

# Sheringdale Primary School



## Special Educational Needs and Disability (SEND) Information Report

As a school, we work within the Wandsworth guidance on provision for children with SEND in mainstream schools which explains the ways pupils with different additional needs are provided for within the school.

### Inclusion Statement

Inclusion and equality are at the core of our school community here at Sheringdale. We believe that every child has the right to achieve their full potential no matter what their ability. All pupils, regardless of their particular needs, are offered inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community. We provide a stimulating environment and an enriched curriculum that is fully inclusive. At Sheringdale, we aim to provide our children with the skills to become resilient, reflective and resourceful, lifelong learners.

At Sheringdale Primary School the Special Educational Needs Co-ordinator (SENCo) is Des Nunes. She can be contacted on 020 8874 7340 and her email address is [senco@sheringdale.wandsworth.sch.uk](mailto:senco@sheringdale.wandsworth.sch.uk)

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## 1. What is the SEND Information report?

This document reports on how Sheringdale has implemented its policy for children with Special Educational Needs and Disabilities (SEND).

It explains the way pupils with SEND are provided for within the school.

## 2. Types of Special Educational Needs and Disabilities (SEND)

The needs of pupils with SEND usually fall into one of the following categories:

- **Communication and interaction** - Speech, Language and Communication Needs, Autistic Spectrum Disorder, Social and Communication Needs, Listening, attention and concentration needs.
- **Cognition and learning**- Literacy Needs, Numeracy Needs, General Learning Needs, Specific/Moderate/Severe learning difficulty.
- **Social, mental and emotional health** – disorders such as ADHD, attachment disorder, displaying challenging behaviour. Long-term Health Conditions.
- **Sensory and/or physical** - Physical Disability, Visual and Hearing Impairment , Motor skills, including fine motor skills needs and handwriting difficulties, Multi-sensory impairment .

## 3. What should I do if I am concerned about my child's progress or special educational needs?

Step 1: Parents should first ask the class teacher for a meeting to discuss their concerns.

Step 2: The Class teacher will record notes of the meeting on an 'initial concerns pre SEN' form and will set outcomes for your child in support of the concerns. This could include extra support in class or other interventions within the daily teaching. (Advice will be sought from the SENCo as required). Once completed these will be shared with you and a date will be set to review these outcomes.

Step 3: Once reviewed after 2 cycles of extra support, if good progress is being made, then the outcomes will be completed and normal pupil tracking will continue.

Step 4: Once reviewed after 2 cycles of extra support , if less than expected progress towards agreed outcomes is being made, then we will carry out further assessments to provide clear analysis of pupil's needs. In collaboration with the SENCo, it will be agreed whether the child has a learning difficulty which requires SEND Provision.

Step 5: If you are unhappy with the advice you have received you may wish to arrange a meeting with Sarah Jones, the Headteacher.

## SEND – What to do if I have a concern about my child?

### Step 1

If you have a concern about your child's development, progress, emotional needs or behaviour you should first ask the class teacher for a meeting to discuss your concerns.

### Step 2

The Class teacher will record notes of the meeting and will set outcomes for your child in support of the concerns. This could include extra support in class or other rigorous interventions within the daily teaching. (Advice will be sought from the SENCo as required)  
Once completed, these will be shared with you and a date will be set to review these outcomes.

### Step 3

**Review**

If good progress is being made then the outcomes will be completed and normal pupil tracking will continue.

If less than expected progress towards agreed outcomes is being made then we will discuss with you the next step of further assessments.

### Step 4

**Class teacher will work with SENCo Team:**

1. Carry out further assessments to provide clear analysis of pupil's needs
2. Agree whether the child has a learning difficulty which requires SEN Provision

**Not SEN** currently underachieving:  
Address other causal factors eg attendance

### Step 5

**SEN**  
Begin cycle 1 at SEN support and use **SEN Support Record**  
Formally record at SEN and inform parents, refer to external agencies as required

#### 4. How does the school decide whether a child has a special educational need?

Some children arrive at Sheringdale with identified SEN or disability. Where this is the case the SENCo meets with parents and liaises with previous schools and educational settings as well as with any other professionals that have been involved in supporting the child. We gather all documentation, assessments and records of previous support. This ensures that we can quickly gain an understanding of the child's needs and put in place the appropriate provision.

