



## **Special Educational Needs and Disabilities (SEND)**

### **Information report**

#### *Questions and Answers for Parents/Carers*

**1. Who are the best people to talk to at Sullivan Primary School about my child's special educational needs, disability or difficulties with learning?**

- In the first instance, talk to your child's class teacher about your concerns.
- It is likely that the class teacher will have discussed your concerns with the Special Educational Needs Coordinator (SENDCo) or a member of the Senior Leadership Team. You may wish to arrange a meeting with one of them.
- If you continue to have concerns, you may wish to discuss these with the Headteacher

**2. How will the school let me know if they have any concerns about my child's learning, special educational need or disability?**

- The class teacher will make an appointment with you to discuss any concerns.
- The class teacher may also talk to you about any issues at parent/teacher meetings which are held regularly throughout the year.
- The SENDCo, or another member of the leadership team may contact you and arrange a meeting to discuss your child's difficulties with learning and any possible support strategies the school might be considering.

**3. Will the school consider my views, and those of my child, if he/she has difficulties with learning, a special educational need or a disability?**

- At Sullivan Primary School, we believe it is very important for parents/carers to be involved in all areas of their child's learning and we actively encourage discussion. We believe, where appropriate, that it is essential to understand your child's perspective on any difficulties they may be experiencing with their learning.
- You will be able to share your views and to discuss your child's progress at parent/teacher meetings and, where appropriate, with other professionals.
- If your child has an identified special educational need, you will be invited to a termly meeting with the class teacher and the SENDCo to discuss your child's current progress; their strengths, any areas for development, support strategies being used and expected outcomes.
- If your child has an *Education, Health and Care Plan* (EHCP), you and your child will be able to share your views at the Annual Review.

**4. How does Sullivan Primary School ensure the teaching staff are appropriately trained to support my child's special educational needs and/or disability?**

- At Sullivan Primary School, we believe that your child's learning needs will first be met through the high-quality teaching delivered by her/his class teacher.
- We regularly review the school training schedule and professional development for all teaching and support staff to ensure they are equipped with the appropriate skills to support pupils with special educational needs.
- The school is able to access training programmes from different organisations. These include:
  - Bi-Borough Training
  - The H&F INSPIRE team.
  - The H&F MIND team.
  - The Speech and Language Communication Hub.
  - The Educational Psychology team.
  - The United Learning Trust CPD Hub
- Where it is appropriate, and in response to particular needs, individual staff training may also be arranged.

**5. How will the curriculum and the school environment be matched to my child's needs?**

- At Sullivan Primary School, your child's learning needs will first be met through the high-quality teaching delivered by her/his class teacher.
- We carefully plan and adapt the United Learning Curriculum to match the age, ability and needs of all our children.
- If appropriate, the class teacher will adapt lesson planning and teaching to ensure your child's special educational needs are met. This could include adopting different strategies, using specific resources and scaffolds to support your child to work towards their learning outcomes
- When appropriate, additional specialist advice will be sought. Accessibility aids and technology may be used to support your child's learning.
- Sullivan Primary School regularly reviews its Accessibility Plan to ensure that all children have the fullest access to the whole curriculum and school site possible.

## 6. What types of support may be suitable and available for my child?

This depends upon the nature of your child's needs and difficulties with learning. Our education provision will match the needs of the four broad areas of need as defined in the SEND Code of Practice 2015:

- **Communication and interaction**
- **Cognition and Learning**
- **Social, emotional, and mental health**
- **Sensory and/or physical needs**

At Sullivan Primary School we have a 3-tiered approach to supporting a child's learning:

- 1 **Universal** – this is the quality first teaching your child will receive from her/his class teacher and may include some very minor adaptations to match learning needs.
- 2 **Targeted** - it may be appropriate to consider making additional short-term special educational provision to remove or reduce any obstacles to your child's learning. This takes the form of a graduated four-part approach of;
  - **assessing** your child's needs,
  - **planning** the most effective and appropriate intervention,
  - **providing** this intervention,
  - **reviewing** the impact on your child's progress towards individual learning outcomes.

