

LONDON MEED PRIMARY SCHOOL

SEND INFORMATION REPORT

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1. Introduction

Welcome to the Special Educational Needs and Disabilities (SEND) Information Report for London Meed Primary School. Our aim is to provide clear, detailed information about how we support pupils with SEND and ensure they have access to a high-quality, inclusive education.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website

https://www.londonmeedprimary.co.uk/web/special_educational_needs_policy_/183859

2. Our Commitment

At London Meed Primary School, we are committed to providing an inclusive education that meets the needs of all our pupils. Our vision is underpinned by our core values of Bravery, Curiosity, Resilience, Community and Respect. We aim to create an environment where every child can thrive, feel valued and achieve their full potential.

3. What types of SEND does the school provide for?

We provide support for pupils with a range of special educational needs and disabilities (SEND), including:

Communication and Interaction: Speech and Language difficulties, Autism Spectrum Disorder (ASD).

Cognition and Learning: Specific learning difficulties (dyslexia, dyspraxia, dyscalculia), Moderate Learning Difficulties (MLD).

Social, Emotional and Mental Health (SEMH): Attention deficit hyperactivity disorder (ADHD), anxiety, depression, emotional regulation difficulties.

Sensory and Physical Needs: Hearing impairment, visual impairment, multi-sensory impairment, physical disabilities.

4. The Special Support Centre (SSC)

London Meed Primary School is proud to offer a specialist Special Support Centre (SSC) for children with significant speech and language difficulties as their primary need. This eleven-place centre provides a highly tailored educational experience for children with an Education, Health and Care Plan (EHCP).

Key Features of the SSC

- Specialist speech and language support delivered by trained staff.
- Differentiated curriculum adapted to meet individual needs.
- Access to mainstream lessons and activities.
- Regular collaboration with parents, external professionals and mainstream staff.
- A communication-friendly environment promoting social interaction.
- Enhanced speech and language therapy provision.

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

Our SENDCO and Staff Expertise

Our Special Educational Needs and/or Disabilities Coordinator (SENDCO) is Ms Nikki Palethorpe, who achieved the National Award in Special Educational Needs Coordination (NASENCO) in 2024. Ms Palethorpe is a qualified teacher and has completed training in Therapeutic Behaviour, Senior

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Mental Health Leadership, Autism, Dyslexia, Pathological Demand Avoidance (PDA), Autism in Girls and Makaton, along with various other relevant courses.

Training and Expertise of Staff

Our teaching staff and Learning Support Assistants (LSAs) receive regular training in SEND best practices. This includes in-house training led by the SENDCO, external courses and guidance from specialist professionals.

Recent training has included:

- Understanding and supporting pupils with ASD.
- Managing challenging behaviour using Therapeutic Approaches.
- Speech and Language support techniques, including Makaton.
- Supporting pupils with Dyslexia and other specific learning difficulties.
- Strategies for promoting mental health and emotional well-being.

Our staff are also supported through regular meetings and consultations with the SENDCO, who provides guidance on differentiation, interventions and personalised support strategies.

Working with External Agencies

We work closely with a range of external agencies to ensure that our pupils with SEND receive the specialist support they require. These include:

- Speech and language therapists who provide direct support to pupils in our SSC and advise staff.
- Educational psychologists who carry out EHCNA assessments and provide recommendations.
- Occupational therapists who advise on sensory and physical support strategies.
- GPs or paediatricians for medical assessments and advice.
- School nurses who support health and well-being within the school.
- Child and Adolescent Mental Health Services (CAMHS) for mental health support.
- Education welfare officers who assist with attendance and welfare concerns.
- Social services for safeguarding and family support.
- Voluntary sector organisations providing specialised advice and family support.

6. What should I do if I think my child has SEND?

If you think your child may have special educational needs or disabilities (SEND), the first step is to talk to your child's class teacher. Teachers at London Meed Primary School are experienced in recognising signs of SEND and will work with you to understand your concerns.

During this initial conversation, the class teacher will discuss your child's strengths and any areas of difficulty that have been observed in school. They may also gather your insights about any challenges your child faces at home.

If the teacher believes further investigation is needed, they will involve the SENDCO, Ms Nikki Palethorpe, who will carry out further assessments or observations if required. You can also choose to contact Ms Palethorpe directly to discuss your concerns at any time via email at

senco@londonmeedprimary.co.uk.

The Process:

1. **Initial Discussion:** Start by talking to your child's class teacher about your concerns.
2. **Teacher Observations:** The teacher will observe your child in class to identify any areas of need.
3. **SENDCO Involvement:** If necessary, the teacher will refer your child to the SENDCO for further assessment.

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4. **Further Assessment:** The SENDCO may conduct observations, assessments or consultations with external specialists if needed.
5. **Formal Notification:** If we decide that your child needs SEND support, we will formally notify you in writing, and your child will be added to the school's SEND register.
6. **Communication:** We will keep you informed at every stage and ensure that your child's views are considered.

