the children to establish their likes and dislikes of school and their responses are used to influence planning. |
| What are the arrangements for handling complaints if I am dissatisfied with the SEND provision for my child? | <p>The class teacher has daily contact with your child and is the first person to speak with if there is a concern. The class teacher can be emailed via the support email address. The class teacher may not be able to respond immediately, as they will be teaching and not be able to check their emails easily. The school office can be contacted to arrange a time for a telephone conversation or meeting with the class teacher. As the class teacher will be teaching in class, he / she may not be able to call you back immediately, but will do so at the earliest opportunity. If an urgent message needs to be sent to the class teacher, please contact the school office.</p> <p>If there continues to be a concern, then a parent should contact the school office on 020 8858 4182 and request to speak with Katherine Maciejewski (SENDCo).</p> <p>If a parent would like to make a complaint, an appointment should be made to speak with the Headteacher via the school office or support@stjosephs.greenwich.sch.uk. The Headteacher will do all she can to resolve the matter.</p> <p>If a parent remains dissatisfied in the way in which their complaint has been handled, they are able to write to the Chair of Governors. All complaints are dealt with under the terms of the Complaints Policy. A copy of this can be found on the school website.</p> |



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| | <p>Under The Children and Families Act 2014 and the Special Educational Needs and Disability Regulations 2014 parents may seek advice on resolving a disagreement about an EHCP with the Local Authority through the Disagreement Resolution Service or Mediation Service. Parents should contact the Local Authority for information about this process. The SEN team can be contacted on 020 8921 8029 or emailed: special-needs@royalgreenwich.gov.uk.</p> <p>Information on Greenwich Local Offer complaints procedure can be found at: https://www.greenwichcommunitydirectory.org.uk/kb5/greenwich/directory/advice.page?id=POQDVQ6V5nc</p> <p>Parents are also able to contact the SENDIASS service (formerly Parent Partnership) on 020 8921 8042 for impartial advice.</p> |
| How is extra support allocated to children and how do they move between the different levels? | <ul style="list-style-type: none">● The school budget, received from Greenwich LA, includes money for supporting children with SEND.● The Headteacher 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 Headteacher and the SENDCo discuss all the information they have about SEN in the school, including:<ul style="list-style-type: none">○ The children getting extra support already and the impact it is having.○ The children needing extra support.○ The children who have been identified as not making as much progress as would be expected and decide what resources/training and support are needed.● All resources/training and support are reviewed regularly and changes made as needed. |

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| Who are the other people providing services to children with SEND in this school? | A. Directly funded by the school | <ul style="list-style-type: none">● Learning Support Assistants● School Counsellor● Additional Speech and Language Therapy input to provide a higher level of service to the school● Additional Educational Psychology input to provide a higher level of service to the school● SaLT Assistant● ELSA Learning Support Assistant |
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| | | <ul style="list-style-type: none"> • STEPS Lead • Draw and Talk Practitioners |
| | A. Paid for centrally by the Local Authority but delivered in school | <ul style="list-style-type: none"> • Autism Spectrum Disorder (ASD) 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 Outreach service • SENDIASS (to support families through the SEND processes and procedures). • CAMHS Link Worker (support facilitated through staff) |
| | B. Provided and paid for by the Health Service (Oxleas NHS Trust) but delivered in school | <ul style="list-style-type: none"> • School Nurse |
| | C. Voluntary agencies | <ul style="list-style-type: none"> • National Autistic Society (NAS) • MENCAP • Greenwich Parent Voice (GPV) • Greenlights |
| How are the adults in school helped to work with children with SEND and what training do they have? | <ul style="list-style-type: none"> • The SENDCo's job is to support the class teacher in planning for children with 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. | |



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| | <ul style="list-style-type: none">• Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with an 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. <p>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 Headteacher or SENDCo.</p> |
| How will the teaching be adapted for my child with learning needs (SEN/ and or disabilities)? | <ul style="list-style-type: none">• Class Teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that learning tasks are scaffolded in order to enable your child to access their learning as independently as possible. This is all part of their Quality First Teaching.• 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. |
| How is the curriculum adapted / made accessible for pupils with SEND? | <p>The class teacher is responsible for working with each child and providing a curriculum matched to the needs of the children within their classroom. Class teachers are responsible for providing quality first teaching for all children and across all areas of the curriculum. High quality teaching and learning which is scaffolded is the first step in responding to children who have or may have SEND. It is the responsibility of all teachers to identify and meet the needs of all pupils including those with SEND so that all children become successful and independent learners and thinkers. We will try to ensure that support and strategies are focused on ensuring that all children access learning within the classroom, so that they receive their entitlement of a broad and balanced curriculum. A range of strategies are used to promote curriculum access within the classroom: reinforcement, use of technological aids, visual support, concrete equipment, Kagan approach, partner work, peer talk, oral rehearsal, vocabulary teaching, learning walls, and the use of language structures.</p> |
| | <ul style="list-style-type: none">• Your child's progress is continually monitored by his/her class teacher. |



How will we measure the progress of your child in school? How will I know about this?

