ARTICLE 23 – Children with disability- A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community. Governments must do all they can to provide support to disabled children.

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Special Educational Needs and Disability (SEND) Information Report for Children with SEND
This report complies with section 69(2) of the Children and Families Act 2014 and regulation 51 and schedule 1 of the Special Educational Needs and Disability Regulations 2014

Policy adopted date:	**October 2020**
Policy review date:	**October 2021** **October 2022** **November 2023** **November 2024**
Updated on:	**Changes made / notes:**
October 2020	**Covid 19 amendments**
October 2022	**Reviewed**
September 2023	**Reviewed and updated**
September 2024	**Reviewed and updated** **SENDCo name change to Rosie Roche, Inclusion Manager is Rebecca Coombs** **Removed Covid 19 statement**
September 2025	**Reviewed - no changes**

September 2026	**Reviewed - no changes**

We are a one form entry Primary School with a Nursery Class set in the centre of London. We are a community school maintained by London Borough of Lambeth. We are committed to raising achievements for all of our pupils including those with special educational needs.	
There are no specialist provisions on site.	

All Lambeth maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs 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.

The school will meet the needs of children with the following SEND:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory /physical

The information below details the offer within **the school and ways in which parents, children and young people may access the support required.**

A. WHO SUPPORTS CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ AND OR DISABILITIES AT HERBERT MORRISON?

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 (s/he is recommended as the first point of contact if you have any concerns).	**S/he is responsible for*:*** ● Making sure that all children have access to outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as personalisation or differentiation). • 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, adapting resources etc.) and discussing amendments with the SENDCO as necessary. • Meeting with parents and pupils to review any Individual Education Plans (IEP)/ Provision at least once each term and planning for the next term.
The Special Educational Needs and disabilities Co-ordinator **Rosie Roche (SENDCO and Inclusion Manager)** **Rebecca Coombs (Inclusion Advisor)**	**She is responsible for*:*** • Coordinating all the support for children with Special Educational Needs and or Disabilities (SEND), and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school. • Making sure 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.

	• Making sure that all staff working with your child in school are supported in delivering any planned work/programmes 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. • Making sure that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND. ● Making sure that you are: ✔ Fully involved in supporting your child's learning ✔ Kept informed about the support your child is receiving ✔ Fully involved in reviewing how they are progressing ✔ Fully involved in planning your child's support. • Liaising with all the other people who may be coming into school to help support your child's learning e.g.Speech and Language Therapist, Educational Psychologist • Updating the school's SEND register and provision map, (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. • Providing specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEND in the school) to achieve their potential. • Supporting your child's class teacher to write Individual Education Plans (IEPs) that specify the targets set for your child to achieve (if applicable). • Preparing for an Education, Health and Care Plan where needed. • Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school.

	***Contacted by**: speaking to them at the beginning or end of a school day to arrange an appointment or through the school office (0207 720 3439, admin@herbertmorrison.lambeth.sch.uk)*
Teaching Assistant (TA) may be allocated to some pupils with SEN and or disabilities, or may be specialist in a particular type of support or intervention.	A Teaching Assistant may be allocated to work with a pupil with special educational needs and/or disabilities, or may provide specialist support in a particular area, for example literacy. 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. The class teacher and SENDCO are fully involved in any support offered and make the decisions, in conjunction with the parents, on the type of support and interventions. A child may receive support from a number of adults (Class Teacher, Additional Teacher, Teaching Assistant, Nursery Nurse, Higher Level Teaching Assistant), and a conversation with the class teacher or SENDCO will give you a fuller picture than may be obtained from a single supporting adult. Of course, as a school we welcome regular dialogue between parents and all staff on how a child's day has been and we do actively encourage this continued feedback.
Headteacher Lucy Peake	**He is responsible for:** • The day-to-day management of all aspects of the school, this includes the support for children with SEND. She delegates responsibility to the SENDCO and class teachers but is still responsible for ensuring that your child's needs are met and that they make the best possible progress. • Making sure that the Governing Body is kept up to date about all issues in the school relating to SEND. ***Contacted by:** a personal request made before school in the playground or contacting the school for an appointment. (0207 720 3439, admin@herbertmorrison.lambeth.sch.uk)*
SEND Governor – Owain Thomas (CoG)	**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 school's SEND funding is appropriately spent. • 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. ***Contacted by:*** *writing to the SEND Governor via the school office.*

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:

• Staff who will visit the school from the Local Authority central services such as the Educational Psychologist (EP) or Sensory Services (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 SEND 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 all children, children with SEN and /or disabilities in this school?		