Specific targeted one to one or small group interventions may be run outside the classroom. These may be limited to a number of weeks to minimise disruption to the regular curriculum. You will be kept informed of your child's progress towards learning outcomes.

- 3 **Specialist** – it may be necessary to seek specialist advice and regular long term support from a specialist professional outside the school in order to plan for the best possible learning outcomes for your child. The school may need to prioritise referrals to these services. However, for a very small number of pupils, access to these specialists may be through an Education Health Care Plan.

Sullivan Primary School works in partnership with a range of external professionals including:

- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists (via NHS referral)
- Sensory and Language Impairment Team (vision and hearing impairment team)
- Outreach support (such as Queensmill outreach, OAT)
- H&F MIND
- H&F INSPIRE

## **7. How will you support my child to reach his/her learning outcomes?**

- The class teacher, and other staff working with your child, will ensure that your child receives appropriate teaching and support in order to reach these goals. The learning plan, strategies and progress will be reviewed termly.
- External agencies and specialists may also review your child's progress and adapt their planning accordingly.
- At Sullivan Primary, we believe that parents/carers are at the centre of any provision. We want to work with you to ensure that your child makes the best progress.

## **8. What is an EHC Plan and who can request one for my child?**

The purpose of an Education Health and Care Plan (EHC Plan or EHCP) is to make special education provision to meet the special educational needs of a child or young person, to secure improved outcomes for him/her across education, health and social care and, as he/her gets older, prepare for adulthood.

An EHC Plan will:

- include the views and aspirations of you and your child,
- have a full description of his/her special educational needs and any health and social care needs,
- establish outcomes for your child's progress,
- specify the provision required and how education, health and social care will work together to meet your child's needs and support the achievement of the agreed outcomes.

You and/or the school, usually the SENDCo or Head teacher, can request that the local authority conducts a formal assessment of your child's needs. This may lead to an EHC Plan.

## **9. I would like to support my child's learning. How will you help me?**

- We may suggest strategies or activities for you to do at home to support your child's learning.
- We organise parent/carer workshops in school to help you understand the strategies used in school. In addition, we may be able to offer you individual training in specific support strategies relevant to your child.
- The SENDCo may also support you with strategies, resources and ideas for supporting your child's learning at home.
- You may have the opportunity to meet with other professionals involved in supporting your child.

**10. How is support allocated to children and how do they move between the different levels of support in school?**

- Sullivan Primary School receives funding from the government's Education Funding Agency and/or the local authority. Both these funds include money to support the learning of children with SEN and/or disabilities.
- The Headteacher, in consultation with the school's Governors, decides the budget for SEN provision based on the needs of the children in the school.
- Every year the Headteacher and the SENDCo discuss the effectiveness of the school's current interventions and provisions and prepare a SEND action plan, which may include additional or alternative interventions, staff training and equipment needs.
- This process is reviewed regularly to ensure the best possible intervention is provided to those children who require additional support to learn.

**11. How will the school know that the support has made a difference to my child's learning and how can I and my child be included in this review process?**

- Your child's progress will be assessed both in terms of his/her regular learning within the class and with regard to specific intervention programmes.
- The impact of any support given is carefully measured to ensure that the learning outcomes have been achieved and if not, what adaptations are necessary. It may be decided that a further period of support would be beneficial for your child.
- You, and your child, will be kept informed and encouraged to be actively involved at all stages of this support.

**12. What support will there be for my child's happiness and well-being at Sullivan Primary School?**

- At Sullivan Primary School we believe that the happiness and well-being of all our pupils is paramount. All members of staff take this aspect of school life very seriously.
- You can be confident that in particular your child's class teacher, support staff and the SENDCo, are available to provide support to match your child's needs.
- You should also feel free to contact your child's class teacher if you have any concerns.

**13. How is my child included in all the same activities as his/her peers at school?**

- Sullivan Primary School is an inclusive school and committed to providing equal opportunities for all children.
- School clubs, educational visits and residential trips are available to all children.
- When necessary, the school will make reasonable adjustments to ensure that children with SEND are included in all activities.
- You should also feel free to contact your child's class teacher if you have any concerns.