- His/her progress is reviewed formally every term in reading, writing and numeracy as well as progress in other areas, as appropriate, such as attendance, engagement in learning and behaviour.
- At the end of each key stage (i.e. at the end of year 2 and 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 are the results that are published nationally. Some children are assessed using pre-key stage standards.
- Some children working at pre-key stage standards and are assessed using b-squared.
- Children at SEND Support may have an 'Assess, Plan, Do, Review' (or PLP), Personal Support Plan (PSP) or a SaLT Care Plan depending on their need(s).
- The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- The SENDCo will also check that your child is making good progress within any individual work and in any group that they take part in.
- A range of ways will be used to keep you informed, which may include:
 - Home/school communication book or use of google classroom
 - Reward charts
 - Teachers note sent home
 - Additional meetings as required
 - Reports



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| <p>How will we make arrangements to ensure that the social emotional needs of your child are met in school?</p> | <ul style="list-style-type: none">• Circle Time takes place in the classroom as the need arises.• Counselling sessions are held one day per week within the school.• The school has adopted the therapeutic ‘Draw and Talk’ approach for key children.• The school uses zones of regulation as whole school approach and as an intervention, delivered by a SALT Assistant.• The school delivers ELSA interventions by a trained member of staff.• A restorative whole school approach, complemented by emotion coaching is used individually with all children to acknowledge and validate their emotions, as well as helping them to reflect on the impact that their actions may have on others.• School staff have received training on solution focused circles as a reflective approach on the emotional and behavioural needs of individual children.• Pastoral Support Plans to provide a holistic approach in supporting children at school by working with the child, parents and other agencies.• Staff have received training on a trauma informed approach to behaviour.• A clear Relationships and Positive Behaviour Policy that emphasizes positive relationships: https://www.stjosephs.greenwich.sch.uk/page/?title=Policies&pid=21 |
| <p>How is our school made accessible for students with SEND?</p> | <ul style="list-style-type: none">• All children receive Quality First Teaching which is fully inclusive and endeavours to meet the needs of all children.• The SEND support document put together by the LA: http://familiesinformation.royalgreenwich.gov.uk/kb5/greenwich/fsd/localoffer.page• Additional support staff deployed where appropriate.• Advice sought from external agencies and referrals made if needed.• Appropriate resources are used for children where it is felt that it is necessary. |
| <p>How does our school make special arrangements for looked after Children (LAC) with SEND?</p> | <ul style="list-style-type: none">• We consult with the virtual school – Headteacher and SENDCo 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 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.• The SENDCo ensures that training and policies are supportive of looked after children with SEND• The Designated Governor for LAC works to ensure provision is enabling LAC with SEND to make good progress. |



