Britannia Education Trust SEND Information Report

Last reviewed: Spring 2022, Spring 2023, Spring 2024, Spring 2025, Spring 2026

Due for Review: Spring 2026

The Britannia Education Trust Schools (Britannia Village Primary School and Royal Wharf Primary School) have a clear approach to meeting the needs of pupils with SEND (Special Educational Needs and/or Disability) and is supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

1) What kind of SEND do we have provision to support at our schools?

As an inclusive school, special education needs and provision can be considered under four broad areas:

Communication and interaction	**Cognition and learning**	**Social, emotional and mental health**	**Sensory and/or physical**
- Speech and language difficulties - Communication and interaction difficulties e.g. Autism	- Moderate Learning Difficulties (MLD) - Severe Learning Difficulties (SLD) - Profound and Multiple Learning Difficulties (PMLD) - Specific Learning Difficulties (SpLD) e.g. dyslexia, dyspraxia	- Attention Deficit Disorder (ADD) - Attention Deficit Hyperactive Disorder (ADHD) - Attachment Disorder (AD) - Emotional difficulties - Selective mutism or other anxieties.	- - Visual Impairment (VI) - Hearing Impairment (HI) - Multi-sensory Impairment (MSI) - Processing difficulties - Physical disability (PD)

2a) How do we identify and assess pupils with SEND?

If a pupil has been identified as having SEND before they start school, the school will work with previous settings and agencies involved who already know the pupil and use the information already available to support them in school. This will be reviewed after they have settled in.

When a child is at school and we have concerns we use a 'Graduated Approach' to identify and support pupils who are experiencing barriers to learning. This is a four part cycle of decisions and actions which are revisited, reviewed and refined. In summary: Assess, Plan, Do and Review.

Teachers working alongside the SENCo or SENCo facilitator, assess reasons why your child is not making adequate progress, despite high quality differentiated teaching. They draw on evidence from a clear analysis of a pupil's need such as:

- teacher's assessment
- information on pupil progress, attainment and behaviour
- attendance
- individual's development in comparison to their peers
- the views and experience of parents
- the child's own views
- reports from external support services
- SENCo observation and/or other professional

2b) Who are the best people to talk to if you are concerned about your child?

Role	**Responsible for:**
Class teacher	◆ Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the Inclusion Leader know as necessary ◆ Writing Pupil Progress targets, and sharing and reviewing these with parents at least once every term and planning for the next term ◆ Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND
SENDCo: Judith Ferreira	◆ Developing and reviewing the school's SEND policy ◆ Coordinating all the support for children with special educational needs and/or disability ◆ 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 ◆ Liaising with all the other professionals who may be coming into school to help support your child's learning and development e.g. Speech and Language Therapy, Educational Psychology, Occupational Therapy etc ◆ Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are being met) and making sure that records of your child's progress and needs are kept and accessible to teaching staff ◆ Providing specialist support for teachers and support staff in the school ◆ Applying for additional funding if needed to further support a child with a high level of need through an EHCP
Inclusion Team: SLT members Judith Ferreira– Home-School and Safeguarding Officer	◆ Meeting regularly to discuss any children and families of concern ◆ Address safeguarding concerns ◆ Review children who receive counselling

Anita Keller - SENCo facilitator Trish Greenwood - Counsellor	◆ Attend multi-agency meetings ◆ Provide a link between home and school and offer home support ◆ Monitoring behaviour and attendance
Executive Headteacher: Mrs Linda-May Bingham Head of Royal Wharf School: Emma Joseph Head of Britannia Village School: Roksana Hussain	◆ The Headteacher will give responsibility to the SENCo and class teachers, but is still responsible for ensuring that your child's needs are met ◆ The Headteacher must make sure that the Governing Body is kept up to date about issues relating to SEND
Board of Trustees:	◆ Making sure that the necessary support is given for any child who attends the school, who has SEND ◆ Holding the SENCo to account for the SEND provision in the school and making sure the school adheres to the legal requirements as set out in the 0-25 SEND Code of Practise 2015

3a) How do our schools work with parents of children with SEND?

