

SEN INFORMATION REPORT/SUMMARY – March 2023

This is a summary of key questions relating to SEND provision at Perrymount. Full details can be found in our Inclusion Policy (see the page numbers given below).

What kinds of special educational needs and disabilities are provided for at Perrymount Primary School?	As an inclusive school we do not seek to closely define the special educational needs for which we will make provision. We have had success in providing for a wide range of different needs including pupils with physical and medical needs. pp.4-5
Who is the SENCO (Special Educational Needs Coordinator) at Perrymount Primary School? How can the SENCO be contacted?	Our SENCO is: Janet Bristow - B.Ed (Hons); P.G.Dip SpLD (Dyslexia); CCET; Telephone school number: 020 8699 4522 Email: jbristow9.209@lgflmail.org p.2
How does the School know if a child may need extra help?	Children’s needs will be identified as early as possible through: analysis of progress data; classroom-based assessment and monitoring arrangements; following up parental concerns; information from previous schools and other services. p.6
What should I do if I think my child may have special educational needs? How do I raise my concerns?	We encourage parents and carers to inform school of any difficulties or needs they perceive their child may be having. In the first instance they should speak to the class teacher. p.12
What does the School do if my child is identified as having special educational needs?	Pupils will be offered additional SEN support when it is clear that their needs require intervention which is “additional to” or “different from” the adapted curriculum offer for all pupils in the school. In keeping with all vulnerable learners, intervention for pupils with SEN will be identified and tracked using the whole-school provision map. pp.7-8
How will the curriculum be matched to my child’s needs?	Where children are identified as having special educational needs, the school provides for these in a variety of ways, e.g. adapted work as part of quality first teaching; small group or individual support - in class or withdrawn; additional resources; peer support. pp.5-8
How will both you and I know how my child is doing and how will you help me to support my child’s learning?	The monitoring and evaluation of our provision for vulnerable learners is carried out through combining classroom observation, progress data (whole-school processes), ongoing assessment, teacher meetings with other staff and with parents, monitoring targets and work sampling. pp.6-7
How are the decisions made about the type and amount of support my child will receive?	Teacher meetings with the SENCO, Deputy Head and Headteacher will discuss pupils’ achievement and progress and adjustments to provision will be decided in response. pp.6-7

<p>What if I or the School thinks my child needs more support than the school can currently provide?</p>	<p>Where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan. p.7</p>
<p>If my child has an Education Health and Care Plan (EHCP) or a high level of SEN support how do you keep track of their individual targets and progress?</p>	<p>Where a pupil is in receipt of High Needs Funding and/or an Education Health and Care Plan, a short-term Individual Education Plan is required (reviewed at least termly) alongside the progress measures used across the school. pp.7-8</p>
<p>How will the School ensure my voice as a parent is included in reviewing my child’s learning and progress?</p>	<p>Targets for all pupils, in particular those not making expected progress, will be discussed at parent meetings. For some pupils identified as having special educational needs, the school will involve parents in drawing-up and monitoring progress against these targets at review meetings. p.12</p>
<p>How will the School enable my child to be able to contribute their views about their learning and progress?</p>	<p>In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of targets. We endeavour to fully involve all pupils by encouraging them to identify their own needs, learn about learning, self-review their progress and set new targets. p.12</p>
<p>What training do staff supporting Special Educational Needs and/ or Disabilities have?</p>	<p>Our Special Educational Needs Coordinator will be a qualified teacher working at our school. All staff will be trained in how to best support all vulnerable learners, in order to maximise their achievement, as part of the school development plan and annual schedule of continuous professional development. Specific training needs will be identified and addressed (e.g. through the appraisal/performance management process, or by review of provision across the school). p.11</p>
<p>What specialist services and expertise are available at or accessed by the School?</p>	<p>Our school will access the full range of sources of support provided by the Lewisham Local Offer, including those located at Kaleidoscope Centre. p.13</p>
<p>How will my child be included in activities outside the school classroom including school trips and extra-curricular activities?</p>	<p>As an inclusive school, we do everything we can to ensure that pupils of all abilities and needs are fully included in the life of the school. Risk assessments are carried out and procedures put in place to enable all pupils can participate in all school activities p.10</p>
<p>What support is there if my child is experiencing difficulties with their social / emotional behaviour at school or at home?</p>	<p>All staff are aware of the need and their responsibility to support pupils’ emotional and social development. In addition, we employ a learning mentor and work with Lewisham MHST to provide targeted and personalised support for pupils who are experiencing particular emotional or social difficulties pp.10-11</p>

How accessible is the school both indoors and outdoors?	Our school building is on one level and fully accessible throughout. The grounds have full access through the provision of ramps.
How will the school prepare and support my child to join the school, transfer to a new class or new school?	We will ensure timely planning for transfer to a pupil's next phase of education and will offer transition meetings to all pupils with statements of Special Educational Needs or Education Health and Care Plans. pp.13-14
How does the school manage the administration of medicines?	All medicine administration procedures adhere to the guidelines included within 'Supporting pupils at school with medical conditions' DfE (2015) p.14
Where can I see the school's policies relating to special educational needs?	There is a school policies section on our website.
Where can I get information on what provision is made through the local authority? Where can I see the Lewisham's Local Offer? Where can I get support?	Lewisham publishes summary information regarding its Local Offer on the borough website: Lewisham Council - Support for children with special educational needs and disabilities (local offer) https://lewisham.gov.uk/localoffer p.17
What can I do if I am not happy with what is happening for my child?	If there are any complaints relating to the provision for children with SEND these will be dealt with in the first instance by the class teacher and SENCO, then, if unresolved, by the Headteacher. The governor with specific responsibility for SEN/Inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors' Complaints Procedure. p.16