



SEND Information Report

Academic Year 2025-2026

Core Values

Readiness

Resilience

Respect

School Values

Independence

Ambition

Compassion

Co-operation

Initiative

Enjoyment

Responsibility

Confidence

Celebration

Kindness

Honesty

Individuality

Contents

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

Dear Parents and Carers,

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

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website [download.asp](#)

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

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

According to the SEND Code of Practice (2024): A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child has a learning difficulty or disability if he or she:

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

Our school provides for children with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Speech and language difficulties including Developmental Language Disorder (DLD) Autism Spectrum Disorder (ASD)
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia Moderate learning difficulties Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD) Attachment difficulties Anxiety
Sensory and/or physical	Hearing impairments Visual impairment Physical impairment

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

Our Special educational needs co-ordinator, or SENDCO

Our SENDCO is **Beverley Brown** for the school year 2025-2026.

If you would like to make contact with her, please contact the school office or email: sendco@kender.lewisham.sch.uk.

Class Teachers

All of our teachers receive training within school and are supported by the SENDCO to meet the needs of children who have SEND. We are also supported in training by professionals such as Drumbeat.

Teachers are trained to deliver quality first teaching to support children with SEND across the four areas of need. Class Teachers are responsible for the support for your child, regardless of the type of SEND they have.

Support Staff

All of our support staff who work within classrooms are Inclusion Learning Support Assistants. Therefore, all our staff facilitate the support for children with SEND. This includes delivering specialist interventions or assessments where recommended both inside and outside the classroom including:

- Assessing using BPVS and Ravens
- Early reading including phonics
- Colourful semantics
- Precision Teaching
- Emotional Literacy (ELSA)
- Lego Therapy

External agencies and experts

Sometimes we need extra help to offer our children the support they need. Whenever necessary we will work with external support services to meet the needs of our children with SEND and to support their families. These include:

- Speech and language
- Drumbeat Outreach
- Educational psychology
- Specialist Teaching Team including for the assessment of dyslexia
- Occupational therapy
- Community Paediatrics
- Child and adolescent mental health services (CAMHS)
- Outreach Inclusion
- Art Psychotherapy
- Social services and other local authority (LA)-provided support services

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

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

If you think your child might have SEND, the first person you should tell is your child's teacher. They then will contact the SENDCO.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. We agree next steps including potential referrals and keep records of the meeting.

If we decide that your child needs SEND support, your child will be added to the school's SEND register and they will receive a termly SEND support plan which will be shared with you.

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

Teachers are trained to think about whether children are making the expected level of progress in their learning and socially.

If a teacher notices that a child is falling behind, they try to find out if the child has any gaps in their learning. If they can find a gap, they will give the child additional resources and support to try to fill it. Children who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the child is still struggling to make the expected progress, the teacher will talk to the SENDCO, and will contact you to discuss the possibility that your child has SEND.

The SENDCO will observe the child in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment, or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENDCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all this information, the SENDCO will decide whether your child needs SEND support. You will be told the outcome of the decision.

If your child does need SEND support, their name will be added to the school's SEND register, and the SENDCO will work with teachers to create a SEND support plan for them. These will be shared with you on a termly basis.

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

We will follow the 'graduated approach' to meeting your child's SEND needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a child has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

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

We will provide termly reports on your child's progress.

Your child's class/form teacher will meet you once a term to:

- › Set clear outcomes for your child's progress
- › Review progress towards those outcomes
- › Discuss the support we will put in place to help your child make that progress
- › Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENDCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher.

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

The level of involvement will depend on your child's age and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

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

- Attend meetings to discuss their progress and outcomes
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school support my child?

Your child's teacher is responsible and accountable for the progress and development of all the children in their class.

We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school. We deliver quality first teaching to support your child and use adaptive teaching including:

- Flexible grouping: tailoring groups or 1-1 work based on learning needs.
- Supporting understanding: breaking down learning into small chunks, giving longer processing times and pre-teaching e.g. key vocabulary.
- Scaffolding: offering temporary support with activities e.g. word banks and visual aids.
- Using recommended aids, such as ipads, visual timetables, symbol supported text or larger font and task planners.
- Teaching assistants support children on a 1-to-1 basis when this is detailed in Section F of an Education, Health and Care plan. They also support small groups to help children make accelerated progress.

For a list of our current interventions and resources available to support your child, please see our Local Offer [here](#)

These interventions are part of our contribution to Lewisham's Local Offer.

Wave 1: High-quality teaching is our first step in responding to pupils who have SEND. This will be adapted for individual pupils. The teacher will plan a series of strategies to address any gaps in learning in the first instance. A programme will be put in place to support the child who needs to make progress at a universal level.

Wave 2 - If a child is finding it difficult to make adequate progress, an **intervention plan** is drawn up to boost progress. This could include small group work. We may also provide interventions including: Listening and Attention, Lego Therapy, Colourful Semantics etc.

