SEND Information Report Questions and answers for parents and carers

http://www.addisonprimary.org/

Local Offer: Updated Autumn 2026

Complies with SEN CoP 2014

6.79 The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014.

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

- At first, talk to your child's class about your concerns.
- It is likely that the class teacher will have discussed your concerns with the school SENDCo.
- If you continue to have concerns, arrange to discuss these with the SENDCo.

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

- Your child's class teacher may initially speak to you at the beginning or the end of a normal school day and arrange a further time to discuss the concerns.
- The class teacher may also talk to you about any issues at a parent/teacher consultation meeting.
- The SENDco 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. How will the school consider my views and those of my child with regard to her/his difficulties with learning, special educational needs or disabilities?

- At Addison 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 discussions. We believe, where appropriate, that it is essential to understand your child's views on any difficulties they may experience with their learning.
- You will be able to share your views and discuss your child's progress at regular meetings with the class teacher and other professionals.
- If your child has an identified special educational need, you will be invited to a termly meeting with the class teacher or SENDco to discuss strengths, areas of development, current progress, support strategies being used and expected outcomes.
- If your child has a *Statement* of special educational need or an *Education, Health and Care plan* (EHCP), you and your child will be encouraged to share your views at the Annual Review.

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

- At Addison 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. This encompasses quality assessment of your child's needs, planning to meet these needs and evaluating these strategies and their success in supporting your child to their best.
- We regularly review the school training schedule and professional development for all teaching and support staff to ensure there is the appropriate expertise to support children with special educational needs.
- The school is able to access training programmes from different organisations including the Tri Borough Training and Outreach team based at QE2 School.
- Individual training can also be arranged when necessary.

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

- At Addison 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, based on them planning an appropriate curriculum offer for your child.
- We carefully plan our curriculum to match the age, ability, needs and interests of all children.
- The class teacher will adapt lesson planning and teaching to match your child's special educational needs and/or disability.
- It may be appropriate to adopt different strategies, using particular resources and adapt outcomes to meet your child's learning needs.
- Additional specialist advice is sought when appropriate and, when necessary, accessibility aids and technology may be used to support your child's learning.
- Addison Primary School regularly reviews its Accessibility Plan to ensure that all children have the fullest access to the curriculum and the school site as possible.
- Addison Primary school provides an extensive range of specialist resources which can be used to adapt and enrich the curriculum for children with SEND. These include: resources for the development of fine and gross motor control, resources to support speech and language, a range of therapies and games to support emotional and social needs and practical materials to support learning needs.

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

Dependent on the nature of your child's needs and difficulties with learning, the school has resources and support to offer. We will work with you to ensure our education provisions will match the needs of the four broad areas of need as defined in the SEN Code of Practice 2014;

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

➢ At Addison Primary School we have a 3 tiered approach to supporting a child's learning.

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.

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

a) **assessing** your child's needs

b) **planning** the most effective and appropriate intervention

c) **providing** this intervention, and

d) **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 will 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.

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. This may include educational psychology, speech and language therapy, occupational therapy, sensory advisory teachers and the child development service. 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 a Statement of SEN or an EHC Plan.

➢ The current interventions provided at Addison Primary school include: See Interventions Provision Map table below.

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

- The class teacher and other staff working with your child 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, in response to your child's needs.
- External agencies and specialists may also review your child's progress and adapt their planning accordingly.
- At Addison Primary we want to work with you to ensure that your child makes the best progress, as we believe that parents and children are at the centre of any provisions made to support a child with their learning outcomes.

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

The purpose of an EHC Plan 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 contain;

- the views and aspirations of you and your child,
- 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, your child (where appropriate and aged 16 and over) and/or the school, usually the SENDco, can request that the local authority conduct an assessment of your child's needs. This may lead to an EHC Plan.

9. How will you help me to support my child's learning?

- We will provide you with home learning to help your child make the best possible progress, offering you support if you need this.
- There may be suggested strategies or activities for you to do at home to support your child's learning.
- We sometimes run 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.
- If your child has an identified special educational need, you will be invited to a termly meeting with your child's class teacher to discuss strengths, areas for development, current progress, support strategies being used and expected outcomes. The SENDco may be involved in some of these meetings.
- The SENDco may also support you with strategies, resources and ideas for supporting your child's learning at home.
- You may have an opportunity to meet with other professionals involved in supporting your child, for example: Educational Psychologist, Speech and Language Therapist, Occupational Therapist etc.
- We actively encourage parents and carers to approach us if they feel more support is needed.

