



Brunswick Park Primary School

Learning for living through Respect, Support and Challenge

SEND INFORMATION REPORT

How the school implements its SEND Policy
How SEND support works in our school

Reviewed by Assistant Head Teacher (Inclusion, Welfare and Attendance) and Head Teacher

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1. Whole School Vision

Brunswick Park Primary School's community has a shared expectation that all pupils make the best possible progress in their learning, and that our pupils and school community feel valued.

Our focus on emotional wellbeing recognises the different experiences of a child's journey through primary school. We aim to work with families within our community to deliver the best outcome for our pupils.

We support our pupils to promote working towards becoming independent, courageous, resilient and ambitious learners. Brunswick Park Primary School has a Resource Base for children with Autism who have an Education, Health, and Care Plan (EHCP) and who are placed there by the Local Authority.

2. Whole School Approach

The School's SEND Information Report should be read in conjunction with other key school policies that are accessible on the school's website: Behaviour and Discipline Policy, EYFS Policy, Home School Agreement, Safeguarding Policy and the SEND Policy.

The specific objectives of our SEND policy are:

- To identify barriers to pupils' learning and reduce their impact;
- To identify pupils with special educational needs and disabilities;
- To ensure that all learners make the best possible progress according to their starting points;
- To work collaboratively with families and multi-agency partners;
- To use observations and knowledge of pupils including their views to inform our provision.

The School's SEND Information Report will be reviewed annually in response to adjustments made to the Local Authority's Local Offer and following analysis and assessment of the needs of the school's children. The provision's effectiveness for children in relation to their starting points will be measured using data analysis, progress towards Individual Education Plans (IEP) targets and the school's provision mapping.

3. Types of Special Educational Needs and Disabilities (SEND)

The SEND Code of Practice 2015 states that:

'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that available to pupils of the same age.'

The Four broad areas of need identified within the SEND Code of Practice 2015 are:

- Communication and Interaction, examples of which include difficulties with speech articulation, stammering, speech and language delay, and/or Autism.
- Cognition and Learning, examples of which include global learning difficulties, Global Developmental Delay, Dyslexia, and/or Dyscalculia.
- Social, Emotional and Mental Health Difficulties, examples of which include anxiety, depression, eating disorders, Obsessive Compulsive Disorder (OCD) Attention Deficit and Hyperactivity Disorder (ADHD), attention deficit disorder (ADD) and/or Autism.

- Sensory and Physical Needs, examples of which include visual and/or hearing impairment/s, sensory needs, Autism, toileting issues, and/or a physical disability.

Brunswick Park Primary school is committed to endeavouring to meet the SEND of all children who attend.

4. Who are the best people to talk to in this school about my child's learning difficulties and/or Special Educational Needs or Disability (SEND) and/or medical needs?

Class Teacher

If you have concerns about your child, you should first speak to your child's class teacher. The Class Teacher is responsible for:

- ✓ Adapting and refining the curriculum to respond to the strengths and needs of all pupils;
- ✓ Monitoring the progress of pupils and identifying, planning and delivering any additional support in consultation with the Inclusion Team;
- ✓ Contributing to devising personalised learning plans to prioritise and focus on the next steps required to improve pupils' learning;
- ✓ Line managing additional TA support that is available within every class;
- ✓ Following any recommendations made by the SENDCo, Resource Base, ASC and Complex Needs Provision Lead, the Senior Leadership Team or external specialist.

Following a conversation with the class teacher, you can also contact the school's Inclusion Team.

Resource Base, ASC and Complex Needs Provision Lead - Emma Pooley

SENDCo - Catherine Harvey

Assistant Head Teacher (Inclusion, Welfare and Attendance) - Edel Fallon

You can request a meeting through the class teacher, directly through the school office or via email at sen@brunswickpark.sch.uk

The Inclusion Team is responsible for:

- ✓ Coordinating day to day provision for children with SEND in collaboration with teaching staff;
- ✓ Line Managing the specialist SEND staff team and developing the school's SEND Information Report and Policy;
- ✓ Providing specialist advice and facilitating training to ensure that all staff are skilled and confident to meet a range of needs;
- ✓ Attending panel meetings, visiting pupils in other settings and their parents and carers;
- ✓ Administration of Annual Reviews and chairing them;
- ✓ Meeting parents regularly including at Parents' Evenings;
- ✓ Making referrals to and liaising with a range of agencies outside school who can offer advice and support;
- ✓ Observing children where there are concerns raised by the class teacher and parents;
- ✓ Working in collaboration with experts and parents to support children in their classrooms;
- ✓ Monitoring the progress of children with SEND and using these data to inform provision mapping;

- ✓ Updating and maintaining the school's SEND register;
- ✓ Reporting to Governors and the Head Teacher;
- ✓ Maintaining the school's medical register including associated policies and procedures.