#### **14. How will Sullivan Primary School support my child in transition stages?**

- We liaise closely with the school or nursery your child is transferring from. We are able to discuss with the relevant teachers any individual needs and how best to support your child in school.
- While your child is at Sullivan Primary School, we take care to ensure that during transition points (between classes each year and at the end of Key Stages) all staff are aware of individual pupils' needs, learning progress and the best support strategies.
- Sullivan Primary School makes every effort to ensure there is a smooth transition when your child transfers to his/her secondary school.
- If your child has an EHC Plan, we will participate and/or facilitate its review in sufficient time prior to him/her moving between key phases of education. You will be kept informed of these arrangements and asked to attend the reviews.

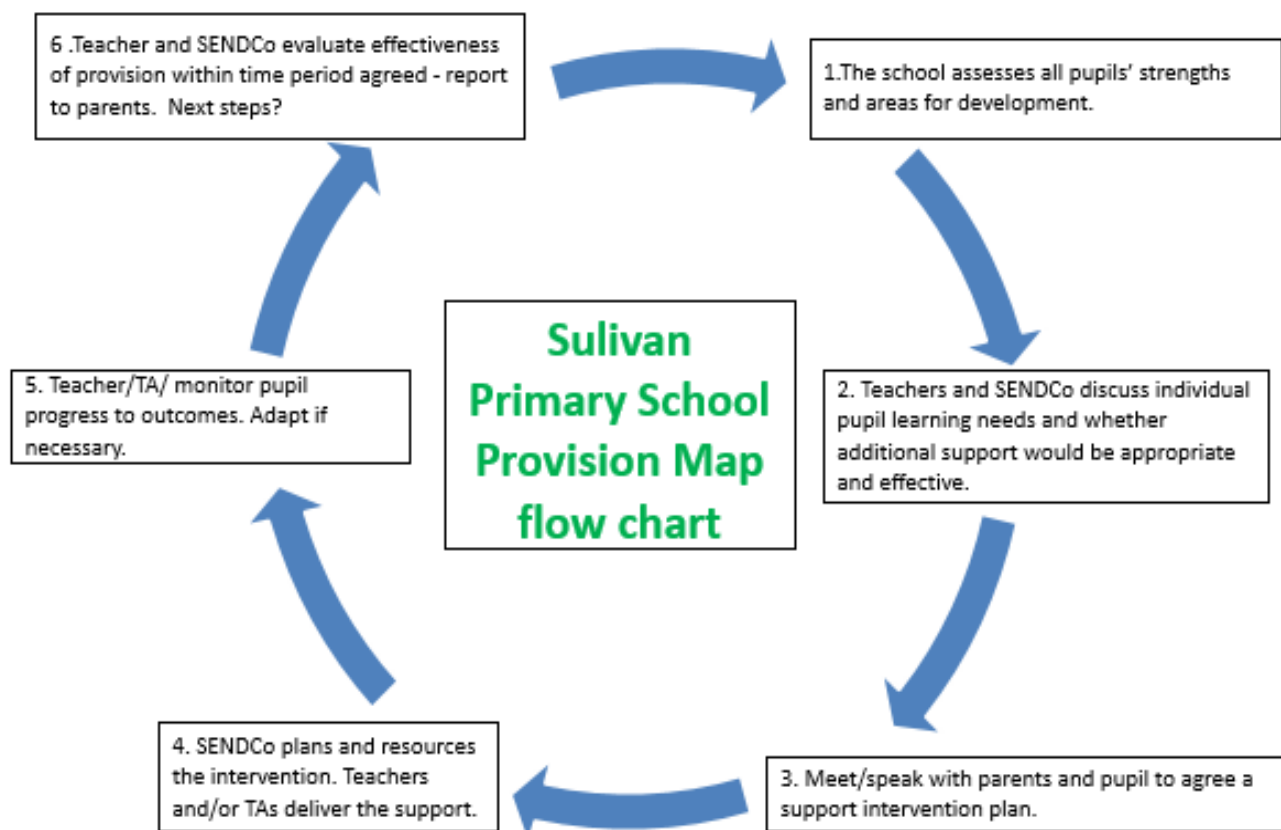
#### **15. If I have any other questions about my child at Sullivan Primary School, who can I ask?**

At Sullivan Primary School we are very happy to speak to you about any aspects of your child's education.