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

- Addison Primary School receives funding from the Local Authority. These funds include money to support the learning of children with SEN and/or disabilities.
- The Head Teacher, in consultation with the school Governors, decides the budget for SEND provision on the basis of the needs of the children in the school.
- The Head Teacher, the Senior Leadership Team and the SENDco discuss the effectiveness of the school's current interventions and provisions and prioritise an 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 the 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 Addison Primary School?

- At Addison 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, the learning support assistants 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.
- We also provide an Emotional Literacy Service, where children are provided with group or one to one by our trained Emotional Literacy lead.

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

- Addison Primary School is an inclusive school and committed to providing equal opportunities for all children.
- School clubs, before and after school provision, 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 Addison 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 when they join the school.
- While at Addison 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 best support strategies.
- Addison Primary School makes arrangements to ensure there is a smooth transition when your child transfers to his/her secondary school of choice. Please contact us for further details.
- 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. Who can I contact if I have a complaint about the SEND provision made for my child?

- Initially speak with your child's teacher and/or the SENCO. Hopefully they will be able to address your concerns.
- You can then contact the Head teacher, who may direct you to the school's Complaints Policy and procedure. (see Policies tab on School website)

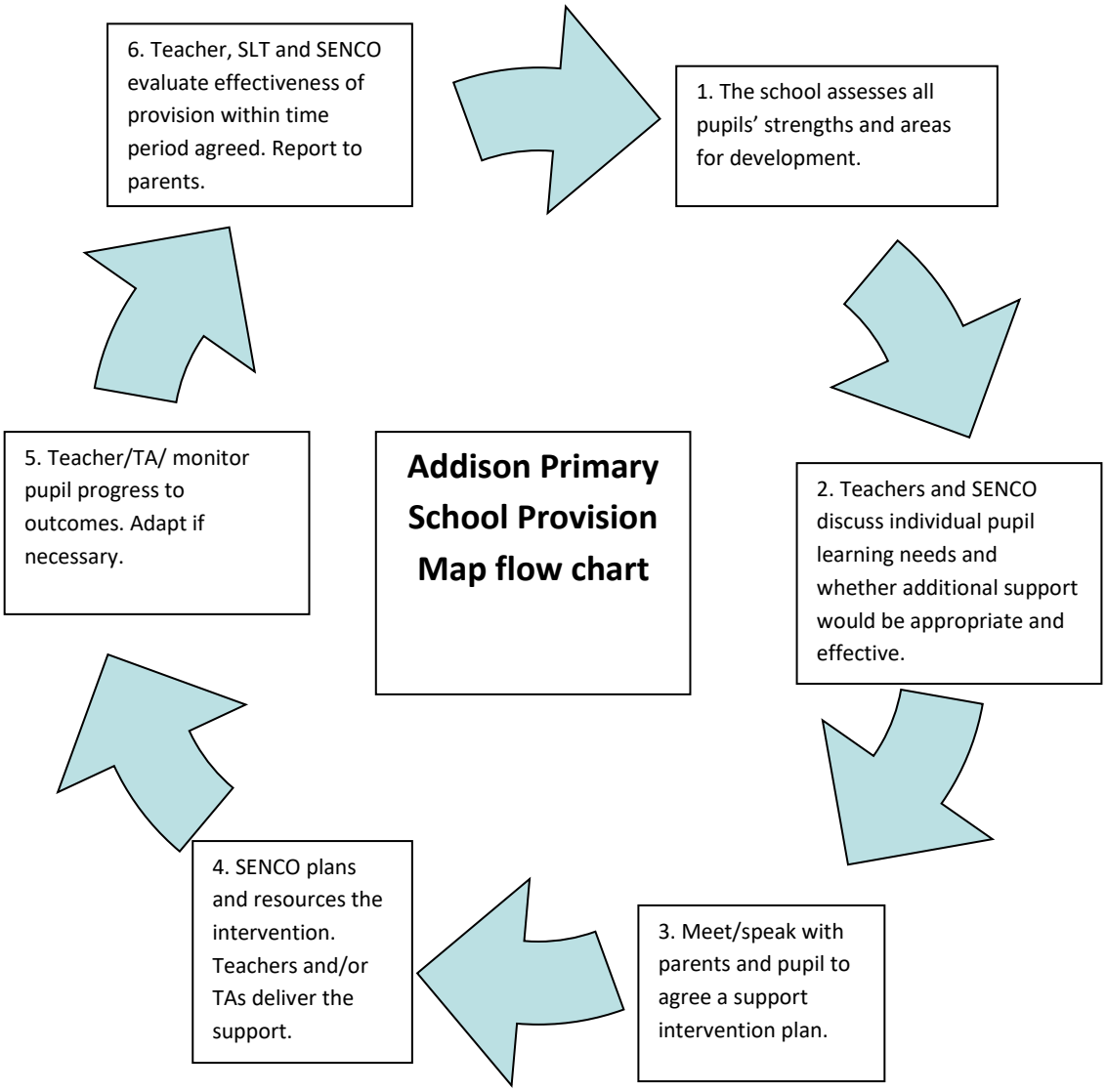
16. If I have any other questions about my child at Addison Primary School, who can I ask?