Resource Base Provision

The Resource Base for Autism is overseen by the school's **Resource Base, ASC and Complex Needs Provision Lead**. Responsibilities include:

- ✓ Co-ordinating and line managing the Resource Base Team;
- ✓ The day-to-day running of the Resource Base as well as long term strategic development;
- ✓ Timetables and activities specific to Resource Base;
- ✓ Teaching groups of children;
- ✓ Monitoring and analysing children's progress within the Resource Base;
- ✓ Providing a source of information and resources to colleagues to work with children in the Resource Base and in class.

The Head Teacher

The Head Teacher is responsible for:

- ✓ The day-to-day management of all aspects of the school, including the provision made for pupils with SEND;
- ✓ Delegating responsibility to the Inclusion Team and Class Teachers while maintaining responsibility for ensuring that pupil's needs are met;
- ✓ Organising appropriate training in relation to SEND in collaboration with the Inclusion Team;
- ✓ Deploying support staff to classes;
- ✓ Reporting to the Governing Body about SEND.

The SEND Link Governor

SEND Link Governor - Matthew Guy

The SEND Link Governor is responsible for supporting and challenging school leaders in their evaluation and development of provision for pupils across the school with SEND.

Speech and Language Therapists (SALT) – Ada Chik (Unlocking Language) & Ali Boston (NHS - Evelina London, Guy's & St Thomas' NHS Foundation Trust)

The NHS and Unlocking Language provide speech and language therapy. The therapists share the caseload at Brunswick Park which includes children with EHCPs and many of those on SEN Support.

They are responsible for:

- ✓ Assessing children who may have a speech and language delay or disorder;
- ✓ Setting targets to identify the child's additional needs;
- ✓ Providing recommendations regarding how to meet these needs;
- ✓ Modelling strategies for how to support pupils to relevant staff;
- ✓ Monitoring the provision and reviewing the progress made by children with speech and language difficulties;
- ✓ Liaising with the school's SEND Team and class teachers and parents when necessary.

Specialist Practitioner (Dyslexia)

The Specialist Practitioner (Dyslexia) supports children with specific literacy difficulties and with a diagnosis of dyslexia. Responsibilities include:

- ✓ Collaborating with the Inclusion Team and Class Teachers;
- ✓ Creating and organising resources to support children with Specific Learning Difficulties (SpLD);
- ✓ Delivering multi-sensory phonics-based literacy programmes and activities;
- ✓ Carrying out assessments to give a profile of SpLD;
- ✓ Carrying out screening/review tests (High Frequency Word reading or spelling assessments);
- ✓ Contributing to meetings regarding specific pupils;
- ✓ Contributing to setting children's targets.

The Designated Safeguarding Team

Thomas Moudiotis – Deputy Head Teacher – Designated Safeguarding Lead, Prevent and CLA
Susannah Bellingham - Head Teacher – Designated Safeguarding Lead
Edel Fallon – Assistant Head Teacher (Inclusion, Welfare and Attendance) - Designated Safeguarding Lead and CLA
Evie MacDonnell - Class Teacher - Designated Safeguarding Lead
Tracy Sherry - Attendance Officer - Designated Safeguarding Lead

They are responsible for:

- ✓ Liaising with professionals to provide appropriate services for vulnerable families;
- ✓ Attending meetings and providing support for children with safeguarding needs including those who are subject to Child Protection Plans, Child in Need Plans and those who are Looked (CLA).

Learning Mentor

The Learning Mentor is assigned to children who require additional support to access learning. Learning Mentor support is available to all children. The Learning Mentor is responsible for:

- ✓ Liaising with the Inclusion Team, other members of staff, parents and outside agencies to improve outcomes for children;
- ✓ Using creative activities to support children's communication and build their confidence;
- ✓ Mentoring children to improve their behaviour for learning;
- ✓ Providing support at playtimes and lunchtimes.