◆ The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used

◆ The class teacher will inform you of interventions that your child is receiving at school. This will usually be shared through an individual learning plan during termly parent's evenings

◆ The SENCo is available to meet with you to discuss your child's progress or any concerns/worries you may have

◆ The SENCo will consult you before referring your child to any outside agencies. E.g Speech and Language Service, Occupational Therapist, etc.

◆ All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report

◆ Homework will be adjusted as needed to your child's individual needs if necessary

◆ A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

◆ The school will refer or direct you to the appropriate agency eg. Child and Family Consultation Service (CFCS)

◆ Information about parent support groups and meetings will be shared though posters / letters

◆ The SENCo arranges regular parent coffee-mornings which focuses on providing support and network opportunities for parents of pupils with SEND, especially those with a very high level of need

◆ Pupils who heave an EHCP will have annual review meetings to discuss their progress and review support and targets for the next year. These are multi-agency meetings and will involve all professionals working with your child. You and your child (if appropriate for your child) will also attend

3b) How will our schools let you know if they have any concerns about your child's learning?

The class teacher or SENCo will arrange to meet with you to discuss their concerns. This will be an information gathering discussion to:

- listen to any concerns you may have
- plan any additional support your child may need
- discuss with you any referrals to outside professionals to support your child's learning

3c) How can you let the school know if you are concerned about your child's progress?

If you have concerns about your child's progress you should speak to your child's teacher initially. An appointment can be made with the SENCo following a meeting with your child's teacher if you continue to be concerned that your child is not making progress.

4) How will we consult with your child and involve them in their education?

As part of our child-centred approach to teaching and learning for all pupils, we discuss with our children their progress and attainment via pupil conferencing, giving verbal and written feedback or making choices through visual aids.
If your child has an EHCP they will be involved in their pupil-centred annual review meetings to give their views about the support they receive and what helps them to learn.

5) How do we assess and review the progress of our pupils with special educational needs?

Your child's progress is continually monitored by his/her class teacher.

- His/her progress is reviewed formally every term in reading, writing and mathematics
- At the end of each key stage 2 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 that are published nationally
- The progress of children with an EHCP will be formally reviewed at a child-centred Annual Review, with all adults involved with the child's education
- The SENCo will also check that your child is making good progress with their agreed targets and in any group that they take part in through tracking sheets completed by teaching assistants running the intervention programme
- Regular book scrutinies and lesson observations will be carried out by the SENCo, and other members of the Senior Management Team to ensure that the needs of all children are met, and that the quality of teaching for all children is high
- Observations in class by the senior leadership team, SENCo or outside agencies
- Children working well below their peers have their progress tracked using the pre key stage standards
- Children not yet accessing formal curriculum at all are assessed using the engagement model. Specialist SEND staff complete observations to assess their engagement with familiar lessons and activities in the areas: exploration, realisation, anticipation, persistence and initiation

6) How do we support SEND pupils when transitioning to another year?

We recognise that "moving on" can be difficult for a pupil with SEND and take steps to ensure that any transition is as smooth as possible.
When moving into a different year group:

- Information about your child will be shared with their new teachers via a pupil passport
- There are planned opportunities to visit the new teacher and class prior to transition
- A transition book may be put together for families to share

If your child is moving to/from another school:

- A meeting with the SENCo will be arranged as early as possible
- A visit to the new school if appropriate and possible will be arranged

- A transition book will be put together for families to share
- All records about your child are passed on as soon as possible

7) How do we teach pupils with SEND?

We follow the statutory National Curriculum and we also have additional curriculum activities to supplement what we believe to be right for our children.

All children are planned into the activities and adaptations are made on an individual basis. Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met. Support staff can be directed to support your child's learning in the classroom. 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.

We identify the needs of our pupils on a school provision map which keeps track of the interventions and support they receive.