Other children have their SEND identified while they are at Sheringdale. The process for identifying Special Educational Needs is as follows:

**Step 1** – A parent, carer or outside professional raises a concern; Or regular assessment and tracking of all pupils shows less than expected progress or staff raise concerns regarding emotional well-being or behaviour.

The SEND Code of Practice (September 2014) identifies "less than expected progress" as progress which (page 84):

- is significantly slower than that of their peers starting from the same baseline.
- fails to match or better the child's previous rate of progress.
- fails to close the attainment gap between the child and their peers.
- widens the attainment gap.

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

**Step 2** – The class teacher and parents meet to discuss concerns and an initial concerns form is submitted to the SENCO team.

**Step 3** – Depending on the type and degree of concern the next steps may involve one or more of the following:

- Providing teaching, within the whole class setting, targeted at the child's areas that need support.
- Introducing new classroom strategies or arrangements.
- The child being provided with extra support or taking part in an intervention programme to help them catch up with peers.

**Step 4** – If the child makes insufficient progress despite teaching that is targeted at the areas of weakness, parents are informed and, if it is thought that the child may require SEN provision, the SENCo meets with and consults the parents. In addition, The SENCo and teacher carry out further assessments to provide a clear analysis of the pupil's needs which could include an Individual Education Plan, a provision map or another named targeted support.

**Step 5** – After gathering this information, the class teacher and SENCo decide whether the child has a learning difficulty that requires SEND provision. If they decide that the pupil does not have SEND, other underlying causes of underachievement are addressed. If they decide

that the child has SEND, then this is formally recorded and parents are informed. They will be placed on the SEND support register and actions will be put in place to remove barriers to learning and effective SEND support put in place.

If a child has SEND, the support will take the form of a 'graduated approach' (assess, plan, do review). This is a four-stage cycle through which earlier decisions and actions are revisited, refined and revised to create a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

### **The Graduated Approach to SEN Support**

**Assess:** The class teacher, working with the SENCo will decide on the child's needs using the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's pupil progress tracking system, attainment, and behaviour, the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services.

**Plan:** The teacher and SENCo will meet with parents to agree on the provision to be put in place and the expected outcomes for that provision with a clear date for review. This may involve increased differentiation in the classroom or a targeted intervention. Provision will be recorded on an individual provision map along with outcomes for the next term.

**Do:** The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class teacher, they still retain responsibility for the pupil, working closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The role of the SENCo is to support the class in the further assessment of the child's particular strengths and weaknesses.

**Review:** The progress of the pupil and the impact of the SEND provision will be regularly monitored. SEND support should be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite having taken relevant and purposeful action to identify, assess and meet the SEND of the child or young person, the child or young person has not made expected progress, we or the parents can consider requesting a statutory assessment for an Education Health and Care Plan (EHCP) assessment from the local authority.

### **Education, Health and Care Plans**

A very small number of children need to have an EHCP to ensure that their very individual needs can be fully met. They are given a banding according to need and this equates to an amount of money the school is given by the LA to support the child. This funding is used in a variety of ways including providing additional support and the purchase of specialist equipment and resources or specialist advice. Children with EHCPs continue to have detailed provision maps which are regularly reviewed by all involved with the child. Teaching Assistants (TA's) have clear guidance as to the child's individual targets for each curriculum area and review progress daily. Once a year there is an Annual Review where all involved meet to discuss the child's progress towards meeting the objectives in the EHCP, the level of provision needed and to set targets for the child to achieve over the next year.

