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THE BEDIFFERENT FEDERATION OF SINGLEGATE, LONESOME AND WILLIAM MORRIS PRIMARY SCHOOL



SPECIAL EDUCATIONAL NEEDS INFORMATION REPORT

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All schools are required to have in place a policy for the management of Special Educational Needs. In compliance 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, the governing body must also publish a report on the implementation of the school's policy for pupils with SEN.

What does it mean if my child has Special Educational Needs?

The Special Educational Needs Code of Practice 2014 states that a child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- Have 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 or mainstream post-16 institutions.

Quality first teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people.

Some children and young people need educational provision that is additional to or different. This is special educational provision under Section 21 of the [Children and Families Act 2014](#). We will endeavor to ensure that such provision is made for those who need it.

How does the school identify children with SEN?

At the BeDifferent Federation, we have a clear approach to identifying and responding to Special Educational Needs and Disabilities. The benefits of early identification are widely recognised; identifying the need at the earliest point and then making effective provision improves long-term outcomes for the individual.

Class teachers monitor the progress of children at all times through observation or work samples, as well as using information from whole school assessment data.

If a child is not making expected progress or has difficulties in a particular area of learning, parents are informed, and interventions are put in place in order to help the child catch up; *this does not imply that the pupil has a special educational need*. It may be that additional support to 'fill a gap' is required. After receiving this support, the child may make the required progress and no longer need an additional intervention to support gaps in learning.





If your child continues to face barriers to progress, a **'cause for concern'** is raised, outlining areas of need.

This is reviewed regularly in order to monitor progress and the impact of targeted teaching.

This stage is characterised by the gathering of information and increased differentiation within the child's normal classroom work. The child's class teacher:

- identifies a child's area/s barriers to learning and needs
- consults with parents and the child
- informs the Inclusion Lead, who registers the cause for concern (using the appropriate forms) and supports the member of staff and monitors progress closely
- works closely with the child in the normal classroom context
- provides high quality targeted teaching and intervention for the areas of development
- monitors and reviews the child's progress, working alongside the Inclusion Leader as well as attending termly Inclusion meetings
- keeps regular records of all additional and different intervention in place and will share records with the inclusion leader weekly
- keeps records as evidence

What are the different types of support available for children with SEN?

The graduated approach

Where a child is identified as having Special Educational Needs or Disabilities, action is taken to remove barriers to learning and effective provision is put in place.

This support takes the form of a four-part cycle (assess, plan, do, review) through which decisions and actions are revisited, refined, and revised with a growing understanding of the child's needs and what supports the child in making good progress and securing good outcomes.

If a child continues to make less than expected progress, despite targeted teaching and differentiation, the child may be identified as having SEND and parents and the child will help write a **'Passport to Success'**.

A Passport to Success is a SEND **support** plan.

This document takes account of how the child feels about learning and outlines the child's





interests, strengths, areas of need and strategies for support. It also sets short term and end of year targets related to the child's area of SEND. If recommendations have been made by an external agency, these will also be reflected on the Passport to Success.

Parents have the opportunity to meet with the class teacher termly to review the passport and the progress the child is making towards their targets.

Termly 'Inclusion Meetings' take place between the class teacher and the Inclusion Leader to discuss appropriate provision for the children in the class.

The provision map includes a record of the child's end of year targets from their passport as well as strategies to support the child in class and any additional interventions.

Class teachers plan interventions targeting the child's area(s) of need. All professionals work closely together to deliver and monitor effectiveness of interventions to help children achieve their targets.

The impact of in class provision and interventions is continually reviewed by the by the class teacher. This is monitored by the Inclusion Leader and by members of the Senior Leadership Team. The impact of support is recorded on the provision map and used to inform next steps as part of the 'assess-plan-do-review' cycle.

Resources

Schools receive funding for all children. This funding is used to support and enhance high quality teaching in the school. It helps to ensure there are sufficient resources for children requiring special educational provision. The support offered is matched to the needs of individual pupils with SEND and is evidence based.

The amount of support required for each child to make good progress will be different in each case. We have a team of Teaching Assistants (TAs) who are funded from the school budget and deliver programmes designed to meet children's needs.

Types of Support

- a) High quality teaching from the class teacher (QFT), including targeted support and differentiation for individual children, is the first step in responding to children who have or may have SEND.