Wave 3 – some pupils may receive **targeted support at a specialist level**. We work closely with a range of additional agencies who may provide additional support by specialist trained professionals. Wave 3 interventions include:

- Direct work / assessment with our literacy specialist or speech and language therapist
- Referral for a Drumbeat assessment
- Referral for an Educational Psychology Assessment

These services we buy in under a Service Level Agreement so there are limited spaces per year. We have waiting lists and they are usually used for children with complex needs, or likely to need an Educational Health Care Plan (EHCP).

We may also suggest referrals to NHS services to investigate and support your child's needs further:

- Community Pediatrics
- Child and Adolescent Mental Health Services (CAMHs)
- Lewisham Speech and Language
- Occupational Therapy

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

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

- The teacher's assessment and experience of the child.
- Previous progress and attainment or behaviour.
- Individual's development compared to peers and national data.
- Views of the parent and pupil's own views.
- Advice from external specialists.
- By holding an annual review (if they have an Education, Health and Care Plan (EHC)).

Where a child may need further additional support, we will consult parents about applying for an Educational Health Care Assessment (EHCNA) with a view to them getting an Educational Health Care Plan (EHCP). Parents can make these applications on their own too but it supports the application if they are in consultation with the school so that you have access to the professional reports etc.

- **EHCNA** – an EHCNA, or Education, Health and Care Needs Assessment, is a statutory process that assesses a child's or young person's needs and considers what further provision may be appropriate to support them. The education assessment will cover all four areas of SEND.
- **EHCP** – an EHCP, or Education, Health and Care Plan, is a legally binding document that outlines a child's or young person's SEND needs. It brings together support from education, health and social care services, detailing the personalised support required to help them succeed and prepare for adulthood, beyond what is typically provided in mainstream settings. The local authority and all services named in the plan are legally obligated to provide the support specified in the EHCP. If there are no setbacks and the local authority agrees to assess your child and issue a plan, the whole process from initial request to final EHCP takes 20 weeks.

[Lewisham SENDIASS - Kids](#)

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

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

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

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

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

We want all children to attend our school visits and plan prior to trips to ensure children's needs are met and they are included.

We consider what support children may need in extra-curricular activities and before and after school clubs. All pupils are encouraged to go on our school trips, including our residential trips.

All pupils are encouraged to take part in special workshops, school performances, sports day and other extra-curricular events.

We do our best to make whatever reasonable adjustments are needed to make all children can be included. However, where there may be a risk to the child's safety, an individual risk assessment will be undertaken. In certain cases, it may be decided that it is not in the child's best interest to attend, or that it is necessary for the child to be accompanied by a parent or other family adult to keep them safe.

12. How does the school support pupils with physical disabilities?

No child should ever be excluded from taking part in activities because of their disability. We will make whatever reasonable adjustments are needed to make sure they can be included.

Where a child has a physical disability impacting their mobility, we have a lift in our school to provide access in navigating the school building. We also have accessible toilets on both floors.

Further details of our access arrangements can be found in the school's accessibility plan.

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

Between years

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

- Ask the current teacher and the incoming teacher to attend a final meeting of the year when the child's SEND is discussed
- Schedule a lesson with the incoming teacher towards the end of the summer term
- Transition social stories with photographs of the staff are shared at the end of the summer term

Between schools including secondary schools

When your child is moving on from our school, we will share the information we have for your child with the new setting.

We will organise transition visits for children who may benefit from this.

We organise transition workshops and give children opportunities to research their new schools.

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

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education

plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

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

Complaints about SEND provision in our school should be made to the SENDCo/Headteacher in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the child themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school has discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- › Admission
- › Exclusion
- › Provision of education and associated services
- › Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

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

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

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

[Lewisham SENDIAS](#)

[Southwark SIAS](#)

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

<https://lewishamfamilyhubs.org.uk/>

<https://www.drumbeatasd.org/web/outreach/441481>

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

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

17. Glossary

- › **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- › **Adaptive teaching** – When teachers adapt how they teach in response to a child's needs
- › **Annual review** – an annual meeting to review the provision in a child's EHC plan
- › **Area of need** – the 4 areas of need describe different types of needs a child with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- › **CAMHS** – child and adolescent mental health services
- › **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- › **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- › **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- › **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the child's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the child
- › **Intervention** – a short-term, targeted approach to teaching a child with a specific outcome in mind
- › **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEND in the local area
- › **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- › **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- › **SENDCO** – the special educational needs co-ordinator
- › **SEN** – special educational needs
- › **SEND** – special educational needs and disabilities
- › **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- › **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- › **SEN support** – special educational provision that meets the needs of pupils with SEN
- › **Transition** – when a child moves between years, phases, schools or institutions or life stages

