Smallwood Primary School and Language Unit

SEN Information Report 2025 - 2026

As a school we work within the Wandsworth guidance on Provision for children with SEN in mainstream schools which explains the ways pupils with different additional needs are provided for within the school. We follow our Equality and Diversity policy and plan.

Smallwood Primary School and Language Unit –

At Smallwood Primary School 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. We aim to provide our children with the skills to become resilient, reflective and resourceful, lifelong learners.

We offer a range of provision to support children with communication and interaction, cognition and learning difficulties, social, mental and health problems or sensory or physical needs.

At different times in their education, young people may have a special educational need or disability (SEND). The SEND Code of Practice defines SEND as a young person having a significantly greater difficulty in learning than the majority of others of the same age; or has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

At Smallwood Primary School, our mainstream SENCO is Ms. Ruth Sargeant

She can be contacted on 020 8672 6024 and her email is
ruth.sargeant@smallwood.wandsworth.sch.uk

Our Assistant SENCO is Mrs. Jo Middleton
She can be contacted on 020 8672 6024 and her email is
joanne.middleton@smallwood.wandsworth.sch.uk

Our SEN Governor is Andrew Rudd

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

We understand sometimes as a parent or carer you may have concerns about your child and be unsure of how they are getting on at school. You may have worries about your child's behavior at home or their general development. Your child may be struggling with class-work, homework, behavior, coming into school or they may be having difficulties at home and you would like to talk to someone about it.

The first step is to discuss your concerns with your child's class teacher. If you would like to arrange a meeting for further discussion with the SENCo please email ruth.sargeant@smallwood.wandsworth.sch.uk or leave a message with the office and ask one of our office staff to pass this on to the SENCo. From there a meeting will be arranged to talk about your concerns.

How does the school decide whether a child has special educational needs and what extra help they might need?

The process of identifying when a child might need additional support or assessment will involve a conversation between school and parents/carers at the earliest opportunity.

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.*

- When children have identified SEND before they start at Smallwood, we work with the people who already know them and use the information already available to identify what their SEND will be in our school setting and how we can manage it.
- If you tell us you think your child has a SEND, we will discuss this with you and look into it. We will share what we discover with you and agree with you what we will do next and also what you can do to help your child.
- If our staff feel that your child has a SEND this may be because they are not making the same progress as other children; for example, they may not be able to follow instructions or answer questions. We will observe them, assess their understanding of what we are doing in school and use tests to find out what is causing the difficulty. Should we require further help we will contact relevant SEND specialists.

How will I know how my child is doing and how will you help me to support my child's learning?

We believe that children do their best when staff, parents and carers work together. Parents and carers know their children best and we want to take into account your views and experiences to increase the effectiveness of any provision put in place for your child.
This will ensure that parents and carers are always consulted at every step and kept fully informed about the help their child is given and the progress resulting from that help.

We offer:

• Regular assessment of progress and achievement for all children. This is constantly assessed but formally recorded 3 times per year in December, April and July.

• Termly Parent Consultation meetings with the class teacher, which include the Support Review meetings for children identified as having a SEN. Coming to these review meetings gives you an opportunity to talk in greater detail about the support that is in place for your child and to ask questions or give us information.

• Interpreters at any meetings for those families with English as an Additional Language (EAL).

• Each child has a 'Learning Plan' detailing the support they are receiving as well as their targets. These are produced termly and shared with both parents and children.

• Information on support agencies including the Parent Partnership Service, is available from the SENCo and there are links to this on our school website.

• Annual reports to parents in the summer term.

• The class teacher/SENCo/ Head Teacher/Deputy Head Teacher/Assistant Head Teacher are always in the playground at the beginning and end of the school day.

• We can always be contacted for an appointment to discuss other concerns.

• Coffee Mornings: These happen once a half term and are led by the Teacher-in-Charge of the Language Unit and the SENCo for the Mainstream School. They are well attended. We always provide some training during this time.

Coffee mornings have covered:

- Using Communicate in Print
- Behavior when out in the community
- Social Stories
- Reading at home
- Makaton
- Helping with maths homework

How will my child and I be involved and consulted?

Children and young people with SEND have vital knowledge of their own needs and what may help them in learning. At Smallwood, we encourage our children to participate in and contribute to the assessment of their needs, the setting of outcomes and the review. Their strengths and preferred learning style will always be taken into account when planning their learning.

When we assess SEND we discuss it with parents and carers to determine whether your child's understanding and behavior are the same at school and home. We take this into account and work with you so that we are consistent in helping your child to make progress. During the termly SEND Support Review meetings we will write and review your child's Provision Map and set outcomes with you and your child. It is important that both your child and you are involved with decision making about the required support and outcomes. Children are consulted on each of their termly Provision Maps and their targets are explained to them.

Smallwood has a School Council and there are 2 representatives elected from each class, including the Language Unit classes.

How do you assess and review my child's progress?