'Special educational provision is underpinned by high quality teaching and is compromised by anything less' ([SEND CoP, 2014](#))

This means that:





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- The teacher has the highest possible expectations for all children in their class
- The teacher will work with **all** children across the class, including those with SEND
- Teaching is based on building on prior knowledge and understanding as well as children's skills and interests
- Specific strategies (which may be suggested by the Inclusion Leader or outside agencies) are in place to meet the needs of individual children.
- This may include using several different resources such as: individual workstations, visual aids, pencil grips, sand timers, personalised reward chart etc.

b) Targeted group work within a smaller group of children.

This work, known as intervention groups, may take place in the classroom or outside and may be led by a teacher or a teaching assistant. This means that:

- The class teacher identifies gaps in a child's understanding / learning and puts in place extra support to help the child make the best possible progress.
- Group sessions are organised with specific targets for each child to help him/her to make more progress.
- Interventions will be timetabled and delivered regularly
- Records of intervention will be kept and handed to the Inclusion Lead weekly to ensure the application of learnt skills within the class

Examples of intervention programmes we use include:

- Phonics packages e.g. Big Cat, Letters and Sounds
- Reading interventions, e.g., Inference Programme, Language for Thinking
- Speech and Language support, e.g., Colourful Semantics, Time to Talk
- Social Skills groups, e.g., Lego Therapy, ELSA, Play Therapy
- Fine /Gross motor programmes, e.g., SMART Moves, 'Speed Up'
- Precision training in Mathematics or English
- Off the Record to support SEMH

c) Specialist groups or individual support to deliver a programme recommended by outside agencies e.g., Speech and Language Therapist or Educational Psychologist

This type of support is available for children with specific barriers to learning who require further additional and different support.

This means that:

- The child is identified by the class teacher/ Inclusion Leader as needing more specialist input in addition to high quality teaching and intervention groups
- Parents are asked to come to a meeting to discuss their child's progress and help plan possible ways forward



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- With the parents' permission, the child may be referred to a specialist professional, e.g., a Speech and Language Therapist or Educational Psychologist. This will help the school and parents understand the child's particular needs better and be able to support them more effectively in school.
- The specialist professional will work with the child to understand their needs and make recommendations, which may include making changes to the way the child is supported in class and / or support to set more specialised targets which will include their specific advice.
- The school then puts in place support and intervention based on the recommendations and advice. Reports are shared with families and there is the opportunity to meet with the professional body involved to discuss the observations, assessment and report.
- Members of staff may work in conjunction with professional bodies to lead a package of intervention/support, e.g., Emotional Literacy Support groups, Nurturing Talk (speech and language)
- **The class teacher will remain responsible for working with and planning for the child on a daily basis-planning will be monitored by the Senior Leadership Team.**

d) Specified Individual support

Following on from above, in a limited number of cases, when a child continues to make less than expected progress and may require a higher level of support than is already in place, the school or parents may consider asking the local authority to carry out an Education, Health and Care needs assessment. This means:

- The child has been identified by professionals as needing a particularly high level of individual or small group teaching which cannot be provided from the budget available to the school. In these cases, the school will submit an Education Health Care Needs Assessment (EHCNA) request application.
- After the request is submitted, the Local Authority decides whether they think the child's needs, requires a statutory assessment. If this is the case, the Local Authority will gather advice from the relevant professionals about the child's education, health and care needs, and establish and record the views, interests and aspirations of the parents and child. The LA then decides if the child's needs require an Education Health Care Plan.
- The Education Health Care Plan (EHCP) describes formally the child's Special Educational Needs and establishes outcomes across education, health and social care based on the child's needs and aspirations. It specifies the provision required and how education, health and care services will work together to meet the child's needs



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and support the achievement of the agreed outcomes

- If an Education Health Care Plan (EHCP) is granted, the provision is reviewed annually for children 6 and over or 6 months up until the child is 6.

How does the school monitor the progress of children with SEN?

At the BeDifferent Federation, we carefully monitor and evaluate the provision for our children with Special Educational Needs in a variety of ways including: Inclusion Learning walks, focused drop ins, book and records of intervention monitoring. Here, areas of strength and development are identified and consideration is given to how all children how access learning, use of adult support and additional resources to include and deliver a broad and balanced curriculum.

Lesson observations and weekly drop in sessions allow the Inclusion Leader and the Senior Leadership Team to monitor how children are being catered for within the classroom. Interventions are carefully planned and often delivered. Detailed records and intervention targets are kept in classroom Inclusion files. These files are monitored on a termly basis. Through regular inclusion meetings and thorough record keeping, we ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used. The school has in place a comprehensive provision map to help track the interventions in place, based on the "Assess, Plan, Do, Review" model outlined in the Code of Practice.