Some pupils may require the following access:

- Universal: Specific group work within a smaller group of children, run inside or outside of the classroom by a teacher or Teaching Assistant (TA)
- Targeted: Specialist groups delivered by trained staff e.g. Speech and Language therapy programme, social groups, dyslexia program, etc.
- Specialist: Personalised individual support for pupils whose learning is severe, complex and lifelong
    - This is usually provided via ~~High Needs Funding or~~ an EHCP. This means your child will have been identified by professionals as needing a particularly high level of individual or small group teaching
    - This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups
    - Your child will also need specialist support in school from professionals outside the school
      This may be from:
        - Local Authority central services such as the Language and Communication Interaction Service
        - Outside agencies such as the Speech and Language Therapy Service, Occupational Therapy, Wheelchair Service
- If a child is unable to access learning in their own class, they may spend time in our SEN class to work on individualised targets or to participate in targeted intervention groups
    - See the School offer of interventions table attached

8) How do we adapt the curriculum and learning environment for pupils with SEND?

We ensure that the curriculum and equipment used is accessible to all pupils regardless of their needs.

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met
- Support staff, under the direction of the class teacher, can adapt 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
- Soft play facilities
- Sensory facilities and / or equipment

- Hygiene facilities
- Reasonable adjustments being made to the environment to meet the needs of pupils with disabilities
- An application for access arrangements for KS2 SATs can be made so that, SEND pupils are not at a substantial disadvantage in comparison with other pupils who do not have SEND
- SEND classroom with staff who are highly experienced with SEN
- SEND learners are identified as working within 4 categories: Formal, Semi-formal Challenge, Semi-Formal Explore, and Pre-formal
    - Formal learners are supported within their classroom by the class teacher and TA either one to one or in a small group - these children are learning at 'their stage not age'
    - Semi-formal Challenge learners have a hybrid learning between their mainstream class and the SEND classrooms depending on their lesson and needs, they access parts of the national curriculum or EYFS within their interests and take part in more individualised and differentiated tasks
    - Semi-formal Explore learners are working within the pre-key stage standards through a completely individualised curriculum and their own interests as well as elements of learning through play and multi-sensory learning opportunities
    - Pre-formal learners are not yet accessing any formal curriculum and are assessed using the engagement model. Their learning is highly individualised and sensory/play based.

9) How are our teachers supported to work with children with SEND?

The school has a training plan for all staff to improve the teaching and learning of children including those 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.

10) How do we evaluate the effectiveness of our provision for pupils with SEND?

We evaluate the effectiveness of our provision by using the following criteria:

- Analysis of academic data
- Taking account of the views of parents and pupils
- Obtaining feedback from agencies
- Recording/collecting evaluations from teaching interventions to evaluate their impact
- Regular visits and feedback from the Quality Assurance Officers in the Newham SEND section

11) What support is available for improving the emotional and social development of pupils with SEND?

We recognise that pupils with SEND may well have Emotional and Social Development needs that require support in school.
The Emotional Health and Well-being of all our pupils is very important to us.

- We have a robust Safeguarding Policy in place, we follow National guidelines
- All staff continually monitor the Emotional Health and Well-being of all our pupils
- We are an anti-bullying school
- We have nurture groups for pupils who require extra support by the school counsellor
- There are opportunities for older pupils to act as support buddies to engage and mentor younger pupils with SEND

- We have a part time Counsellor who works with pupils individually

12) How do we involve other professionals in meeting the needs of pupils with SEND and in supporting the families of such pupils?

We can make referrals to outside agencies requesting additional support following a discussion with parents.