At Smallwood Primary School, teachers use a wide range of teacher assessments to monitor children's progress and development throughout the year. We also use school tracking systems, Analyze School Performance, Learning Journeys and lesson observations by senior staff. We track and analyze the achievement of all our pupils, regardless of their level of need. All of this is reviewed with senior staff during Pupil Progress Meetings.

It is important to us that children with SEN are identified as early as possible. Staff are encouraged to liaise with parents and the SENCo as soon as they become concerned. Teachers record this on an Initial Concerns Form, which is then passed onto the SENCo. We will then work together to find a way forward.

If a child requires support which is additional to and different from that which is provided to all children in the class to make expected progress, then the child will start on a graduated response cycle of Assess – Plan – Do – Review. Parents and carers will be informed and involved at every stage throughout this process.

For children who are placed onto the SEND Support category, termly SEND Support Review meetings will take place. For children who already have a statement, or will transfer to an Education Health and Care Plan, an Annual Review meeting with the Local Authority will take place as part of their usual cycle of Annual Review. Where possible and appropriate (according to the needs of the child), children will attend part of their annual review. We ask the children to provide their views in the best way for them, this could be through questions and pictures or verbally.

How is teaching and the curriculum adapted to my child's needs?

Teaching pupils with SEN is a whole-school responsibility. All teachers are involved in a continuous cycle of assessing, planning, teaching and reviewing, taking into account the differences in children's abilities, aptitudes and interests. Some children may need increased levels of provision and support.

All children at Smallwood Primary School benefit from Quality First Teaching (QFT) which includes an appropriate curriculum which is differentiated to meet the needs of all learners, including those who need support or extension. Teachers use a variety of teaching styles, a wide range of materials and are highly aware of the needs of each student in their class. Assessment methods and materials are tailored to the needs of individual pupils so teachers are able to monitor the progress of all of our children.

Children with SEN are inclusively educated within an age-appropriate classroom with their peers most of the time.

At Smallwood Primary School we adapt the teaching and curriculum to meet individual children's needs in a variety of ways, which includes;

- Class work is differentiated in small groups and individually when required, based on Quality First Teaching provision.
- Classroom and table-top displays support children's independence.
- Class-based Teaching Assistants work alongside the class teacher to support all children, which at times will be those children with SEN. This may be in the form of individual support, small group support or facilitating to enable the class teacher to work with children with SEN. This will be on a rotation so that all children are receiving high quality teaching in small groups every week.

- If additional support is identified as necessary, children may take part in planned, evidence-based interventions.
- Support is personalised and targeted.
- Links are forged between classroom and intervention to ensure continuity through verbal communication.
- Adults working with a child with SEN communicate regularly to ensure a consistent approach to teaching and learning.
- Provision, targets and outcomes are discussed termly and recorded on Individual Provision Maps, which are reviewed termly (or more often if necessary).

What support is there for my child's emotional well-being?

All staff have knowledge and training on how to support for children with their emotional well-being. Class teachers regularly teach the PSHE curriculum, have circle time and class assemblies to work around issues of emotional health, self-esteem, friendship, social skills and motivation.

- To provide a counselling service called Place2Be which provides emotional support to the whole school; children, staff & parents.
- Use child led play therapy
- Help a child to develop skills needed to manage their emotions and deal with
- difficult life situations
- Focus on the emotional needs of a child

We outline our measures and procedures to prevent bullying which can be found in our Anti-Bullying Policy.

How do we promote positive behavior?

At Smallwood Primary School we have a whole school approach towards positive behavior management. The school Behavior Management Policy is intended to reward and encourage pupils to take responsibility for improving their own behavior. In line with this Policy, all staff adopt a flexible approach when dealing with children with SEN. Each child at Smallwood is treated as an individual and as such their particular needs will be taken into account. We have high expectations in regard to behavior and expect all of our children to do their best to behave in an appropriate and positive manner.

We have Year 6 'Bees Buddies' who initiate activities with our younger children and problem-solve any issues that arise in the playground, with the support of Lunchtime Supervisors.

What training and specialist skills do the staff supporting children with SEND have or are having?

Staff are committed to undertaking training to support the needs of all pupils. Staff are continuously updating their skills and training in a variety of ways including:

- Regular training, which is disseminated amongst staff e.g ASD training, SALT training, Safeguarding training, Epi-pen training, First Aid training, Makaton (signing) training and Safe Handling training.
- Support from outside agencies to deliver whole staff training e.g EAL, Literacy Support Service.
- Regular Support Staff meetings and training sessions.
- Access to regular Professional Development courses through the Wandsworth Professional Development Centre.
- Liaison between the SENCo, Learning Support Assistants and specialist external agencies.
- Our SENCo holds the NASENCO (National Award for Special Educational Needs Coordination) qualification.

What do you do to make the school environment and curriculum accessible for all children?

We are proud of our commitment to inclusion for all children in our school; both in the mainstream and in the Language Unit. We work hard to ensure that our response to the needs of pupils with disabilities is a vital part of personalising learning for all.

