



Torridon
Primary School

SEN Information Report

Adopted and signed on behalf of the school by the Governing Body Representative at the meeting on:	21 st November 2024
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Signature of the Governing Body Representative:	
Date signed:	21 st November 2024
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TORRINGTON PRIMARY SCHOOL

SEN INFORMATION REPORT

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, you can read our SEND policy on our website: <https://www.torridonprimary.lewisham.sch.uk/wp-content/uploads/2023/03/SEN-and-Disabilities-Policy.pdf>

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the glossary at the end of the report.

1. What types of SEN does the school provide for?

Torridon Primary School is a three-form entry mainstream, multi-cultural, inner London primary school. The school has a collaborative and inclusive approach when meeting the needs of all young children. Torridon Primary School has a skilled team of teaching staff, teaching and learning support assistants and has access to additional specialist services within Lewisham to support children's learning and wellbeing.

Alongside the universal curriculum, support may be provided in the following areas:

Area of Need	Condition
Communication and interaction	Autistic Spectrum Disorder
	Speech and Language Difficulties including Developmental Language Disorders (DLD)
Cognition and Learning	Specific Learning Difficulties, including dyslexia, dyspraxia, dyscalculia
Social, Emotional and Mental Health	Attention deficit hyperactive disorder (ADHD)
	Attachment or anxiety disorders
	Adverse childhood experiences and/or mental health issues
Sensory and/or Physical	Hearing impairments
	Visual impairments
	Multi-sensory impairments
	Physical impairments

Whilst most children who require support with their additional educational needs are supported with these within their mainstream classes, Torridon also has a specialist Resource Base that provides additional support to children with autism

The Resource Base

Our two specialist classes (Reception/KS1 and KS2) are set up to specifically support children with autism who may find it difficult to manage full-time in a mainstream environment.

The children accessing the Resource Base will have:

- access to a full, engaging curriculum
- a language rich environment
- opportunities to develop socially and academically
- support to develop emotional regulation strategies
- support for sensory processing needs
- specialist support through small group teaching
- access to additional speech and language therapy

All children in the ASD Resource Base will have a place within a mainstream class at Torridon; the time children spend in their mainstream class is dependent on their individual needs and this will be reviewed regularly.

Children attending the Resource Base will receive regular specialist support. Children will receive support from speech and language therapists, specialist teachers and teaching assistants. Within the Resource Base, children will have lessons and interventions which will focus on developing their emotional regulation, social skills and independence. This will ensure that the children have better access to the curriculum and that they will have additional input to address their specific needs.

Admissions Criteria

A maximum of 2 Resource Base places will be offered per year group (Reception-Year 6) in order to ensure the effective provision of resources for all children at Torridon Primary School. Where possible this may be extended to 3 spaces depending on the year group's needs.

Children who meet our admissions criteria will:

- have a diagnosis of Autism Spectrum Disorder (ASD) and this will be their primary need
- have an Education, Health and Care Plan (EHCP)
- to be able to access up to 50% of the mainstream curriculum within their timetable
- have functional communication skills
- show potential to have independence with their learning
- will be working a maximum of two years behind on the curriculum (see below)

Year Group	Admissions Criteria
Reception	<p>Children must be at a stage of intentional communication.</p> <p>They should show interest in the activities of others and responds differently to children and adults e.g. may be more interested in watching children than adults or may pay more attention when children talk to them.</p> <p>They will use a familiar adult as a secure base from which to explore independently in new environments e.g. ventures away to play and interact with others, but returns for a cuddle or reassurance if becomes anxious.</p> <p>They will play cooperatively with a familiar adult e.g. rolling a ball back and forth.</p>
Year 1	<p>They will also be developing and showing evidence of being at the early stages of reading (phase 2 phonics), writing and maths.</p> <p>Children will be able to use language to express their basic wants and needs. They will be interested in others' play and starting to join in and will seek out others to share experiences.</p>
Year 2	<p>Children will be working at Pre-Key Stage 1 level 4 at a minimum and accessing phase 3 phonics as a minimum.</p> <p>Children will be using language functionally. They will be able to play in a group with adult support and will be able to initiate play within a small group. Children will also demonstrate friendly behaviour; they will be able to form relationships with familiar peers and adults.</p>
Year 3	<p>Children will be working at a Year 1 level at a minimum.</p> <p>Children will be able to independently starts conversations with peers and adults, but may require some support to extend conversations.</p>
Year 4	<p>Children will be working at a Year 2 level at a minimum.</p> <p>Children will initiate conversations, listen to others and will take turns in conversations with peers and adults with increasing independence.</p>
Year 5	<p>Year 3 level at a minimum.</p> <p>Children will be engaging in conversations with adults, and will be working towards building a social circle.</p>
Year 6	<p>Year 4 level at a minimum.</p> <p>Children are confident to speak in a familiar group, will talk about their ideas, and will start to problem solve when encountering issues within their friendships. They say when they do or don't need help.</p>