What should you do if you think your child may have SEN?

If you are concerned about your child's progress, education or well-being or that your child may present with a particular need that requires additional support then you are advised to first make an appointment to meet with your child's class teacher to discuss your concern.

If you are still concerned, please make an appointment to meet with the school's Inclusion Leader.

Class Teachers

Class teachers are responsible for:

- the progress and development of all children in their class
- differentiating the curriculum, providing high quality teaching, matching it carefully to the children's needs
- identifying children who are a cause of concern, then planning and liaising with the Inclusion Leader to put in place additional support,
- collaborating with colleagues to meet individual needs, including supporting teaching





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assistants to deliver high quality interventions.

- monitoring and supporting the work of teaching assistants
- liaising with external bodies and implementing agreed recommendations accordingly
- termly meetings with parents and children to review progress and celebrate successes
- Passports to Success are written, reviewed and amended to reflect progress and further areas of development
- ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.
- working to the child's strengths and encouraging success as independent learners.

Inclusion Leader

The Inclusion Leader has an important role with the Chief Executive Headteacher and Governing Body, in determining the strategic development of the SEND policy and provision in the school. Each school has a designated Inclusion Leader and their duties include:

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating provision for children with SEND
- liaising with the relevant Designated Teacher where a looked after child has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a child and their parents are informed about options and a smooth transition is planned
- working with the Chief Executive 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
- ensuring that the school keeps the records of all children with SEND up to date
- support and plan for continued CPD to ensure the needs of all SEND children are being met

How will the school communicate with me about my child?

We value families as partners in the education process and aim to begin this partnership as early as possible in the child's school life when home visits are planned before they start in



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our Nursery.

Families are encouraged to support curriculum initiatives. They may be asked to communicate through a home school communication book that the children take home. A phone call home may take place or a daily email updating the family of successes that day and areas to develop moving forward to the next day.

Parents will be invited to attend special assemblies, special events and workshops.

The school works closely with families of SEND children to build an understanding of the child's needs and to put in place strategies to support the child.

Effective communication is an essential factor in developing the relationship between families and school. There is an 'open door' policy and parents / carers of children with SEND are encouraged to discuss their concerns at every stage through meetings with either the class teacher or Inclusion Leader.

When a child is identified as requiring SEND support, the class teacher will write a SEND plan, called a '**Passport to Success**' which outlines the child's strengths, areas of need and strategies for support.

Parents should contribute to the passport; sharing reflective comments and identifying the different ways in which they can be involved in supporting their child. Children will be encouraged to contribute where appropriate.

Pupil Achievement Review meetings (PAR DAY) are held twice yearly where parents discuss their child's progress with the class teacher and update the 'Passports to Success'.

There is a final opportunity to discuss Passports to Success and progress in the summer term at a parent drop-in session. Parents / carers must also attend and be prepared to contribute to the Annual Review discussion for those children with Education Health Care Plans.

Some children may require an additional home school partnership book. This is a daily record that logs the child's behaviour, attitude and achievement. Class teachers and teaching assistants will use the home school book to communicate important messages home to families. Parents are also encouraged to record observations from the home environment.

If deemed appropriate and supportive, a phone call may take place, or an email will be sent directly home each day to share success and areas to develop with the child's family.

Further information for parents can be found on the SEND Information Report available on





the school website.

What support will there be for my child/young person's overall wellbeing?

At the BeDifferent Federation, we understand that an important feature of school-life is to enable all children to develop emotional resilience and social skills, both through direct teaching e.g. PSHE, circle time, class reflection time, mental health themed days and assemblies, and indirectly with every conversation adults have with the children throughout the day.

For some pupils, we also can provide the following: time-out space; social skills groups; a personalised programme of support from a key adult; one to one support with an ELSA (see below); or external referral to the Child and Adolescent Mental Health service. We involve both parents/carers and children in agreeing the appropriate provision.

Emotional Literacy Support Assistants

There are eight qualified ELSAs across the federation who work with children individually or in small groups. Emotional Literacy Support Assistants are experienced teaching assistants who receive specific, additional training and on-going supervision from educational psychologists to enable them to provide emotional literacy support to children.

Off the Record

This is an intervention to support the mental health needs of our children. The programme will be run by a qualified counsellor. It will consist of:

- One-to-one counselling sessions
- Group work: 4-6 weeks of a focus group to target resilience, anxiety etc.
- Staff training and/or support
- Parent drop-in/ workshops.

How will your child be able to contribute their views on how things are going?

