

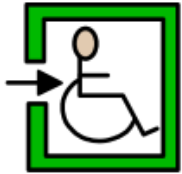


Perrymount Primary School

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SEND Information Report 2024 – 2025

Our School and accessibility



Our School Vision

At Perrymount Primary the well-being and development of each child underpins all that we do. Our aim is to develop children into confident and resilient learners, for them to develop a love of learning and to encourage them to explore opportunities to step outside of their comfort zone whilst not neglecting the need to develop wider life skills that they can use to underpin their future development.

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.

Our school building is on one level and fully accessible throughout. The grounds have full access through the provision of ramps.

All medicine administration procedures adhere to the guidelines included within 'Supporting pupils at school with medical conditions' DfE (2015)



Meet our SENDCO p.2



The SENDCO is Ms. Chant.

If you would like to contact Ms. Chant, please call school on **02086994522** or send an email at senco@perrymount.Primary.sch.uk and Ms. Chant will respond within 48 hours.



Special Educational Needs

Pp.4-5

At Perrymount Primary School we support children with a variety of differing special educational needs and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference.

SEND is categorised into the following areas in the SEN code of practise 2014:

	Cognition and Learning
	Communication and Interaction
	Social, Emotional and Mental Health
	Sensory and Physical



Identifying and Assessing Need

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At Perrymount Primary we work closely as a team and if teachers have a concern about a child, they fill in an Early Help form and discuss concerns with parents. A child will then be placed on the monitoring register and we begin to follow the Graduated Response approach of 'Assess, Plan, Do and Review'.



After a period of 6 – 8 weeks we will decide if a child needs to be placed on the SEND register and invite you in for a meeting, where we will share the targets your child is working on and the support they are receiving.

Some children will be monitored using the Progression Steps. This allows the children who are working at below key stage standards to have small step targets throughout the academic year to allow them to achieve and begin to work independently.

Some children may require more support than is ordinarily available and we may ask outside agencies to support us in ensuring that we are offering the best support we can.



Our approach to teaching children with SEND

pp.5-8

We are an **inclusive** school. Wherever possible children are taught alongside their peers in flexible teaching groups.

Teachers adapt their high-quality teaching to cater for their pupils' needs and plan individual timetables where necessary. When appropriate, staff are deployed to give children additional interventions in small groups outside the classroom, or to provide one-to-one support.

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.

We use the EEF guidance 'Five-a-day' and embed the key principles into all our lessons.

The 'Five-a-day' principle: High quality teaching benefits pupils with SEND



Curriculum Adaptations

pp.7-8

Visual timetables	Task Boards	Peer Mentoring
Assistive Technology	Talk Partners	Multi-Sensory Teaching
Self-Assessment	Word Banks	Positive Behaviour
Ear defenders	Timers	Explicit instruction

We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment.

We also seek advice and equipment from outside agencies as and when the need arises.



Parent Consultations
Pp.12

At Perrymount Primary School we work closely with parents and carers and recognise that they have much to contribute to our support for children with SEND.

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.

We hold drop-in sessions every term and MS. Chant is available at parents' evenings to discuss any concerns.

We also hold three coffee morning a year where parents can meet up and support each other in a safe environment. During these sessions we gather parent feedback on SEN provision at Perrymount Primary School, direct to local drop-in sessions, support groups and offer opportunities to meet up with outside agencies as well as other parents.

For children who have an Education, Health and Care Plan EHCP), SEN Support Provision Plan or require specialist support (over and above what is ordinarily available) we will invite you in for 3 further meetings a year in the Autumn, Spring and Summer term. These meeting are used to celebrate your child's learning, looking at the progress they have made against the targets set, create new targets and discuss next steps. A copy of this will always be sent home after the meetings.

During the year a parental questionnaire is sent out to gain views on the school and the SEND provision.



Pupils Voice
p.12

Pupil's views are very important; they have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school.

Children are fully involved and their views feed directly into all policies, procedures and daily teaching of children with SEND.

Pupils are given regular opportunities to:

<p>Self-assess how they are doing</p>	<p>Attend meetings and help decide the support needed.</p>	<p>Feedback and Review progress/interventions.</p>



- Review progress in SLT meetings and discussing next steps.
- Discuss and share ideas in staff meetings to ensure up to date research and policy is in place.
- Reviewing children' individual progress towards their goals at regular intervals, as a minimum every term.
- Establishing children's baseline before receiving interventions and reviewing the impact of interventions at regular intervals.