Acquiring a Resource Base Placement

Admission to the Resource Base is through the consultation process which can be sought through Lewisham's Special Educational Needs department. Please contact your child's SEN caseworker for more information, and refer to the admissions process here:

<https://lewisham.gov.uk/myservices/education/special-educational-needs/admissions/applying-for-a-primary-school-place-for-children-with-an-education-health-and-care-plan-2018-admissi/specialist-provision-and-specialist-schools-for-primary-school-aged-children-with-an-education-hea>

For further information about the Resource Base, or to book a tour please contact our administrative staff by emailing: admin@torridonprimary.lewisham.sch.uk

2. Which staff will support my child, and what training have they had?

Our Inclusion Lead is Sai Satyadeva. Sai has over six years of experience in this role. Sai is a qualified teacher.

Sai holds the National Award for Special Educational Needs Coordination (NASENCO).

You can contact Sai by telephoning the school office on 0208 6907 2762, or by emailing admin@torridonprimary.lewisham.sch.uk

Sai is responsible for:

- Coordinating provision for children with SEN and developing the school's SEN policy.
- Ensuring that parents are:
 - Involved in supporting their child's learning and access.
 - Kept informed about the range and level of support offered to their child.
 - Included in reviewing how their child is performing.
 - Consulted about planning successful movement (transition) into a new class or school.
- Liaising with a range of agencies outside of school who can offer advice and support to help children overcome any difficulties.
- Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.
- Liaising with and advising fellow teachers and teaching and learning support assistants.
- Overseeing the records of all children with special educational needs.

Ciara is our Resource Base lead, and she also holds the SENCo qualification.

Ciara is responsible for:

- Coordinating provision for children in the Resource Base alongside the class teacher
- Ensuring that parents are:
 - Involved in supporting their child's learning and access.
 - Kept informed about the range and level of support offered to their child.
 - Included in reviewing how their child is performing.
 - Consulted about planning successful integrations into the child's mainstream class
- Liaising with and advising fellow teachers and teaching and learning support assistants.
- Overseeing annual reviews for the children in the Resource Base to assess children's progress against EHCP targets

Teachers

All of our teachers receive in-house SEN training, and are supported by the Inclusion Lead to meet the needs of pupils who have SEN. Teachers are responsible for:

- Adapting and refining the curriculum to respond to strengths and needs of all children. Checking on the progress of your child and identifying, planning and the delivery of additional support.
- Contributing to teaching and learning action plans to prioritise and focus on the next steps required for your child to improve on their learning.

Teaching and Learning Support Assistants

Our teaching and learning support assistants are trained to deliver interventions such as Lego Therapy, Language for Thinking, TalkAbout, Toe by toe, Precision Teaching, Intensive Interaction and Attention Autism.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary, we will work with external support services to meet the needs of our pupils with SEN and to support their families. Services include:

Speech and Language

Educational Psychology

Occupational Therapy

Outreach Inclusion

Drumbeat (ASD) Outreach

Paediatrics

School Nursing Team

Child and Adolescent Mental Health Services (CAMHS)

Education and Attendance Welfare Officers

Social services and other LA-provided support services

Voluntary sector organisations

3. What should I do if I think my child has SEN?

If you think your child might have SEN, the first person you should tell is your child's teacher. You can contact your child's teacher by telephoning the school office on 0208 697 2762 and speaking to a member of the admin team, or by emailing admin@torridonprimary.lewisham.sch.uk Where needed the teacher will flag concerns to the Inclusion Lead.

Our inclusion lead, Sai will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are and will discuss what outcomes to seek for your child before agreeing on next steps. Records of the meeting will be made to outline what's been discussed and added to your child's record. If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and monitor pupils who aren't making the expected level of progress with their learning or socially. This might include reading, writing, maths, social communication or emotional regulation.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will try to fill the gap through additional interventions or scaffolded learning. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the Inclusion Lead to arrange an observation of the pupil in the classroom and/or in the playground to see what their strengths and difficulties are. Sai will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. Sai, alongside the class teacher, will also compare your child's progress and development with their peers and available national data.