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| <p>How have we made this school physically accessible to children with SEND?</p> | <ul style="list-style-type: none">• The school makes adjustments to ensure that it is accessible to children with physical disabilities.• We ensure that equipment used is accessible to all children regardless of their needs.• The school has a disabled toilet.• The school has visits from Greenwich Sensory Service providing advice for the school when appropriate. |
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| <p>How will we support your child when they are leaving this school or moving on to another class?</p> | <p>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.</p> <p>If your child is moving to another school:</p> <ul style="list-style-type: none">• We will contact the new school’s SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child.• We will make sure that all records about your child are passed on as soon as possible. <p>When moving classes in school:</p> <ul style="list-style-type: none">• Information will be passed on to the new class teacher during a transition meeting held at the end of the summer term.• If your child would be helped by a transition book to support them understand moving on, then it will be made for them.• A pupil profile may be compiled if this is something that will help inform the receiving teacher of key information relevant to your child’s transition. <p>In Year 6</p> <ul style="list-style-type: none">• The SENDCo will liaise with the SENDCo of secondary schools to share information that is currently in place.• Your child will 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 your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.• If your child has an EHCP., the secondary school SENDCo will be invited to attend your child’s Annual Review. |
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| SCHOOL BASED DATA/INFORMATION: 2024/2025 | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| How many students did we have at our school with EHC plans at the end of July 2025? | 6 EHCP | | | | | | | | | | | | | | | | | | | | | | | | | |
| How many students did we have at SEN Support at the end of July 2024? | 34 pupils | | | | | | | | | | | | | | | | | | | | | | | | | |
| What were the categories of need at the end of July 2025? | <table border="1"> <thead> <tr> <th>Category of Need</th> <th>Primary Need</th> <th>Secondary Need</th> </tr> </thead> <tbody> <tr> <td>Social, Emotional and Mental Health</td> <td>6</td> <td>11</td> </tr> <tr> <td>Speech, Language and Communication Needs</td> <td>11</td> <td>3</td> </tr> <tr> <td>Vision Impairment</td> <td>0</td> <td>0</td> </tr> <tr> <td>Autistic Spectrum Disorder</td> <td>7</td> <td>1</td> </tr> <tr> <td>Cognition and Learning</td> <td>9</td> <td>5</td> </tr> <tr> <td>SEN but no specialist assessment of type of need</td> <td>0</td> <td>0</td> </tr> <tr> <td>Other difficulty / disability</td> <td>1</td> <td>0</td> </tr> </tbody> </table> | | Category of Need | Primary Need | Secondary Need | Social, Emotional and Mental Health | 6 | 11 | Speech, Language and Communication Needs | 11 | 3 | Vision Impairment | 0 | 0 | Autistic Spectrum Disorder | 7 | 1 | Cognition and Learning | 9 | 5 | SEN but no specialist assessment of type of need | 0 | 0 | Other difficulty / disability | 1 | 0 |
| | Category of Need | Primary Need | Secondary Need | | | | | | | | | | | | | | | | | | | | | | | |
| | Social, Emotional and Mental Health | 6 | 11 | | | | | | | | | | | | | | | | | | | | | | | |
| | Speech, Language and Communication Needs | 11 | 3 | | | | | | | | | | | | | | | | | | | | | | | |
| | Vision Impairment | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | |
| | Autistic Spectrum Disorder | 7 | 1 | | | | | | | | | | | | | | | | | | | | | | | |
| | Cognition and Learning | 9 | 5 | | | | | | | | | | | | | | | | | | | | | | | |
| | SEN but no specialist assessment of type of need | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | |
| | Other difficulty / disability | 1 | 0 | | | | | | | | | | | | | | | | | | | | | | | |
| Not all children have a secondary need. | | | | | | | | | | | | | | | | | | | | | | | | | | |
| What training did staff at our school have in SEND over the year 2024/25? | <p>SENDCo attended cluster meetings and LA SENDCo meetings. Head Teacher and SENDCo attended DfE Behaviour Hub training.</p> <p>Communication and Interaction</p> <ul style="list-style-type: none"> • SaLT Assistant leading language interventions received ongoing support and training from Speech and Language Therapist to ensure pupils are receiving a high level of SALT input. • Ongoing support and advice from the ASD Outreach. • Individual TAs received PECS training from ASD Outreach. | | | | | | | | | | | | | | | | | | | | | | | | | |



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| | <ul style="list-style-type: none">• Class teacher, SaLT Assistant and SENDCo attended training on dysfluency.• Class teacher and TA received training on selective mutism.• TA attended training on ASD. <p>Cognition and Learning</p> <ul style="list-style-type: none">• Continued advice and support from Royal Greenwich EPS.• Support and advice from STEPS, including writing and scaffolding PDMs for teaching staff.• TA attended STEPS training.• Key staff received CENMAC training to support them in their work with individual pupils. <p>Social, Mental and Emotional Health</p> <ul style="list-style-type: none">• CAHMS provide advice through their CAMHS link worker. Class teachers attended meetings with the SENCO.• Approach Refresher Training provided to a team of staff, provided by Waterside Outreach.• Waterside Outreach worked consistently over a year with individual children.• TA and SENDCo attended ELSA ongoing supervision.• Trauma informed INSET for all staff.• SENDCo attended EBSA training.• All teaching staff received PDM training on Growth Mindset delivered by CAMHS. <p>Sensory and / or Physical Needs</p> <ul style="list-style-type: none">• Advice given by ASD on sensory diets, including sensory circuits training.• TA and SENDCo attended training on sensory circuits. |
| What was in the Head teacher’s report to the Governors about SEND in 2023/24? | The SENDCo has provided termly reports to Governors. |
| Were there any other important changes in SEND over the year 2024/25? | Long-term absence among staff, necessitated the need to continue to prioritise SaLT Assistant’s caseload and STEPS Lead caseload. SEN TA working with selected children School worked successfully with PINs |



GLOSSARY OF TERMS

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| PLP | Personal Learning Plan |
| SEND Support | SEND Support of the SEN Code of Practice |
| SEN | Special Educational Needs |
| SEN Code of Practice | The legal document that sets out the requirements for SEN |
| EHC plan | Education, Health, Care Plan |
| SEND | Special Educational Needs and Disabilities |
| SALT | Speech and Language Therapist |
| CAMHS | Child & Adolescent Mental Health Service |
| EP | Educational Psychologist |
| SENDCo | Special Educational Needs and Disabilities Coordinator |
| ASD | Autistic Spectrum Disorder |