Class teacher input via outstanding classroom teaching. **Where the class teacher and the school SENDCO, on the basis of high quality evidence conclude that a pupil needs the additional targeted support given by SEND Support.** **Specific small group work.** This group may be • Run in the classroom or outside. This could include specialist groups which may be planned or run by outside agencies e.g Speech and	• 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. This may include occasional support from a Teaching Assistant to help with a particular difficulty.	All children in school receive this.
	• 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. • You will be informed and be a full partner in planning and reviewing additional support or interventions.	Any child who has specific gaps in their understanding of a subject/area of learning

Language therapy or Occupational therapy groups and/or Individual support. This may be from: • Local Authority central services such as the Autism Advisory Service or Sensory Service (for students with a hearing or visual need) • Outside agencies such as the Speech and Language therapy (SALT) Service.	• The class teacher will plan, with you and the SENDCO, interventions to support your child's learning. These interventions will have clear targets to help your child make more progress. • Interventions may include small group work or individual sessions on a specific theme. • Where small group sessions are put in place they will be run by a Teaching Assistant/teacher or an outside professional (like a Speech and Language Therapist.) • At this point you will be fully involved in discussions and decisions, and asked to discuss your child's progress and help plan possible ways forward. • Where specialist professionals work with your child to understand their needs and make recommendations, these 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 Speech and Language Support.	

Support provided through an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/SENDCO as needing a particularly higher level of individual and small group support 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 professionals outside the school. This may be from: • Local Authority central services such as the ASD Outreach Team or Sensory Services (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	○ A group or individual work in school run by an outside professional. • You will always be involved in decisions about how the support will be used and what strategies will be put in place. • You will be provided with the contact details for any agencies or services outside the school who are or will work with your child.	
	• If, despite the outstanding classroom teaching, the intervention groups and referrals to outside agencies to advise and support that the school has provided from its own resources to enable your child to make progress, your child needs further or more specialist input, the school, or you, can recommend that the Local Authority makes a statutory assessment for an Education, Health and Care Plan (EHCP). This is a legal process and you can find full details about this in the Local Authority (LA) based Local Offer, Lambeth web site at **www.lambeth.gov.uk/schoolsand-education/support-and-sen/special-educational-needs-sen-guide** • This is done in full partnership with you and your child. After the school have sent in	Children whose learning needs are more severe, complex and potentially lifelong

	the request to the Local Authority (with a lot of information about your child, including some from you), the LA will decide whether they think your child's needs (as described in the paperwork provided), are sufficient to need a statutory assessment. • If this is the case they will ask you and all professionals involved with your child to contribute their views on the online Hub outlining your child's needs and how they will be met and the long and short term outcomes that are being sought. Your child will also contribute their views. • If they do not think your child needs this, they will ask the school to continue with the SEN Support in school and provide further support to you and the school to ensure your child's needs are met. • After the reports have all been sent in, an EHC Plan to which you and your child will contribute will be prepared. It is called an Education Health and Care Plan because it brings together all of the educational, health and social care needs that your child may have in one plan. • The school must make its best endeavours to put in place the support identified in the plan.	

	• The progress your child makes with the support identified will be regularly reviewed and changed according to the progress your child makes.	

How will we support your child with identified SEND starting at school?

- Unless your child has an Education Health Care Plan (EHCP) you should apply to the school through Lambeth as per the usual admissions process.
- If your child already has an EHCP, you should request to name our school as your preferred option and Lambeth SEN will contact the school to discuss whether we have space and can meet the needs of your child.