The Inclusion Lead will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

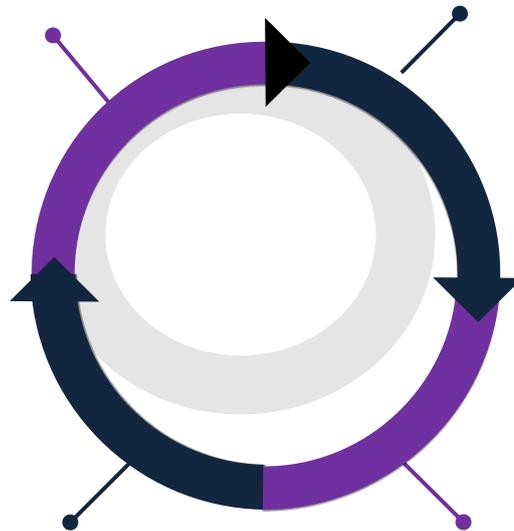
Based on all of this information, the Inclusion Lead will decide whether your child needs SEN support. You will be informed of the outcome. If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with the teacher to look at the provision the children will need. You will be informed of any additional provision in place at parents' evenings, or when you meet with your child's teacher or the Inclusion Lead.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs. The graduated approach is a 4-part cycle of assess, plan, do, 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 of your child's needs to improve the support we offer.



Assess

If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for your and your child's input as well as getting help from external professionals where necessary.

Do

We will put our plan into practice. The class teacher, with the support of the SENCo, will be responsible for working with your child on a daily basis and making sure the support we put in place is having the impact we intended.

Plan

In discussion with the class teacher, external professionals (where relevant), you and your child (where appropriate), we will decide what outcomes we are hoping to achieve. We will plan the support we will offer your child to help them meet those outcomes.

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve. Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress. We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best. This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How do we involve parents of children with SEN in their child's education?

We work hard to maintain good home-school links with all parents and carers. We have a weekly newsletter with general news and key information about the school. Parents can find out information about their particular child's learning from half-termly curriculum bulletins.

Across the academic year we have two parents'/carers' evenings, and we send all parents/carers a report about their child's progress once a year.

We know that parents are well placed to inform teachers about the needs of their child and we value this input. Across the school, we ensure that:

- Regular parent meetings take place with the SENDCo and class teacher/support staff to review progress and wellbeing
- We hold home-school consultations with outside agencies to discuss strengths, areas of difficulty and progress of the child
- Parent coffee mornings with a SEND focus are held to share information about support in school and beyond the school gates
- Class teachers are available to talk to parents at the end of every day in the playground
- The SENDCo is available to meet with parents to discuss their child. An appointment can be virtual or face-to-face and is booked through the school office
 - We hold Pupil Progress meetings that include SEND review meetings each term for all classes to discuss pupils' progress and evaluate the provision for all pupils including those with SEND or English as an additional language. For children with EHC plans, we also have an Annual Review. We always invite parents to this review and try as far as possible to arrange it at a time that will allow them to attend
- Parents are always welcome to speak to their child's class teacher, SENDCo, year group lead or any other member of the Senior Leadership Team if they have any concerns.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

If you have concerns that arise between these meetings, please contact your child's class teacher.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete an accessible questionnaire
- Complete a Talking Mat activity with a trained member of staff

8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class. Quality First Teaching (QFT) is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum, which is tailored to meet their needs, in every year they are at our school. We will adapt how we teach to suit the way the pupil works best. We work on a case-by case-basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Ensuring all pupils are able to access the learning. For example, we may provide opportunities for pupils to learn independently, in small groups or in pairs, and we may also adapt the teaching style or content of the lesson.
- Adapting our teaching strategies. For example, we may giving children longer processing time, pre-teach key vocabulary, read instructions aloud and provide visual support to pupils.
- Adapting our resources and staffing
- Using recommended aids: laptops, coloured overlays, visual timetables, larger fonts and sentence stems. Sentence stems are sentence openers and are used to assist children in formulating sentences.
- Providing opportunities for learning to take place outside of the classroom where appropriate.