Evaluating Provision

pp.6-7

- Asking our children if they feel the adjustment or intervention is helpful and makes a difference.
- Monitoring by the SENCO.
- Regularly using a tracking tool to update targets and measure progress.
- Holding termly reviews for children who are on Education Health and Care Plans, SEND Support Provision Plans and those requiring specialist support.
- Holding annual reviews for children with Education Health Care Plans.



Staff Training

pp.11-13









At Perrymount Primary, we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child.









When a new member of staff joins the school, we ensure they understand the systems within school and they are given information about the children they are working with.

The senior leadership team within school are constantly moderating needs within the school and, where an area of concern is highlighted, whole school training could be organised to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies that could be utilised.

If your child needs specialist support from an outside agency, such as the Speech and Language Service (SALT), Educational Psychologist (EP), Occupational Therapist (OT), school nurse or Drumbeat, we will always discuss this with you first.

When staff go on a course, they have an opportunity to give feedback to the rest of the staff during staff meeting sessions. The provision we offer at Perrymount Primary includes:

			
Art Therapy	Lego Therapy	Child Development	Bucket time
			
Autism (Level 1)	Makaton	Phonics (catch-up)	Zones of Regulation

			
Precision Teaching/ EAL Support	Complex Needs training	Nurture support	Speech and Language
			
Colourful Semantics	Mental Health	Learning Mentor	Sensory needs/Sensory Circuits



Transition Support

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Nursery to Reception

We hold a parent and carer session in the summer term for our new reception starters, providing parents with the opportunity to meet with the class teacher and SENCO.

We hold two 'taster' sessions follow in the second half of the summer term in preparation for their September start.

Transition to Reception, and then into each successive year-group, is supported by meetings, information leaflets and taster sessions in each new class.

End of Year transition

When children move up a year, we provide transition sheets which include photos of the teacher, TA and classroom environment.

We hold 2 transition sessions during the summer term allowing the children to go up to their new classroom and meet their teacher.

Some children may require extra transition visits to their new classroom to help reduce their anxiety and ensure that the transition is successful and positive.

Class teachers and TAs meet with each other during the summer term to discuss the needs of the children and share Individual Learning Plans.

Secondary Transition

We liaise very closely with our partner schools to ensure that the transition from primary school to the secondary school is as smooth as possible.

Mid-Year new starters

When we are aware that pupils joining us from other settings have identified special educational needs, we arrange a meeting with the family to enable us to gain a greater understanding on the support we need to put in place.



Outside Agencies

We work with the following agencies to provide support for children with SEND:

- Children and Adolescent Mental Health (CAHMS)
- Drumbeat Outreach Services,
- Lewisham Educational Psychology Service,
- School Health Advisory Service,
- Speech and Language Therapy- Word First,
- Mental Health Support Team (MHST)

We will ask your permission before we arrange for any outside agencies to come in and work with your child. Once the feedback has been received we will call you in for a meeting to share the advice.



Clubs and Trips

p.10

School visits are available to all our children and everyone is encouraged to go.

All children are encouraged to take part in sports day, school competitions, school assemblies and performances, workshops, etc.

All children are encouraged to apply for roles of responsibility in school e.g. school council and Buddies as well when the child reaches Year 6.

No child is ever excluded from taking part in these activities because of their SEN or disability. At times we might consult with parents to facilitate accessibility arrangements.

Please read the school's accessibility plan for further information about the steps we have taken to prevent disabled children from being treated less favorably than other children and the arrangements we have made to help children with SEND access our school.



Complaint Procedure

p.16

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.



Lewisham Local Offer

p.17

The Lewisham Local Authority Local Offer can be found at

<https://lewisham.gov.uk/myserVICES/children-and-young-people-service/services-for-children-with-complex-needs-and-disabilities/local-offer>



Feedback

'I often say Perrymount is Lewisham's best well-kept secret. It is such a lovely space and it really gives children the best start.' Parent, Yr.1

'The teachers are very good at teaching students at their own pace.' Child, Yr.4

'If I struggle, the teachers are always here to help me.' Child Yr. 2