It is best to speak to one of the following in this order -

- Your child's class teacher
- The SENDCo - Mrs Louise Jones
- The Head of School – Mr Jason Graham
- The Executive Head – Mr Seamus Gibbons
- The SEND Link Governor – TBC

## Sullivan Primary School Provision Map



## The Hammersmith and Fulham Local Offer

Please click here

<http://www.lbhf.gov.uk/localoffer>

## Sullivan Primary School SEND Provision Map 2024 – 2025

| <b>Intervention/Provision</b> | <b>Phases</b>      | <b>Frequency and Duration</b>                                                             | <b>Anticipated Progress</b>                                                                    | <b>Staff</b>                            |
|-------------------------------|--------------------|-------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|-----------------------------------------|
| Speech and Language           | EYFS<br>KS1<br>KS2 | As advised by Speech and Language Therapist                                               | Progress in specific communication and language target or specific speech sounds               | Teacher<br>TA<br>SaLT                   |
| Occupational Therapy          | EYFS<br>KS1<br>KS2 | As advised by Occupational Therapist                                                      | Progress in functional independence, gross and fine motor skills and sensory regulation        | Teacher<br>TA<br>OT                     |
| Phonics                       | EYFS<br>KS1<br>KS2 | Dependent on child's needs                                                                | Increased knowledge of sounds and strategies to read and spell unknown words                   | Teacher<br>TA<br>SENDCo                 |
| Lego Therapy                  | KS1<br>KS2         | Dependent on child's needs                                                                | Progress in communication and language target as well as social skills                         | Teacher<br>TA<br>SaLT                   |
| Writing Support               | KS1<br>KS2         | Dependent on child's needs                                                                | Improvement in handwriting, spelling and sentence construction                                 | TA<br>Teacher<br>SENDCo<br>English Lead |
| Maths Support                 | KS1<br>KS2         | Dependent on child's needs                                                                | Greater progress against specific target being assessed                                        | TA<br>Teacher<br>SENDCo<br>Maths Lead   |
| Emotional Literacy (ELSA)     | KS1<br>KS2         | Weekly 30 min<br>6-10 week programme                                                      | Progress for the individual in specific area of need e.g. self-confidence, emotional awareness | ELSA<br>SENDCo                          |
| MIND                          | KS1<br>KS2         | Whole class Brain Buddies (KS2)<br>Small groups (KS2)<br>1:1 (KS2)<br>Parent work (KS1&2) | Support with social, emotional and mental health need                                          | Mental Health Practitioner              |

## Headteacher

- To lead and manage the school, within an agreed strategic framework, to ensure that it is effective, self-managing, self-evaluating and self-improving, and with high achieving pupils and staff.
- Ensures that all pupils, including those with SEND or additional needs, receive their full educational entitlement and have access to the whole curriculum.
- Is responsible for the dissemination of budget to SENDCo.
- Reviews SEND budget with SENDCo.
- Implements Teaching Assistant support.
- Ensures Annual Reviews take place.
- Informs Governors of SEND issues on a regular basis.
- Ensures the SEND/Inclusion policy is in place.
- Ensures training needs of the SENDCo and support staff are met.
- Works with the SENDCo and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

## SENDCo

- Liaises with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Is a key point of contact with external agencies, especially the LA and LA support services
- Liaises with potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned
- Works with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Works with pupils, parents, class teachers, Teaching Assistants/Learning Support Assistants and core subject leaders to set suitable targets for children with SEND
- Manages any special arrangements for pupils during the end of key stage tests
- Assists teachers in the identification of children with SEND, advising them on appropriate strategies