School Nursing Service

The school nursing team is external and visits Brunswick Park Primary School. It is responsible for:

- ✓ Liaising with staff;
- ✓ Writing and reviewing individual Health Care Plans for children aged 5 and over;
- ✓ Providing training for members of staff (e.g., epilepsy, allergy, or sickle cell training);
- ✓ Carrying out Health Reviews for children on Child Protection Plans or children who are

Looked After;

- ✓ Attending meetings for children where there are safeguarding concerns;
- ✓ Contributing to EHC plans when a child has a medical need;
- ✓ Liaising with relevant school staff and parents regarding a pupil's medical needs.

Storage and Administration of Medicine

Trained First Aiders are responsible for the safe storage of medicine in school. If your child requires medication in school, please speak to the Inclusion Team or staff in the main school office. Please refer to the section below 'Medical Needs'.

Attendance and Punctuality

The Attendance Officer is responsible for monitoring all children's attendance and punctuality at Brunswick Park Primary School. Where concerns arise, the Officer meets with parents/carers to plan strategies to improve attendance, involving Family Early Help and the Education Inclusion Team when necessary.

Complaints procedures regarding SEND provision

We strive to provide the best service possible for our children. However, if parents/carers wish to complain about their children's SEND provision, please:

1. Speak to the child's class teacher or the Assistant Head Teacher (Inclusion, Welfare and Attendance);
2. If parents/carers remain dissatisfied with how their child's SEND provision, make an appointment to speak to the Head Teacher via the school office.
3. If this does not solve the problem, contact the SEND Link Governor, in writing, care of the school office.

Southwark Council is not responsible for investigating complaints about schools, but if you wish to seek outside information and advice on how to make a complaint, please follow this link: <http://www.lgo.org.uk/publications/fact-sheets/complaints-about-specialeducational-needs/>

If you wish to make a complaint to the Local Authority about some aspect of its practice with respect to meeting your child's SEND, contact it directly on: Telephone: 020 7525 0042 or via e-mail at: complaints@southwark.gov.uk

Following a request for an Education Health and Care Needs Assessment (EHCNA), if the Local Authority decides not to proceed with an EHCNA, you have the right to appeal to the Tribunal which is overseen by His Majesty's Courts and Tribunal Service. You have up to two months from the date the decision letter is sent by the Local Authority to register the appeal.

5. Admissions

Pupils with EHC Plans have a separate admissions procedure administered by Southwark Local

Authority's SEND team. Pupils who have SEND but do not have an EHC Plan are admitted via the usual school admissions criteria. Detailed information and guidance about how to apply for a place at Brunswick Park Primary School if your child has an EHC Plan or if s/he has SEND but does not have an EHCP, can be found from the following link:
<http://www.southwark.gov.uk/schooladmissions>

Resource Base Places are allocated by the Local Authority. To find out more information contact Southwark SEN at sen@southwark.gov.uk

6. Learning Environment and Reasonable Adjustments

When necessary, reasonable adjustments to the environment for individual pupils will be made. The ground floor of the 3-storey Edwardian school building is accessible. Teachers adapt classroom layouts where possible to cater for children with special needs and/or a disability. There is a toilet for people with disabilities on the ground floor. Additional equipment can be made available if required. Please use this link for more information:
<https://brunswickparkprimary.co.uk/wp-content/uploads/2023/09/Accessibility-Plan-2022-24.pdf>

7. Whole School Extra-Curricular Activities and Pastoral Care

Pastoral Support and support during unstructured parts of the day

Strategies used to support the development of pupils' social skills and enhance self-esteem include:

- Small group programmes including a social skills group
- Gardening intervention groups
- Regular 'celebration of success' Achievement Assemblies
- OPAL arrangements
- Playground buddies
- A wide range of after-school activities and clubs
- Specific lunch time support for individuals when appropriate
- Learning mentor support

Transition support, visits and events

- Reduced, adapted or modified timetable
- Use of social stories
- Working with parents
- Transition meetings
- Risk assessments
- Year 6 transition programme
- Key Stage Two school journey to encourage team building and independence
- Referral to the SENDIP (Special Educational Needs and Disabilities Inclusion Practitioner) to support Reception and year 7 transitions
- Team Around the Child (TAC) or Family (TAF) meetings to support transition

Behaviour Support

- Rewards and sanctions system of Track-it Points as set out in the school Behaviour and Discipline policy
- Individualised positive behaviour system specific pupils
- Therapy and listening support
- Access to the sensory room
- Regular reviews with parents
- Learning mentor support