Key elements in ensuring pupils with SEN or disabled pupils can access the curriculum include:

- Focused and cost-effective deployment of additional adults.
- Appropriate pupil grouping and use of peer support.
- Use of ICT equipment and software as well as general equipment e.g reading rulers, sensory cushions.
- Review of time-tabling.
- A review of how the school plans to develop awareness of disability through the curriculum.
- Sharing successful developments in one area of school life across the whole school.
- Access to specialist advice and support.

If necessary, changes to the physical environment might include:

- Improvements to lighting, signage, colour contrast, the acoustic environment, floor coverings and installation of sound fields.
- Improvements to toilets, washing and changing facilities.
- Changes to the layout of the playground and other common areas.
- The provision of ramps and improvements to doorways.
- The provision of particular furniture and equipment to improve access.
- We have a lift to access the upper floors in the main school building.

Information for pupils with SEN and disabled pupils is currently distributed in a range of ways, dependent upon their need:

- In simplified language.
- In visual form e.g visual timetables and signs, using a symbol system (Communicate in Print).

How will my child be included in activities outside of the classroom?

All children are able to apply to take part in after-school clubs and activities. Special educational needs and disabilities are not a barrier to participation.
All children, including those with special educational needs and disabilities, are included in educational visits and experiences and appropriate support is provided.
If you are worried about whether your child might need additional support to take part in an educational visit, please come and talk to us.

If we are worried about your child's participation on an educational visit the class teacher will have carried out a risk assessment to plan for and put strategies in place to ensure the safety of the child and other children. Please mention your specific concerns to the class teacher and we will be happy to include these in our risk assessment.

How will the school prepare my child to join the school or transfer to a new school?

If your child is joining our school we will endeavor to find out as much information as possible from their previous educational setting. The SENCO will have a conversation with staff from that previous setting and educational documents will be shared to enable a consistent and informed transition between the old and new settings.

When a child with special educational needs leaves the school we aim to ensure that the new school is fully aware of their needs and requirements. All relevant information will be passed on via post.

If your child is in Year 6 the Head Teacher, Key Stage 2 Leader, Class Teacher and SENCo are available to discuss secondary transfer with parents of all children, including those with special educational needs. We meet with our secondary colleagues to discuss this and where possible invite the Year 7 coordinator into Smallwood to meet the child prior to transition. In addition the Depute Head and SENCo and Year 6 teachers attend a transfer day organised by the Local Authority, to meet with the various secondary schools to ensure that they are made fully aware of the needs of the children transferring to their school.

What specialist services from outside does the school use to help meet children's needs and how do you work together?

Sometimes, a child may need specialist support to add to the programmes we run in school. We work with lots of other agencies and professionals to provide the best support possible for each child. We aim to work collaboratively and hold meetings such as a TAC (Team Around the Child) meeting to assess, plan, do (carry out the plan) and review outcomes for children.

We currently work with the following agencies and professionals:

Educational Psychologist
Literacy Support Teacher
Speech and Language Therapists
Occupational Therapists
Visual Impairment Services
Hearing Impairment Services
Child and Adolescent Mental Health Services
School Nurses
Health Visitors
Community Paediatrics

Social Workers
Behaviour and Learning Support Service
Garratt Park Advisory Service
The Early Years Centre
Place2Be
CAMHS
Greenmead Outreach Team

What will you do if my child has medical needs?

We are very happy to work closely with parents and carers of children with more complex needs, in order to support them in school wherever it is appropriate and possible. We have worked with parents and carers to enable us to learn how to support children with medical conditions, those who need specific pieces of equipment or technology and those who continue to need prescribed therapeutic regimes (speech and language, occupational therapy, physical therapy).
If you have any questions about what is possible, please come and talk to us.

What should I do if I am unhappy with my child's support or progress?

http://www.wandsworth.gov.uk/info/200288/student_welfare/263/how_to_make_a_complaint

Where can I go for further advice and support?

The Wandsworth Parent Partnership Service (Information Advice Support Service for parents/carers of children with SEN/disability) provides 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 would like to contact them, their website is 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://wandsworth.childrensservicedirectory.org.uk/
Their helpline is open from 9am to 5pm Monday to Friday on 020 8871 7899

The information in this local offer is accurate at the time of publication, but we regularly review and make changes to what we offer and keep this information as up to date as we possibly can.
This offer is intended to give you clear, accurate and accessible information.

If you would like to comment on the content of the offer or make suggestions to improve the information, we welcome your feedback.
Please email Michael Talbot victoria.brophy@smallwood.wandsworth.sch.uk

Glossary

B&LSS: Behavior and Learning Support Service
CPD: Continued Professional Development
EHCP: Education, Health and Care Plan
EP: Educational psychologist
GPAS: Garratt park Advisory Service
LSS: Literacy Support Service
OT: Occupational Therapy / Therapist
SALT: Speech and Language Therapy / Therapist
SEND: Special Educational Needs and Disability
TAC: Team Around the Child
VIS: Visual Impairment Service
WHSS: Wandsworth hearing support service