At Addison 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;

- The class teacher
- The SENDCo
- An Assistant Head Teacher
- Head Teacher

For a copy of all our policies go to policy tab on the school website

Parents' guide to Addison Primary School Interventions or Provision map table



Roles and responsibilities at Addison Primary School

Roles	Responsibilities
Class Teacher	Teachers develop schemes of work and lesson plans in line with curriculum objectives. They facilitate learning by establishing a relationship with pupils and by their organisation of learning resources and the classroom learning environment. They assess and record progress to ensure that all children reach their full potential and make better than average progress. They link pupils' knowledge to earlier learning and develop ways to encourage it further, and challenge and inspire pupils to help them deepen their knowledge and understanding
Learning Support Assistant	To enable access to learning for all pupils and to assist the teacher in the management of pupils and the classroom**.** Other tasks include classroom and materials preparation, administration, student record maintenance and liaising with parents. They may work with a whole class, small groups or just individual children.
SENDco	The SENDco is an experienced practitioner and senior leader who works with teachers and staff in ensuring that those children who need support receive the correct support. In addition, the SENDco also: • Oversees the day-to-day operation of a school's special education policy • Co-ordinates provision of policies • Communicates with parents of children with special educational needs The SENCO also liaises with external agencies including the Local Education Authority's support and psychological services, health and social services and any voluntary organisations.
Head Teacher	Head Teachers play a crucial management role within a school, applying and developing the UK's national curriculum to ensure pupil success and managing the school's staff and budgets.
Speech and Language Support Teacher	Speech and language therapists (SLTs) work closely with children who have various levels of speech, language and communication problems, and with those who have swallowing, drinking or eating difficulties. This can be either 1:1, small groups or in supporting the teachers in providing materials and strategies to assist the children in their learning whilst in class.

Educational Psychologist (EP)	An Educational Psychologist is concerned with helping children or young people who are experiencing problems within an educational setting with the aim of enhancing their learning. Challenges may include social or emotional problems or learning difficulties. They work with: • teachers • parents • social workers • other professionals An EP will assess the child using observation, interviews and test materials and then provide a wide range of appropriate interventions, such as learning programmes and collaborative work with teachers or parents.
Advisory Teachers (HI, VI, ASD, MSI, SLCN, MLD)	We have a range of advisory teachers that come into school to support the needs of the children to ensure that they can access the curriculum and learn to their full potential. These may include Autistic specialists, health and safety advisors.
Occupational Health Therapist	Occupational therapists help people with mental, physical or social disabilities to independently carry out everyday tasks or occupations. They work with children and adults of all ages, whose difficulties may have been present since birth, or the result of an accident, illness, ageing or lifestyle. Occupational therapists create individual treatment programmes to help people carry out their daily tasks and with more confidence and independence and provide teachers with the support programmes for individual children.
Specialist Teachers	Two specialist teachers from the Dyslexia Teaching Centre come once a week to help children with their literacy learning.