Measures and Interventions to prevent bullying

- Quality First Teaching (QFT)
- Focus Values
- Anti-bullying week
- Personal, Social, Health and Citizenship Education
- Wellbeing curriculum including Feelings Wheel
- Daily assemblies
- Learning Mentor
- Mental Health and Emotional Literacy workshops in Key Stage Two
- Emotional Literacy Support Assistant

Intimate Care/Toileting Needs

- The school has an intimate care policy, available on request from the School Office
- Children with intimate care needs will have an intimate care plan completed under the guidance of medical professionals and relevant school staff as necessary

Medical Needs

- Parents are expected to submit prescribed medication to the School Office, in its original packaging and with clear prescription labels on both packaging and medication. On submission, parents are required to complete a 'Storage of Medication' form. Please refer to the Supporting Children in School with Medical Conditions policy
- Care plans for pupils with medical needs are provided by medical professionals
- Trained Pediatric First Aiders attend to pupils
- Trained First Aiders at Work attend to adults

8. Approaches to Teaching and Learning

Curriculum and Teaching Methods

Teachers have high expectations for all pupils in their classes. They ensure teaching builds on pupils' current knowledge and skills supporting them to progress to the next step or stage of their learning.

Grouping arrangements are flexible involving both ability and mixed setting to optimise learning opportunities for all. Teachers adapt learning to enable pupils to access it, which includes challenges that extend learning.

Additional adults are used flexibly to help groups and individual pupils develop independent learning skills. Monitoring prevents pupils becoming reliant on this. Interventions change as progress is made.

Types of Intervention

In class support	Withdrawal support – out of class support
Visual timetables	<i>Small group teaching</i>
Now and Next boards	Maths support
Basic Makaton	Literacy support
Success Criteria	Catch Up phonics
Adaptive teaching	Reading groups
Extension activities	Behaviour support
Access to learning support staff	Emotional regulation support
Guided reading groups	ELSA
Focus groups	
Phonics	
Peer support and marking, including peer feedback	

How are children involved in their learning?

Children are encouraged to be involved in their learning. Children are expected to reflect on their learning and self-assess against the success criteria of the lesson.

9. Whole School SEND SUPPORT including students with EHC Plans

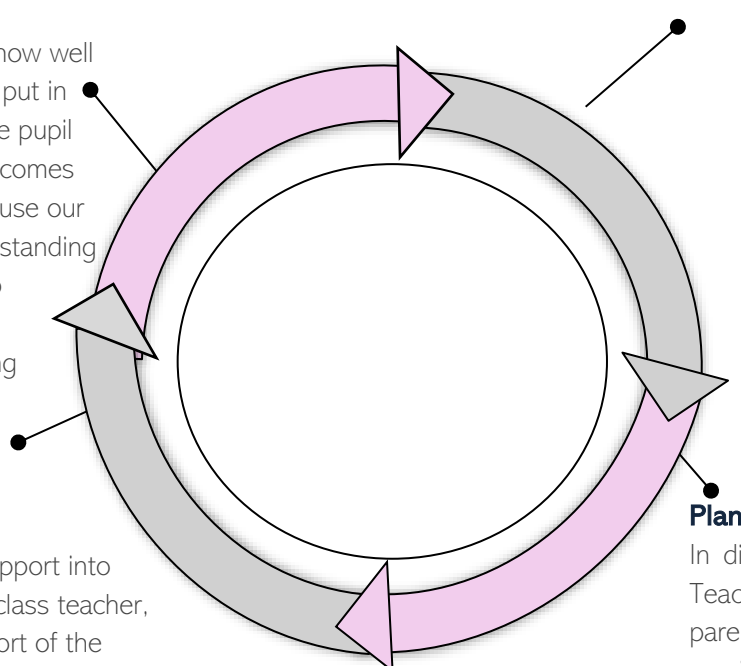
We will follow the 'graduated approach' to meeting our pupils' SEND needs. The graduated approach is a 4-part cycle of assess, plan, do, and review.

Review

We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding pupil's needs to improve support including working with other professionals.

Do

We will put support into practice. The class teacher, with the support of the SENDCO, will be responsible for making sure the support put in place is having the intended impact.



Assess

If a pupil is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties they have. We will ask for help from external professionals where necessary.

Plan

In discussion with all Class Teacher, SENDCO and parents, decisions about provision will be made. These decisions will be shared with relevant teaching teams and pupils.

10.Information about early identification and assessment

Assess, Plan, Do, Review

How can I find out how well my child is doing in school?