Multi Agency Provision including Local Authority Provision delivered in school

- Language and Communication Interaction Service
- Behaviour Support Service
- Sensory Service
- Educational Psychology Service
- Parent Partnership Service
- Complex Needs Service
- Professional Dyslexia and Dyscalculia Service
- Children and Adolescent Mental Health Service (CAMHs)

Health Provision delivered in school

- Speech and Language Therapy
- School Nurse
- Occupational Therapy
- Physiotherapy

Local Offer

Information about what support and services are available for people with SEND in Newham, can be found here:
Newham Families Advice and Support | Support in Schools for SEND

Related Policies

-Behaviour Policy	-Safeguarding Policies
-Attendance Policy	-Accessibility Plan
-Admissions Policy	-Teaching and Learning Policies
-Equalities Policy	-Supporting pupils with medical conditions policy

Appendix A - Britannia Education Trust Offer of Support and Interventions

Universal – Quality First Teaching	**Targeted** – Interventions for Closing the Gap	**Specialist** – 1:1 support, highly personalised
Cognition & Learning		
- Small class sizes (20 pupils per class) - Modified language and strategies - Variety of questions styles - Learning presented through visual, auditory & kinaesthetic styles - Differentiated planning - Differentiated curriculum delivery - Differentiated learning outcomes - Qualified Teachers who receive regular CPD - Teaching and learning monitored through termly observations and Lesson Studies.	- Small group or 1:1 teacher intervention - Homework support - Talking tables - RWI tuition - Turnabout - SLT programmes - Colourful Semantics - TA intervention - LEXIA reading intervention - Lego Therapy - Pre-teaching - IXL	- Input from Complex Needs and Dyslexia Service - Individual 1:1 work and high level of support - Personalised Timetable - Speech and Language Therapist - Occupational Therapist - Visual Timetable - Daily multisensory teaching - Writing frames - Educational Psychologist Support - Intensive Interaction - Attention Autism - Dough Disco - Reading and Spelling program from PDDS - Highly differentiated lessons and homework. - SNIP Literacy Program
Communication & Interaction		
- Communication friendly classrooms - Talking tables - Speech and language screening	- School or NHS Speech and Language Therapist - Listening programme - Speech & Language groups - Lego Therapy - Social Groups	- Input from Language Communication Interaction Service - Individual 1 : 1 support - Input from Speech Therapy Service - Speech and Language Therapy Program - Colourful semantics - Total Communication Approach (sign, PECS, objects) - Social communication groups - Lego Therapy - Attention Autism - Core vocabulary boards - Intensive Interaction

Social, Emotional and Mental Health		
- Positive relationship building - Regular merited praise - Targeted praise - School Council - Gold Star / Special lunch awards - Thinking Area/Chill out area	- Daily/weekly mentoring - In-class support - Behaviour target setting - Social skills groups - Emotional development support - Buddy system - Chill out area - Lunchtime clubs/ responsibilities - Timed work interventions - Learning mentor support - Individual reward system (Class Dojo) - Lego Therapy - Input from CAMHS from Emotional and Mental Health Practitioner	- Counselling - Input from Behaviour Support Service - Input from Child Family Consultation Service - CAMHS - 1:1 Support / Learning Mentor Support - Small group work - Social skills groups - Behaviour Target Setting - Lunchtime clubs/responsibilities - Anger Management support - Buddy System / Peer mentoring - Self-esteem groups - Individual reward system - Pastoral Support Plan (PSP) - Child in Need Plan / PEP - Zones of Regulation - Staff who are trained in Positive Handling - WINS practitioner
Sensory & Physical		
- PE in school - Sensory Play - Large Play equipment	- Input from School Nurse - Care Plans - Additional handwriting practice - Multi-sensory sessions - Soft Play Room - Sensory Room - (KS1 BV only), RW - all age - Handwriting without tears - Sensory circuits	- Input from Complex Learning Needs Team - Input from Physiotherapy and OT Service - Input from School Nurse - Input from Wheelchair Service - Access to adapted furniture, lift, hoist & specialist equipment - Use of Accessible technology (switches, talking devices, adopted computer device) - Physiotherapy programme - OT programme - Sensory integration (gym) room - Sensory Room (KS1 BV only), RW - all age - Resources to overcome barriers (stepping stools, specialised cutlery, walking frame, etc) - TacPac - Specialist PE coach, swimming