Circle Time

All teachers build Circle Time into their Personal, Social and Health Education Programme (PSHE). The purpose is to provide children with an opportunity to discuss feelings or problems in a 'safe' environment and to assist each other in reaching solutions.

School Engine/The Voice/Lonesome is Listening





A direct result of a circle time session is the formation of The School Engine /The Voice/ Listening time (children powering/voicing the school). This involves all of the children in the school. Discussions during circle time are summarised and recorded in The School Engine/Voice Book/ Lonesome's Listening.

These books are then given to the Head Boy and Head Girl who discuss all class issues with the Senior Management Team once a month and report back to the school during a whole school assembly.

What specialist services and expertise are available at or accessed by the school?

All schools work alongside a range of external agencies within the Borough of Merton to offer the most suitable support. Professionals work in consultation with all members of staff and families to offer recommendations and advice. This may include individual assessments and / or working alongside class teachers to put in place appropriate provision.

Specialist agencies that work within all schools include:

- Merton Learning and Language team
- NHS Speech and Language therapists
- Merton Educational Psychologists
- Merton Sensory Support team
- Child and Adolescent Mental Health Service
- Merton Virtual Behaviour team
- NHS Occupational therapists, when a child has an OT package within an EHCP
- Merton Autistic Outreach Service
- Early Years Inclusion Team
- Early Family Support Team
- School Nurse
- Off the Record – individual counselling

Parents will be consulted before any work is completed with specialist/external agencies. Specialists may either meet with parents / staff or provide written reports that outline agreed actions and recommendations for both the school and family. The school will then plan for targeted support and intervention to address the agreed actions. These targets and strategies will be incorporated into the child's individual passport to success and recorded on the provision map.

Who can you contact for further information?

The first point of contact is your child's class teacher to request any information or to voice





any concerns about your child's academic, social or emotional progress. The Inclusion Leader or other members of the Senior Leadership Team are also available to meet with parents on request.

How will your child be supported in the event of a school closure?

Remote learning will be provided daily for your child. The work provided will be differentiated according to your child's needs.

A child with an EHCP will have a weekly individualized learning pack prepared by the Inclusion Lead. The learning in this pack will be linked to targets set in their EHCP and external agencies. Regular contact will be maintained throughout the period of closure.

SEND Provision 2024-2025

Overview

- Across the federation there are increasing numbers of children with more complex needs.
- We are continuing to develop the range of interventions and resources available to support children's needs across all areas of SEND
- For the children with the most significant needs, we have successfully submitted applications for EHCPs and worked closely with the SEND team from Merton as part of the EHCP assessment process
- We have organised regular training for staff. For example: on developing children's emerging reading skills through Language for Thinking and the Literacy Toolbox; on supporting children with speech and language needs using Colourful Semantics; on developing children's social and communication skills using Lego Play, Circle of Friends and Time to Talk; and on developing children's retention and recall of facts using Precision Teaching
- Support for children with Social, Emotional and Mental Health needs continues to be a priority across the Federation. As part of our provision, we have established lunchtime support groups and supported the training of specialist TAs to provide ELSA support
- Family Support Workers support families across the Federation

Support from External Agencies

This year we have accessed these services for individual assessments, referrals, leading small group sessions or supporting identified members of staff with key children. Parent engagement with the various agencies has been high, with many families benefiting from the expertise and advice provided. We welcome any feedback regarding the support





received.

Educational Psychology Service

Educational psychologists (EPs) have skills in a range of psychological and educational assessment techniques to help find ways to support the learning and development of children both at home and at school.

At the BeDifferent Federation, we have a link EP who works in a number of different ways to support our children, families and staff. For example, the EP may observe the child and then support the class teacher to put in place appropriate interventions which are reviewed within an agreed timescale.

For children with more complex difficulties, the EP may complete 1:1 cognitive learning assessments and write a detailed report highlighting key areas of difficulty and suggesting strategies.

Merton's Language and Learning Support Team (LBL)

The Language and Learning support team includes specialist literacy and language teachers as well as speech and language therapists. They work closely with the Inclusion Leader, teachers and support staff to help put in place appropriate provision for children. They carry out assessments, suggest strategies to support children and provide training for staff.

Virtual Behaviour Service (VBS)

VBS provide advice and support for children presenting with particularly challenging behaviour.

They also offer a wide variety of training for staff.

In 2022, VBS support workers were allocated to work with a number of children across the Federation. School staff also attended training on a variety of subject to support social and emotional need (e.g., Boxall profile, ADHD and MAPA).