We may also provide the following interventions:

- Attention Autism: to develop attention and listening skills
- Intensive Interaction: to support attention and the development of vocabulary
- Lego Therapy: to develop social communication, turn taking and receptive and expressive language
- Language for Thinking: for comprehension skills including inference and retrieval
- TalkAbout: to support the development of social skills
- Toe by Toe: to assist with developing reading skills
- Precision Teaching: teaching and maintaining new skills and concepts
- Word Aware: to promote the development of vocabulary
- Colourful Semantics: to develop sentence structure and understanding of word classes
- Paired reading: to develop reading fluency

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autistic Spectrum Disorder (ASD) is characterised by difficulties with language, communication and social interaction, rigidity of thought and behaviour, motor co-ordination difficulties and sensory perceptual differences. The autism spectrum is broad and one person with autism may have very different needs when compared to another.	Visual timetables Social stories Zones of Regulation Social groups
	Speech and language difficulties Children with speech and language needs may present with receptive language difficulties (difficulties understanding the language other people use e.g. understanding and following instruction) and expressive language difficulties (problems using language e.g. difficulties explaining events, expressing their feelings, using target vocabulary and word finding difficulties). Children may also present with attention and listening difficulties as a result of their language needs. Some children may also have difficulties with articulation and speech.	Speech and language therapy, speech sound interventions, attention and listening interventions, Lego Therapy etc.
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia Dyslexia, dyscalculia, dyspraxia and dysgraphia are learning difficulties that can affect a child's ability to learn.	Writing slopes, overlays Use of Numicom Precision teaching interventions
Social, emotional and mental health	ADHD stands for Attention Deficit Hyperactivity Disorder. Children with ADHD may seem restless and fidgety, may have trouble concentrating and may act on impulse.	Quiet workstation Sensory circuits and movement breaks
	Adverse childhood experiences and/or mental health issues	Nurture groups
Sensory and/or physical	Hearing impairment Children may be hearing impaired if they are not able to hear as well as someone with normal hearing, meaning hearing thresholds of 20 dB or better in both ears. It can be mild, moderate, moderately severe, severe or profound, and can affect one or both ears.	Adapted learning environment.
	Visual impairment Children may be visually impaired if they have a loss of sight that cannot be corrected using glasses or contact lenses.	Limiting classroom displays Enlarged fonts
	Multi-sensory impairment Children with multi-sensory impairment (MSI) have impairments with both sight and hearing. Their sensory loss may be present at birth or acquired later.	Ear defenders

	<p>Physical impairment</p> <p>Children with physical impairments may have difficulties with mobility, manual dexterity and speech. Some children with physical disabilities may use a wheelchair all or some of the time.</p>	<p>Adaptations to the school environment.</p>
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These interventions are all part of our contribution to Lewisham's Local Offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing the impact of interventions half-termly
- Monitoring assessment data
- Using Teaching and Learning Action Plans to measure progress
- Using IEPs to evaluate targets for children with EHCPs, or for children who are on an EHCPNA pathway
- Holding an annual review (if they have an Education, Health and Care Plan (EHCP))

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment
- Additional adult support for certain provisions
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning. The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority by making a request for an Education and Health Care Plan (EHCP).

11. How will the school make sure my child is included in activities?

We are committed to ensuring that there are no barriers to our pupils with SEND enjoying the same activities as other pupils in our school. All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs. All pupils are encouraged to go on our school trips, including our annual Year 6 residential trip. All pupils are encouraged to take part in sports days, plays, and any other special workshops or whole school events throughout the year. No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Applications for school places are managed centrally by the Lewisham Admissions Team and places are offered in accordance with council policy. Detailed information can be found on the councils' website www.lewisham.gov.uk/admissions

13. How does the School support pupils with disabilities?

We support pupils with disabilities in a range of ways:

- Advice of Occupational Therapists and physiotherapists are disseminated and followed.
- Recommended equipment is used appropriately e.g. sloping boards, move'n'sit cushions and pencil grips.
- Support staff to assist pupils with personal care as specified by clinical plans.
- Some modified toilet facilities for individual needs.

Access to modified equipment and ICT

- Specialist equipment is provided, as required, on an individual basis to access the curriculum.
- The school is on one level and has a slope to facilitate wheelchair users.
- There are disabled changing and toilet facilities.

14. How will the school support my child's mental health and emotional and social development?

The school aims to support all children to develop emotionally and socially and to have positive mental health. We recognise that some children, particularly those with SEND, may require additional support in this area for a range of reasons and we aim to provide support that is responsive to each child's individual needs.

As a school, we use the Zones of Regulation principles to help children develop their emotional literacy.

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

PSHE activities take place in each class on a weekly basis and children have the opportunity to participate in a guided activity or discussion.

Celebration Assemblies take place for each phase weekly to celebrate achievement and success. This is not necessarily academic achievement.

Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)

Transition support.

Team Around the Child meetings involving external agencies where appropriate

Reduced or modified timetables.

Social stories are used as a social learning tool that supports the safe and meaningful exchange of information between parents, professionals, and people with communication difficulties.

Regular meetings with parents.

Zone of Regulation interventions are used for identified pupils to promote emotional literacy.