The Class Teacher is responsible for the assessment of all class pupils using school record-keeping and assessment procedures. On entry, baseline assessments are completed in Nursery and Reception. The Early Years Foundation Stage (EYFS) Profile is carried out at the end of Reception. Concerns noted through these processes may trigger identification of SEND. Children identified as having SEND in the Early Years are assessed using the EYFS framework from birth to 5.

Progress of pupils in Key Stages One and Two is tracked termly. The school uses teacher assessments and standardised tests to monitor progress. Small step assessments are used to monitor the progress of children with complex special needs.

Following assessment and from routine monitoring, Class Teachers identify pupils who are making insufficient progress or who have needs that affect their ability to engage in learning activities. Then, in consultation with the Inclusion Team and parents, actions are agreed to identify and reduce barriers to learning and good learning behaviour. As a result, pupils' engagement and independence should increase.

Parent and Teacher Meetings

Pupils' progress is discussed with Class Teachers and members of the Senior Leadership Team in termly Pupil Progress Meetings. Regular meetings for parents of children with SEND provide opportunities to discuss how your child is doing in school. You will also receive an annual report at the end of each academic year.

Access Arrangements for SATs in Year Six

Access Arrangements are made for pupils who are eligible. These might include additional time, rest breaks or the use of a scribe or word processor. The Deputy Head Teacher can provide you with more information about these.

Early Identification

The Code of Practice 2015 states that SEN may be present if:

- *progress is significantly slower than that of their peers starting from the same baseline*
- *progress fails to match or better the child's previous rate of progress*
- *progress fails to close the attainment gap between the child and their peers*
- *the attainment gap is widened due to lack of progress*

It should be noted that lack of progress does not automatically mean pupils have SEND. There are other barriers to learning such as poor attendance or punctuality, English as an additional

language and bereavement, which may affect attainment and are considered when deciding what action to take.

If a pupil's progress causes concern, despite adapted/differentiated learning opportunities, the Class Teacher will raise concerns with the Inclusion Team and provide evidence to support their concerns. Initial concerns may have been raised with the Class Teacher by a parent or another professional.

Assess, Plan, **Do**, Review

- The Class Teacher is responsible for working with all pupils and adapts teaching to meet pupils' needs.
- Where interventions occur away from the main classroom, the teacher retains responsibility for learning.
- The Class Teacher will work closely with the Teaching Assistant or Specialist Support Staff involved to plan and assess the impact of interventions as outlined in the schools' provision mapping and/or Individual Education Plans (IEPs).

Assess, Plan, Do, **Review**

- The impact of support offered, interventions used and targets set will be reviewed by the Inclusion Team, Class Teacher and Specialist Support staff involved in supporting pupils.
- Support arrangements will be updated and revised. This might include referral to external agencies.
- Parents will have opportunities to discuss the impact of the support and interventions during teacher and parent meetings enabling them to be involved in the next steps.

Please note that identification of SEND does not automatically mean pupils will be involved in a specific intervention throughout an academic year and/or have an IEP.

Risk Assessments and Behaviour Plans

Individual risk assessments or Behaviour Plans may be completed for pupils with additional behavioural or medical needs. These are reviewed at least once a year. If additional needs arise then the risk assessment is reviewed automatically by the Inclusion Team, Class Teacher and parents.

Education, Health and Care, Plans (EHCPs) and Statutory EHC Needs Assessment

If a child has complex SEND, then the school and/or the parent may decide to request a statutory assessment. The SENDCo provides school evidence to the Local Authority, in accordance with Local Authority procedures and school practices and policies.

During the process of statutory assessment, the Class Teacher, Inclusion Team and professionals will continue to respond to the needs of the child through personalised planning and dynamic assessment as part of our QFT provision.

If the outcome of the statutory assessment results in the production of an EHCP, it is written in consultation with parents, the Inclusion Team and an EHCP Coordinator.

Pupils with EHCPs

An EHC Plan specifies long term learning outcomes for each child, including medium term steps to achieve them. Parents and relevant agencies will meet at least once a year to review these outcomes.

Pupils with EHCPs and Annual Reviews

A formal review of the EHCP, involving the Inclusion Team/SENDCo, Class Teacher, Parents/Carers and any specialists involved with the child, will be held annually through an Annual Review Meeting. Pupils will offer their views regarding their progress through a pre-review meeting and/or completing a pupil's views booklet. All relevant parties will be contacted and invited in writing to the review meeting. At this meeting progress against the outcomes is discussed, and new outcomes are agreed for the year ahead where appropriate.