For some children, a teacher from the VBS, who specialises in behaviour support and management, will assist at school for an agreed period of time- to develop strategies and bespoke provision to increase success at school.

Support for SEMH at school comes from an experienced team within the LBL Team- **VBS**, Virtual behaviour Support.





The VBS Team will work with both the school and the family to shape provision for the child. VBS reports will outline all agreed actions and guide next steps and alternative provision plans. The Inclusion Leader will support this this level intervention from start to finish.

NHS Speech and Language therapy service (SaLT)

This service provides Speech and Language support to children aged 5 years or the end of reception. Following an initial assessment, children may be offered a programme of support delivered through the NHS or be offered clinic sessions through an opt in service. The parents will need to opt in every 3 – 4 months to access this service.

Merton Autism Outreach Service (MAOS)

MAOS works with school staff to provide advice and strategies to support children with ASD and other social, communication difficulties.

Early Years Inclusion Team (EYI)

The team provides early intervention and support for children in Nursery with special educational needs. In 2020-2021, they supported a number of children across the Federation, including providing additional funding and supporting with EHCP applications.

Merton Sensory Team

The Sensory team provides advice and support for children with a hearing or visual impairment.





Examples of Interventions 2024-2025

Year group	Intervention
Six	Small group and 1:1 support for spelling and reading Targeted guided reading groups Precision teaching Targeted booster Mathematics and grammar sessions Circle of Friends ELSA Transitional Support Lunchtime Groups Off the Record Play Therapy Mentoring Support (VBS) Transition support from Year 6 – Year 7 (VBS) Pre teaching Emotional support- weekly sessions with Family Support Worker Regulation Station
Five	Small group and 1:1 support for spelling and reading Daily reading and targeted guided reading groups Targeted group support Mathematics and reading ELSA Lego therapy intervention Inference programme Precision teaching Speech and Language group Fine motor skills and occupational health activities Lunchtime Groups Off the Record Play Therapy Pre teaching Emotional support- weekly sessions with Family Support Worker Regulation Station





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<p>Four</p>	<p>Small group and 1:1 support for spelling and reading Daily reading and targeted guided reading groups Targeted group support mathematics and reading ELSA Lego therapy intervention Inference programme Precision teaching Speech and Language – Colourful Semantics Speech and Language – Language for Thinking Phonics group Circle of Friends Fine motor skills and occupational health activities Lunchtime Groups Off the Record Play Therapy Pre teaching Emotional support- weekly sessions with Family Support Worker Regulation Station</p>
<p>Three</p>	<p>Small group and 1:1 support for spelling and reading Daily reading and targeted guided reading groups Targeted group support Mathematics and reading ELSA Lego therapy intervention Precision teaching Speech and Language – Colourful Semantics Speech and Language – Language for Thinking Phonics group Fine motor skills and occupational health activities Lunchtime Groups PALS (Play Activity Leaders) Off the Record Play Therapy Pre teaching Emotional support- weekly sessions with Family Support Worker Regulation Station</p>



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<p>Two</p>	<p>Speech and language groups including Time to Talk programme, Language for Thinking and Colourful Semantics Daily reading and targeted guided reading groups Targeted group support Mathematics and reading ELSA Lego therapy intervention Precision teaching Phonics group Fine motor skills and occupational health activities Lunchtime Groups PALS (Play Activity Leaders) Off the Record Play Therapy Pre teaching Emotional support- weekly sessions with Family Support Worker Regulation Station Bucket Time</p>
<p>One</p>	<p>Speech and language groups including Time to Talk programme, Language for Thinking and Colourful Semantics Daily reading and targeted guided reading groups Targeted group support Mathematics and reading ELSA Lego therapy intervention Phonics TRUGGS Fine motor skills and occupational health activities Lunchtime Groups PALS (Play Activity Leaders) Off the Record Play Therapy Pre teaching Emotional support- weekly sessions with Family Support Worker Regulation Station Bucket Time</p>



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Early Years

Individual Speech and Language programmes, **guided by NHS after intervention**

- Small group booster phonics and reading sessions
- Streamed Phonics groups
- Language Groups
- Speech and language groups including Colourful Semantics
- ~~Rapid Recovery~~
- Social skills group
- Fine and gross motor skills and occupational health activities
- Off the Record
- Play Therapy
- Pre teaching
- Emotional support- weekly sessions with Family Support Worker
- Regulation Station
- Bucket time
- Intensive Interaction
- SEND music session – 3 times weekly for key SEND children



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