• If your child has been allocated a place in our school by the local authority and they have a SEND, please contact us as soon as you receive the offer as we may not have details of their needs at this stage.

• We will invite you to visit the school with your child to have a look around and speak to staff and meet any key adults who will work with you and your child while they are in the school.

• 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

• A member of staff may visit your child if they are attending another provision or school.

• We may suggest adaptations to the settling in period to help your child to settle more easily, but these will be agreed with you at the TAC meeting

• If they have not already visited, your child may be invited into school in advance of starting to meet the staff they will be working with and their peer group.

• Following the settling in period, the class teacher will arrange an early meeting with you to review your child's learning and progress.

• The staff will then hold regular meetings in school to monitor the progress of your child and invite you into school once a term to review this with you.

How can I let the school know I am concerned about my child's progress in school?

• If you have any concerns we recommend you speak to your child's class teacher initially, and at the earliest opportunity.

• If you are not happy that the concerns are being managed and feel that your child is still not making progress you should speak to the SENDCO or Head Teacher by requesting an appointment either in the playground before school or by phoning the school office.

• If you are still not happy you can speak to the school SEN Governor in writing through the school office.

How will the school let me know if they have any concerns about my child's learning in school?

• When a teacher or you have raised concerns about your child's progress, and high quality personalised teaching has not met your child's needs, the teacher will raise this with the SENDCO. If you have raised the concern the school will invite you in to discuss it and plan a way forward.

• The teacher will discuss your child's progress with you at our parents' evenings when you will be informed of your child's progress and any additional support being given.

• Schools also have regular meetings 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. These groups may take place for a short period or over a longer period of time. However, please note that all children learn regularly in small groups in class (sometimes with learning support assistants) in order to support their progress in learning

• If your child is still not making expected progress the school will discuss with you

- 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.

Who are the other people providing services to children with SEND in this school?	
A. Directly funded by the school	• 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 • 1:1 or small group teachers or teaching assistants including Higher Level Teaching Assistants 1:1 counselling by a trained therapist for identified pupils
B. Paid for centrally by the Local Authority but delivered in school	• Lambeth Autism Advisory Service (supporting any diagnosed Autistic pupils aged 5+) • Educational Psychology Service (assessing any children referred for an EHCP) • Sensory Service for children with visual or hearing needs (supporting any children referred by the health service) • Speech and Language Therapy (provided by Health but paid for by the Local Authority).
C. Provided and paid for by the Health Service	• Occupational Therapy (supporting children referred by the school or other health professionals in being able to access activities at school and home) • Physiotherapy (supporting pupils referred through the health service) • Professional training for school staff to deliver medical interventions (supporting pupils with diagnosed medical conditions) • School Nurse (supporting pupils referred by the school or other health services to manage allergies and other health conditions in school including those which may affect attendance)

D. Voluntary agencies	• Lambeth Information, Advice and Support Service (formally Parent Partnership) to support families through the SEN processes and procedures. For example; • National Autistic Society • MENCAP The contact details for the support services can be found on the school website www.herbertmorrison.lambeth.sch.uk and on the Lambeth Local Offer website. www.lambeth.gov.uk The Lambeth Local Offer Web site contains full information of the services available to children, young people and their families under the Lambeth Local Offer.
How are the adults in school helped to work with children with an SEND and what training do they have?	
• The qualified SENDCO's role 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 Autism, dyspraxia etc. • Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with a 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 Autism Advisory service, Sensory Service or medical /health training to support staff in implementing care plans.	