## 5. How does the school work with parents to support their child's learning?

We believe that children achieve the most when home and school work as a team. The parents of all children have opportunities to meet their child's class teacher throughout the year (e.g. parents consultation evening) as well as receiving an annual report. At Sheringdale we recognise that it is important that parents of pupils with SEND have additional opportunities to communicate with school staff. Each child has a 'provision map' detailing the support they are receiving as well as their targets. These are produced termly therefore the additional meetings give parents the time and opportunity to be regularly informed and updated on their child's progress.

The following opportunities are available to parents of pupils with SEND:

- Termly SEND review meetings held with the SENCo, class teacher and teaching assistants, during the school day, with a longer session for discussion than at the regular parents' consultation evening.
- Opportunities to arrange meetings with the class teacher and SENCo at other times throughout the year.
- Opportunities to communicate with the SENCo via email.
- Informal opportunities to drop in to SENCo's office towards end of the school day or on some mornings for a brief catch-up.

In addition, Team Around the Child (TAC) meetings are held for those pupils with more complex needs and who are receiving support from professionals outside the school.

## 6. How does the school assess and review the progress of pupils with SEND?

All pupils' progress is continuously being monitored by the class teacher, in addition to formal termly assessments and tracking of children's attainment.

The progress of pupils' with SEND is monitored even more closely. The outcomes of the SEND provision are reviewed formally on a termly basis and informally on a more regular basis, so that the provision can be adjusted accordingly. In addition to analyses of class teacher's termly assessments, observations on the child's behaviour or specialist assessments may also be carried out in order to gain an in depth understanding of their needs and progress.

Termly reviews of outcomes of provision and analyses of assessment data are recorded on the child's 'Provision Map'. This is a document that shows a list of the different types of provision the child is receiving, the proposed outcomes of the provision and progress reviews. Parents and all staff working with a child have a copy of their Provision Map.

Children are asked for their views on the provision they are receiving and on what helps them in the classroom and their views are taken into consideration when reviewing their provision and making adjustments.

The termly SEND review meetings are opportunities for parents to meet with the SENCo, class teacher and teaching assistant and for all involved to discuss the child's needs, progress and provision so that all views are shared and all have an input into decisions about the best type of provision for the child.

Books are moderated termly across all subjects and work samples are gathered to show progress.

Annual reviews are held for children with EHCPs.

## **7. How does the school prepare children to join the school or transfer to a new school?**

For new children with SEND joining the school, the SENCo and class teacher are happy to meet with their parents before they start to discuss their needs and provision. Where a child is transferring from another school or setting, we will liaise with them, and if possible, arrange to visit them before they transfer to Sheringdale.

For children transferring to another school or moving to secondary school, we will arrange to speak with the SENCo or Inclusion Manager of the new school and transfer all records regarding your child's SEND.

In year 6, the SENCo or class teacher will attend the Wandsworth Transition meeting to discuss the needs of all pupils with SEND moving onto secondary school. If a child is moving out of borough, then the SENCo or class teacher will speak to the receiving secondary school to support the child moving smoothly onto the next phase in their education.

Each year before the start of the next academic year, teachers meet to discuss the needs of the children entering their new classes. All pupils with SEND are discussed, provision maps are shared, targets are reviewed and new targets are set for the coming academic term. Children with more complex SEND needs are discussed with the class teachers and the SENCOs.

For some children, transitions are a particular area of difficulty for them, and for these children we can give them extra preparation for the move to the new school or the new class and write a 'social story' for them, showing the new setting they are moving to. They also make a 'transition booklet' with the learning mentor or TA which will help them make the adjustment to a new class as smoothly as possible.

## **8. How do we teach so we meet the needs of pupils with SEND?**

Teachers set high expectations for all pupils, whatever their level of prior attainment and ensure that all pupils are challenged in their learning at the appropriate level. They plan and deliver quality first teaching that is accessible for every pupil including those with SEND. They target areas of need and endeavour to remove barriers to learning.

In order to do all of this, and depending of the types of SEND in their class, teachers employ a variety of methods. These include the following:

- Adapting work for those pupils requiring support or extension and creatively adapting the tasks and learning experiences to meet the differing needs and ability levels in the class.