Strategies to promote behaviour

Wherever possible a restorative approach is used to deal with situations where conflict has occurred and harm has been done to people and relationships.

We use Zones of Regulation to support children to understand their emotions and feelings and to know how they can support themselves to regulate their behaviours. The Zones of Regulation is an evidence based intervention which helps children to manage difficult emotions, known as 'self-regulation'. Self-regulation can go by many names such as 'self-control', 'impulse management' and 'self-management'.

In the Early Years Foundation Stage (EYFS) a significant amount of time is spent in supporting children to develop their personal and social skills and in teaching them to begin taking responsibility for their own actions.

We provide support for pupils to progress in their emotional and social development in the following ways:

Pupils with SEN are encouraged to be part of the school council

Pupils with SEN are encouraged to participate in a range of enrichment opportunities which we offer as part of our after-school program. We provide additional adult support where needed for pupils with SEN.

We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by ensuring that children know that they can speak to any adult if they have any concerns, and investigating all allegations of bullying.

15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new school year we:

Ensure that there is a handover meeting between the current teacher and the next year's teacher where the needs of the pupil are discussed.

Provide an opportunity for the pupil to meet their new teacher and spend some time in the new classroom before the end of the school year.

Where needed we provide a transition book for the pupil to take home so that parents and carers can prepare the pupil during the summer break.

Between schools

When your child is moving on from our school, the Inclusion Lead will:

Ensure that all information relating to your child's SEN is passed on to the new school

Work with you to ensure that your child has a smooth transition

Primary to Secondary

The SENCo of the secondary school will meet with our Inclusion Lead. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Having transition workshops in the summer term.
- Having the opportunity to visit their new school before the end of term.
- Learning how to get organised independently.
- Undertaking independent travel training (where applicable)

16. What support is in place for looked-after and previously looked-after children with SEN and resource base pupils?

Claire Eastwood is the Designated Teacher for looked-after children and previously looked-after children. Claire works closely with the Inclusion Lead to ensure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and that the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

For children entering or moving on from the Resource Base, transition arrangements will be made according to the child's individual needs. Some children may need to be prepared for changes in their daily routine as well as major changes at the end of each year, moving on from each key stage and on to secondary school. All arrangements and plans will be discussed with the class teacher, pupil, parents and other adults supporting the child. The Inclusion Lead will oversee that arrangements are monitored and implemented.

In the summer term, Sai will attend the primary to secondary transition meeting. This is an opportunity for primary staff to share information with their secondary colleagues, to ensure a smooth transition for pupils to their secondary school.

Additional information about Lewisham's Virtual School can be found on their website:

<http://lewishamvirtualschool.org.uk/about/about-us/>

17. What should I do if I have a complaint about my child's SEN support?

Information on the school's complaints policy can be found at

<https://www.torridonprimary.lewisham.sch.uk/wp-content/uploads/2018/11/3-Torridon-Primary-School-Complaints-Procedures.pdf>

Complaints about SEN provision in our school should be made to the class teacher, or Inclusion Lead in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit:

<https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

Admission

Exclusion

Provision of education and associated services

Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

You can get support at: <https://www.kids.org.uk/lewisham-sendiass>

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at the Lewisham Local Offer. The London Borough of Lewisham publishes information about the local offer on their website: <http://www.lewishamlocaloffer.org.uk>

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

SENDIASS <https://www.kids.org.uk/lewisham-sendiass>

ASD Support Drumbeat <http://www.drumbeatasd.org>

National charities that offer information and support to families of children with SEND are:

[IPSEA](#)

[Lewisham SENDIASS](#)

[SEND family support](#)

[NSPCC](#)

[Family Action](#)

[Special Needs Jungle](#)

Glossary

Access arrangements – special arrangements to allow pupils with SEND to access assessments or exams

Annual review – an annual meeting to review the provision in a pupil's EHC plan

Area of need – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.

CAMHS – child and adolescent mental health services

EHC needs assessment – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.

EHC plan – an Education, Health and Care Plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.

First-tier tribunal/SEND tribunal – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND

Graduated approach – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

Intervention – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

Local offer – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area

Outcome – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment

Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

SENCo – the special educational needs co-ordinator

SEN – special educational needs

SEND – special educational needs and disabilities

SEND Code of Practice – the statutory guidance that schools must follow to support children with SEND

SEN information report – a report that schools must publish on their website, that explains how the school supports pupils with SEN

SEN support – special educational provision which meets the needs of pupils with SEN

Transition – when a pupil moves between years, phases, schools or institutions or life stages