• Individual training for an identified staff member linked with the needs of a child with special educational needs and/or disabilities or identified through the school's performance management process.
How will the teaching be adapted for my child with SEND?
• Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adapted 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 and in the classroom so that they can learn most effectively, and where necessary to be included in the full life of the school. These will be included in your child's IEP or class provision map. • 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 will we measure the progress of your child in school? And how will I know about this?
• Your child's progress is continually monitored by his/her class teacher. • His/her progress is reviewed formally every term and progress measured in all core subjects and other areas, as appropriate, such as attendance, engagement in learning and social and emotional development. • At the end of each key stage (i.e. at the end of year 2 and year 6) all children are more formally assessed. The school's strategy for doing this is by administering SATs and Teacher Assessment. Some pupils may be unable to access the test and will be assessed solely through Teacher Assessment. If this is the case, you will be informed of this in writing. • Children in receipt of SEND Support and those with an EHCP, have an IEP or provision map which will be reviewed regularly, with yours and your child's involvement, and the plan for next steps made.

• The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults, including parents, involved with the child's education.

• The SENDCO will also check that your child is making good progress within any individual learning 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 contact book
- IEP/ Provision Map
- Additional meetings as required
- Annual Reviews
- Class teacher Reports

What support do we have for you as a parent of child with an SEN/and or disabilities?

• We would like you to talk to your child's class teacher regularly so we know what they are doing at home and we can tell you about what we are doing in school. This is to ensure that we are doing similar things to support them both at home and school and can share what is working in both places.

• The SENDCO (or Heateacher) is available to meet with you to discuss your child's progress or any concerns/worries you may have.

• All information from outside professionals will be discussed with you by the person involved directly, or where this is not possible, in a report. The SENDCO will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child. Some Outside Agencies such as the Autism Advisory Service will be able to support you more directly and offer training for parents.

• IEPs/ Provision Map will be reviewed with your involvement each term.

• Home Learning will be adjusted as needed to your child's individual needs

• 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.

Workshops and parent information sessions are arranged with a focus on specific areas of need.

In addition:

• The IEP will include ideas for how you can support your child at home, following the discussion with you.

• The external professionals involved with your child will be happy to meet with you on request.

• Our termly curriculum plan includes ideas of ways in which you can support your child with learning; these are often practical ideas and can be easily adapted to suit the needs of children with special educational needs and/or disabilities.

• We will be happy to consider any ideas in order to support your child.

If your child is undergoing statutory assessment for an EHC Plan you will also be supported by the Children's Services SEN Team. They will ensure that you fully understand the process.

How have we made this school physically accessible to children with SEND?

• The main school is accessible to children with physical disability via ramps.

• We ensure that equipment used is accessible to all children regardless of their needs.

• The school is willing to train as necessary.

• The specialised provisions provide space for the identified needs for children with these difficulties e.g. workstations for children with Autism.

• If you have a specific concern please make contact with the SENDCO. *Contact telephone number 0207 720 3439*

How will we support your child when they are leaving this school? OR when moving on to another class?

We recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- If your child is moving to another school:
  - We will talk with your child to identify how they are feeling about the move and discuss with them how to make it as positive an experience as possible.
  - We will contact the new school's SENDCO and ensure s/he 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.

- When moving classes in school:
  - Information will be passed on to the new class teacher, a planning meeting will take place with the new teacher. All IEPs/ provision maps and documents will be shared with the new teacher.

- In Year 6
  - Where possible your child can visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

SEND and Inclusion

We recognise that children with SEND can be vulnerable to bullying and differential treatment. At Herbert Morrison we have a strong inclusive ethos where we encourage all children to be treated fairly as individuals. We ensure that staff and children understand that all children have a right to be included. The SENDco will advise staff on how to include pupils in different activities such as P.E., if they are finding this difficult. We treat bullying seriously and any incidents will be dealt with swiftly in accordance with our bullying policy and behaviour policy. The SENDco will monitor any incidents involving SEND children.

Glossary of Terms	
IEP	Individual Education Plan
SEN	Special Educational Needs

SEN Code of Practice	The legal document that sets out the requirements for SEN
EHC Plan	EHC plan Education, Health, Care Plan
SEND	Special Educational Needs and/ or disabilities
SALT	Speech and Language Therapist
CAMHS	Child and Adolescent Mental Health Service
EP	Educational Psychologist
SENDco	Special Educational Needs and Disabilities Co-ordinator
ASC/ ASD	Autistic Spectrum Condition/ Disorder