- Adapting classroom environment (e.g. providing quiet areas, seating arrangements).
- Use of specific resources that enable access to tasks/ remove barriers to learning.
- Dedicating time (1:1 or small group) to targeting specific area of need for a pupil with SEND.
- Organising Teaching Assistant support so that pupils can be supported by the TA or the TA supports whole class so that the teacher can focus on pupils with SEND at certain times in the day.
- Valuing all children's strengths and providing opportunities for all children to be proud of their achievements and contributions.
- Setting learning targets specific to pupils and based on ongoing individual assessment.

## **9. How do we make the school environment and curriculum accessible for all children?**

Our classrooms are accessible and we are aware of the physical needs of pupils attending our school. A lift has been installed to access the classrooms on the second floor and we have disabled toilets on both floors.

Children with additional needs are supported through the SATs process following the guidelines issued by the department for education. When appropriate extra time, rest breaks and scribes have been applied for to support children.

The SENCo provides class teachers with a variety of equipment to support the children in their classes. This could include, move and sit cushions, sensory toys, pencil grips, sloping boards, coloured over lays, and OT equipment specific to individual needs.

## **10. What kinds of intervention programmes do we run?**

We are currently running or have recently run specific intervention programmes for small groups or individual pupils to accelerate their learning in the areas of speech, language and communication, social skills, social and emotional skills, phonics, spelling, reading, writing, maths, handwriting and fine & gross motor skills. Examples of interventions are: ELSA and Precision Teaching.

## **11. How do we support children's social and emotional development**

At a whole school level, Sheringdale places great importance on social and emotional development and well-being of all children.

For children who are experiencing difficulties in social and emotional development, we offer support from the school's Emotional Literacy Support Assistant (ELSA) and through social skills groups.

In addition, the school has a caring ethos where staff take time to listen to pupils and any worries they may have. There are also teaching assistants in each class who are able to offer 1:1 time to support children where needed with social and emotional difficulties.

Our PHSE curriculum and themed assemblies deal with various social, emotional and behavioural issues, such as bullying, internet safety, etc.

Well-being and mental health are embedded into all aspects of the school day.

### 12. How do you promote positive behaviour?

An effective behaviour system is in place and all children are aware of the school rules and consequences for breaking these rules. They are displayed in all classrooms and around the school and are referred to often by staff. At Sheringdale, teachers focus on positive behaviour and use a number of reward systems in their classrooms. There is a whole school house points system. Children are awarded house points for positive behaviour choices, improvements in behaviour, good learning, good manners, good friendship choices, kindness, honesty and being great role models. At the end of the term, the winning house receives a reward. Assemblies throughout the school term discuss the importance of respecting others and making appropriate behaviour choices. Good book assemblies and head teacher awards are used to promote positive behaviour. We use a whole school approach to emotional regulation called 'zones of regulation'. Children are given a toolbox of strategies to help support them calm down when they are frustrated, sad or angry.

### 13. What will you do if my child has medical needs?

We will take advice from specialist services (e.g. school nurse, paediatricians) on the needs of your child. All staff will be made aware of the medical needs of your child. A 'Health Care Plan' will be written in collaboration with you and the first aid team at the school to ensure that your child's needs are met. Staff at Sheringdale receive regular training on epilepsy, asthma, diabetes and the use of epi-pens.

### 14. Staff training and expertise in SEND

Staff participate in regular training in SEND. Examples of SEND training include 'Adapting classroom environments for pupils with Autistic Spectrum Disorder', 'Understanding behaviour as communication, 'dyslexia; 'precision teaching' and 'trauma and attachment'. A key area of our School Improvement plan this year has been around developing staff knowledge of SEND and developing SEND intervention programmes. They have received extensive training from a variety of professionals (eg: Educational psychologist; specialists from the Wandsworth Autism Advisory Service; speech therapists; OT).