If there are significant changes in the child's circumstances between the normal dates for the Annual Reviews, an additional, Emergency Annual Review Meeting may be held.

Children with SEND are involved as far as possible in setting their targets and tracking their progress as they learn. In preparation for Annual Reviews children are asked to reflect on their progress over the past year and how they are performing in class using appropriate methods of communication.

Mediation Services and SEND Tribunal

If parents are not in agreement with a decision made by the Local Authority following the annual review, they can access mediation services or apply to the SEND Tribunal to contest the decision and resolve the disagreement. Information regarding mediation services and SEND Tribunal will be provided to parents by the Local Authority.

Arrangements for supporting transitions for pupils with complex SEND

When moving to another school:

- ✓ We will contact the School SENDCo/Inclusion Manager and share information that has helped your child achieve their learning goals;
- ✓ We will ensure that all records are passed on in a timely manner;
- ✓ We will use a multi-agency approach to support transitions where needed.

When moving classes in school:

- ✓ An information sharing meeting will take place with the new teacher;
- ✓ Opportunities for pupils to visit the new class and teacher will be made;
- ✓ A social story to support children who might need it will be shared;
- ✓ A system of friendship buddies will be used for support during less structured times of the school day.

When moving to our school:

- ✓ All casual admissions will meet with an appropriate member of the Senior Leadership Team to collect information;
- ✓ A system of friendship buddies will be used for support during less structured times of the school day and in class;
- ✓ Early Years Practitioners will conduct a home visit;
- ✓ A settling in period will be agreed to determine appropriate support for children with SEND in conjunction with any agreed support outlined during the transition meeting/s.

SEND Budget

Schools are allocated a budget by the Local Authority (LA) to provide for the educational needs of all pupils who attend. In addition, the LA delegates specific funding to schools to meet the needs of pupils with SEND based on social deprivation factors, the number of pupils who qualify for free school meals and pupils' prior attainment. This money is used to meet the additional needs of pupils with SEND.

The Head Teacher deploys support staff to classes to best meet pupils' needs. This is informed by data analysis taken from the school's assessment cycle and the needs of individual pupils identified with SEND within budgetary constraints.

Pupils with EHCPs and Funding

The Local Authority may provide additional funding for children with an EHCP where the needs of the child require a high level of specialist provision and/or support. The school decides the appropriate allocation of funding to support these children's needs using the delegated funding mentioned above. The school finances from the SEND budget the first £6000 of new EHC Plans.

Pupil Premium Grant`

Pupil premium funding is also available to meet the needs of children entitled to Free School Meals or who are looked-after. Six-monthly PEP meetings for Looked-After Children (LAC) will consider the provision and funding required to meet the needs of LAC.

Provision Mapping

The provision organised to meet pupils' needs across the school is set out in the school's provision map. This is a working document that is adapted dynamically and reflects pupils' progress throughout the year.

External Agency Involvement and Specialist Provision

The school utilises support from the Early Help Locality Team, which includes access to an Educational Psychologist, Education Welfare Service, Family Support Worker, Social Worker and Autism Support Team. The Common Assessment Framework (CAF) is used to assess the needs of individual pupils and make appropriate referrals for specialist support.

We are committed to the effective collaboration between all agencies working with our pupils and a multi-disciplinary approach to meeting their special educational needs. Team Around the

Child (TAC) meetings are organised to enable this. These meetings include parents and professionals involved with supporting children and families. We will actively support the establishment and maintenance of close links with all agencies working with children.

This report will be reviewed annually.

11. Further Information

Local Offer

FURTHER INFORMATION about support and services for pupils and their families (Southwark's Local Offer) can be found at the following website: <http://localoffer.southwark.gov.uk/>
Telephone 020 7525 5000

Other advice and support services:

The Southwark Information Advice and Support team (SIAS – formerly known as Parent Partnership) offers parents impartial support, training and advice on such topics as: Special Educational Needs; transition to secondary school; how to request an Education Health Care plan; understanding tribunals and SEND exclusions.

Telephone: 0207 525 3104 Email: sias@southwark.gov.uk

Southwark Autism Support is a project set up by The National Autistic Society to provide information, advice and support to the parents and carers of children and young people with an autistic spectrum disorder (ASD) living in Southwark. The service provides advice, information and suggestions to help with the behavioural, emotional and practical challenges that living with a child or young person with an ASD can present.

Telephone: 020 7771 3491 www.nas-southwark.com Email: southwark@nas.org.uk