## Class Teacher

- Plans and delivers quality first teaching in partnership with the LSA and teaching assistants working in the class in order to ensure that all pupils, including those with SEND or additional needs, receive their full educational entitlement and have access to the whole curriculum
- Adapts teaching approaches to reflect the range of needs within the class
- Follows the school's SEND Policy
- In partnership with the SENDCo and outside agencies, meet with parents and carers with SEND regularly
- Discuss progress, review targets and develop a new learning plan in partnership with the SENDCo, parents and carers, and children
- Delivers interventions in partnership with the SENDCo, Educational Psychologist, Speech and Language Therapist, Occupational Therapist and/or other outside agencies
- Monitors pupil progress to intervention outcomes and make adjustments if necessary

## Teaching Assistant/Learning Support Assistant

- Provides learning support for the pupil in class or in withdrawal situations, either 1:1 or small groups.
- Develops knowledge of the particular needs of the child and seek advice from Inclusion Manager, class teacher and outside agencies as required.
- Aids access to the full range of learning experiences both inside and outside the classroom and provide modified materials as required e.g. worksheets, games, visual prompt cards etc.
- Makes or modify resources as suggested and advised by the SENDCo, Educational Psychologist or other outside agencies.
- Is involved in the planning and preparation of the day to day class activities
- Is aware of the school's SEN Policy
- Provides regular feedback to the class teacher, SENDCo and relevant outside agencies about the pupil's difficulties and progress.
- Contributes to the pupil's annual review

## **Educational Psychologist**

- Works closely with children who have a range of special educational needs
- Liaises, advises and supports the SENDCo/Inclusion manager, teaching staff, support staff and parents
- Contributes to multi-disciplinary meetings with education, social care and other health staff
- Works alongside teaching staff and support staff in the classroom to model appropriate teaching strategies
- Assesses children using observation, interviews and test materials and then provide a wide range of appropriate interventions

## **Speech and Language Therapist**

- Works closely with children who have speech, language and communication difficulties and with those who have swallowing, drinking or eating difficulties.
- Liaises, advises and supports the SENDCo/Inclusion manager, teaching staff, support staff and parents
- Creates support programmes and resources for children with speech, language and communication difficulties Contributes to multi-disciplinary meetings with education, social care and other health staff
- Works alongside teaching staff and support staff in the classroom to model appropriate teaching strategies
- Assesses children using observation, interviews and test materials and then provide a wide range of appropriate interventions

## **Occupational Therapist**

- Works closely with children who have difficulties with the practical and social skills necessary for their everyday life
- Aims to enable the child to be as physically, psychologically and socially independent as possible.
- Liaises, advises and supports the SENDCo/Inclusion manager, teaching staff, support staff and parents
- Contributes to multi-disciplinary meetings with education, social care and other health staff
- Works alongside teaching staff and support staff in the classroom to model appropriate teaching strategies
- Assesses children and provides appropriate accommodations or interventions designed to enhance the student's potential for learning

## **Advisory Teachers**

Sullivan Primary School works with a range of advisory teachers with different specialist areas including:

- Autism
- Visual Impairment
- Hearing Impairment
- Social and Emotional Development

- Liaises, advises and supports the SENDCo/Inclusion manager, teaching staff, support staff and parents
- Contributes to multi-disciplinary meetings with education, social care and other health staff
- Works alongside teaching staff and support staff in the classroom to model appropriate teaching strategies

## Mental Health Practitioner

Sullivan Primary School works with the Hammersmith and Fulham MIND Team who offer:

- **Individual face to face work:** effective brief, low-intensity interventions for young people who are experiencing anxiety, low mood, friendship or behavioural difficulties.
- **Group work:** Cognitive Behavioural Therapy based sessions to support the development of communication and conflict resolution skills. Emotional regulation groups for children.

- Works closely with children who have difficulties with their social, emotional and mental health needs
- Liaises, advises and supports the SENDCo/Inclusion manager, teaching staff, support staff and parents
- Works alongside teaching staff and support staff in the classroom to model appropriate teaching strategies