All staff have had training in Jolly Phonics and Early Reading in order that they are able to provide phonics interventions to pupils with literacy difficulties to a high standard.

Where there are pupils with more complex SEND, outside professionals work with the class teacher and TA to provide advice and enhance the teachers' knowledge. We are visited regularly by specialist services such as Occupational Therapists and Speech and Language Therapists.

### 15. How do we enable pupils with SEND to fully engage in activities outside of the classroom?

All children are given the opportunity to participate in activities outside of the school including clubs and day and residential school trips. Appropriate risk assessments are

undertaken by staff to ensure the safety of children. Pupils are told what to expect on the visit before they go, which can help some children with SEND who are anxious about new routines and environments.

Additional adult support, such as additional Teaching Assistants are put in place on school visits if a child's Special Need or Disability requires it in order for them to safely participate in the activities and actively engage alongside peers.

### **16. What specialist services from outside does the school use to help meet children's needs?**

At Sheringdale, we actively seek support from outside agencies to meet the needs of children in our school. The school uses and collaborates with the following services:

- The Schools and Community Psychology Service (Educational Psychology)
- The School Health Service (School Nurse)
- The Speech and Language Therapy Service
- The Occupational Therapy Service
- Paediatric Physiotherapy
- Wandsworth Autism Advisory Service (for children with a social communication difficulty or a diagnosis of Autistic Spectrum Disorder)
- The Early Years Intervention and Support Service (for multi-disciplinary assessment of and support for children with complex needs)
- Behaviour and Learning Support Service
- Victoria Drive PRU
- Wandsworth Hearing Support Service
- The Visual Impairment Service, Linden Lodge
- Child and Adolescent Mental Health Service (CAHMS)
- Developmental Paediatric Team
- Wandsworth Children's Specialist Service
- ADHD clinic

### **17. What should parents do if they are unhappy with their child's support or progress?**

The school aims to ensure that parents feel welcome to discuss issues relating to their child's education with the class teacher. Concerns about special educational needs provision should be addressed to the SENCo who will respond by meeting with the parents/carers to discuss and hopefully resolve the situation. If these issues have still not been resolved then an appointment with the head teacher can be made. If parents feel they have significant concerns, they can contact the chair of governors. Sometimes the Parents in Partnership Service may be invited to attend meeting for EHCPs to give support and impartial advice to the parents/carers.

**Headteacher**

[info@sheringdale.wandsworth.sch.uk](mailto:info@sheringdale.wandsworth.sch.uk)

**Deputy Heads**

Phil Rickner or Ellen Gibson

[info@sheringdale.wandsworth.sch.uk](mailto:info@sheringdale.wandsworth.sch.uk)

**Special Needs co-ordinator**

Des Nunes

[senco@sheringdale.wandsworth.sch.uk](mailto:senco@sheringdale.wandsworth.sch.uk)

**General enquiries**

office

[info@sheringdale.wandsworth.sch.uk](mailto:info@sheringdale.wandsworth.sch.uk)

### **18. Where can I go for further advice and support?**

The Wandsworth Information, Advice and Support Service (WAISS) offers advice and support for parents/carers of children with SEN/disability. They provide an impartial and confidential service to all parents of children with SEND. Visit their website at <https://www.wandsworth.gov.uk/pps> or telephone 020 8871 8061

The Wandsworth Parents' Forum "Positive Parent Action" works with the Council to improve all provision for children and young people with SEN and Disabilities aged 0 to 25. If you want to get involved in influencing services visit their website at [www.positiveparentaction.org.uk](http://www.positiveparentaction.org.uk) or telephone 020 8947 5260.

More information about the Local Offer of services and support for children and young people with special needs and disabilities in Wandsworth can be found on the Family Information

website at <http://fis.wandsworth.gov.uk/kb5/wandsworth/fsd/localoffer.page> Their helpline is open from 9am to 5pm Monday to Friday on 020 8871 7899

Reviewed by Des Nunes: Summer 2025

Next review date: Summer 2026