If your child is identified as needing additional support, we will develop a tailored Special Provision Plan (SPP). This plan will outline the specific interventions and strategies to be implemented. We value parental input throughout this process and aim to create a collaborative approach to supporting your child's learning and development.

If you would like more information or wish to discuss your concerns directly with the SENDCO, please email Ms Palethorpe at senco@londonmeedprimary.co.uk.

7. How will the school know if my child needs SEND support?

At London Meed Primary School, we have clear processes for identifying pupils who may need additional support due to special educational needs and disabilities (SEND). Our approach ensures that children who are struggling are identified early, and appropriate support is put in place.

Initial Identification by Class Teachers

All our class teachers are trained to be aware of the signs of SEND and are always on the lookout for pupils who may be struggling to make the expected level of progress. This may include difficulties in areas such as:

- **Academic Skills:** Reading, writing, mathematics, or understanding new concepts.
- **Social Development:** Interacting with peers, managing emotions, or following instructions.
- **Communication:** Difficulty understanding language, expressing ideas, or using appropriate social language.
- **Physical Development:** Managing coordination, fine motor skills, or sensory processing.

If a class teacher notices that a pupil is not making expected progress, they will initially use high-quality teaching and targeted support to address any gaps in learning. This may include:

- Differentiated teaching methods.
- Additional resources or visual aids.
- Small group interventions.

Individual Support Plans (ISPs)

If the pupil continues to struggle despite these strategies, the teacher will complete an Individual Support Plan (ISP) for the child. This is a targeted plan that outlines:

- Specific areas of need.
- Clear, measurable targets for progress.
- Strategies and interventions to support the child.
- A review date to assess progress.

The ISP is reviewed regularly as part of the Assess, Plan, Do, Review (APDR) cycle. If, after a few cycles of targeted support through the ISP, the pupil is still not making sufficient progress, the class teacher will consult with the SENDCO.

SENDCO Involvement

When a pupil is referred to the SENDCO, the following steps will be taken:

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- **Observation:** The SENDCO may observe the pupil in class or during social times to gain a clear understanding of their needs.
- **Consultation:** The SENDCO will speak with the class teacher, parents, and (where appropriate) the pupil themselves to gather a full picture of the child's strengths and difficulties.
- **Assessment:** The SENDCO may carry out additional assessments or arrange for external specialists, such as speech and language therapists, educational psychologists, or occupational therapists, to be involved.
- **Comparative Analysis:** The SENDCO will compare the pupil's progress with their peers and consider available national data.

Decision-Making and Notification

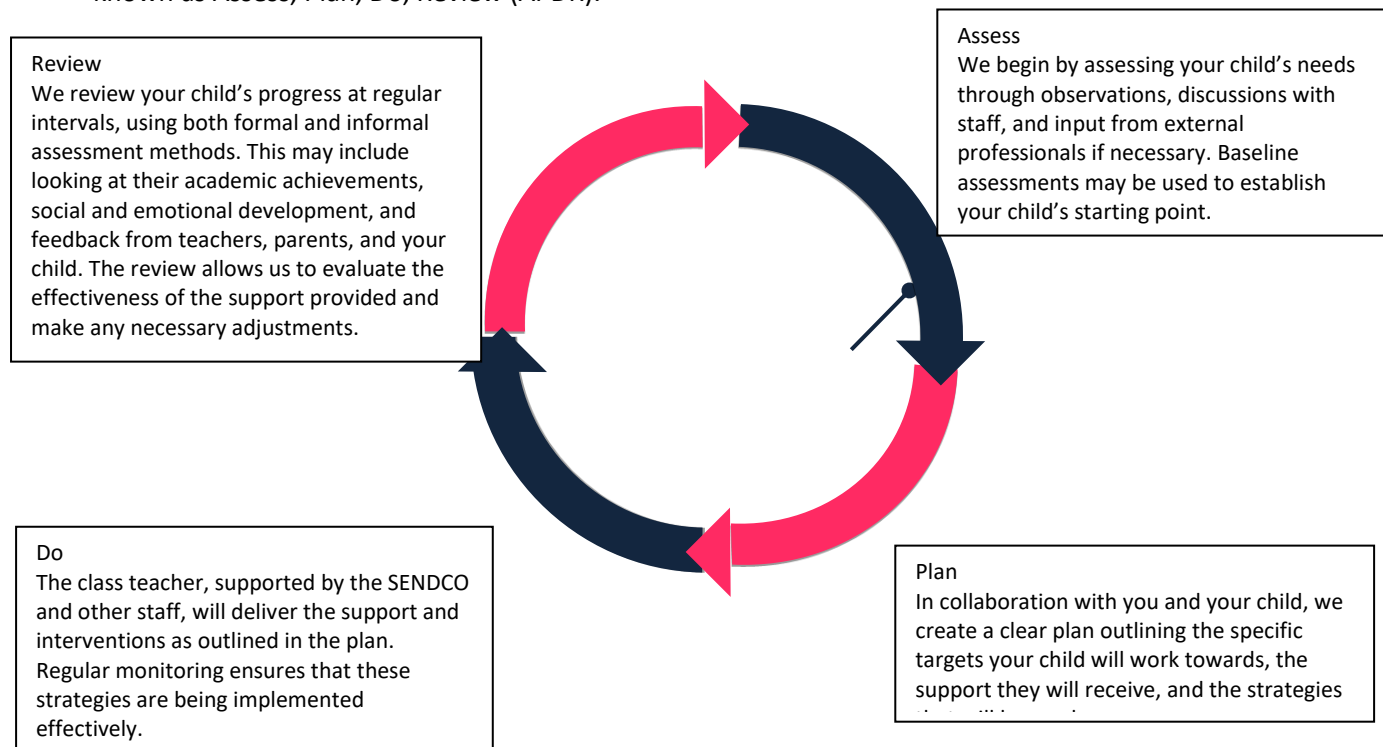
Based on the gathered information, the SENDCO will decide whether the pupil needs SEND support. If this is the case:

- Parents will be formally notified in writing.
- The pupil will be added to the school's SEND register.
- The SENDCO will work with parents, the class teacher, and the pupil to create a Special Provision Plan, outlining specific targets, strategies, and interventions.

Our approach ensures that every child's needs are accurately identified, and effective support is put in place

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

At London Meed Primary School, we use the Graduated Approach to measure and review the progress of pupils with special educational needs and disabilities (SEND). This is a four-part cycle known as Assess, Plan, Do, Review (APDR):



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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.

For pupils on an Individual Support Plan (ISP), the plan will be reviewed at least termly, and for pupils on the SEND register, we will monitor progress at least three times a year, with an annual review meeting for those with an Education, Health and Care Plan (EHCP).

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

9. How will I be involved in decisions made about my child's education?

At London Meed Primary School, we believe that parents are the experts when it comes to understanding their child's needs, strengths and aspirations. We are committed to working in partnership with you to ensure that your child receives the best possible support.

Regular Meetings and Communication

- **Parent Evenings:** You will have the opportunity to meet with your child's class teacher at least twice a year during parents' evenings. During these meetings, we will:
 - Set clear, measurable outcomes for your child's progress.
 - Review progress towards those outcomes.
 - Discuss the support in place and any additional strategies that may be needed.
 - Identify what we will do, what we ask you to do and what we ask your child to do.
- **Annual Reports:** You will receive a written report on your child's progress each year.
- **SENDCO Involvement:** The SENDCO, Ms Nikki Palethorpe, may also attend these meetings to provide additional support and guidance.

Your input is Valued

We want to hear from you as much as possible so that we can build a full picture of how the support we provide is impacting your child, both at school and at home. You are encouraged to share any insights or concerns you may have, and we will work with you to ensure that our provision is relevant and effective.

Ongoing Communication

- If your child's needs or aspirations change, please let us know right away so that we can review and adapt their support plan.
- You can contact your child's class teacher at any time via the school office or directly via the yeargroup email. For more complex concerns, you can contact the SENDCO directly at senco@londonmeedprimary.co.uk.

Recording and Sharing Decisions

After any discussions about your child's support:

- We will make a written record of any outcomes, actions and support agreed upon.
- This record will be shared with all relevant staff working with your child.

Our commitment is to maintain open, honest and collaborative communication with you at every stage of your child's educational journey.

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

At London Meed Primary School, we believe that children should have a voice in decisions that affect their education. We recognise that every child is unique, so we ensure that their level of involvement is tailored to their age, understanding, and individual needs.

Child-Centred Approach

- We encourage your child to share their views, thoughts, and feelings about their learning and support.
- We respect their opinions and take them into account when making decisions about their support and targets.
- We will adapt how we involve your child depending on their communication style and preferences.

Ways Your Child May Be Involved:

- **Attending Meetings:** For older children, this may include attending part or all of a review meeting to share their thoughts.
- **Expressing Views:** We may ask your child to share their views in a way they feel comfortable, such as:
 - Verbally, by talking to a trusted member of staff.
 - In writing, by preparing a short statement, list or letter.
 - Creatively, through drawings, videos or presentations.
- **Pupil Voice Surveys:** We may invite your child to complete a simple survey or questionnaire to share their opinions.
- **One-to-One Discussions:** For younger children or those who may find group meetings overwhelming, we may speak to them individually to ensure their views are heard.
- **Using a Trusted Adult:** Your child may choose to discuss their thoughts with a familiar adult who can then share these views on their behalf during a meeting.

Flexible and Sensitive Involvement

We understand that some children may find it difficult to express their views or may feel anxious about being involved. Our staff are trained to support your child in a way that makes them feel comfortable and valued.

Our goal is to ensure that every child feels listened to and has the opportunity to contribute to decisions about their own education

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

At London Meed Primary School, we believe that every child is unique and we are committed to ensuring that all pupils, including those with special educational needs and disabilities (SEND), can access high-quality teaching and make good progress.

High-Quality Teaching as Our First Step

We ensure that every child receives high-quality teaching that is adapted to meet their individual needs. This is our first approach to supporting pupils with SEND. Class teachers are responsible for the progress and development of all pupils in their class, including those who have additional needs.

Adaptations and Personalisation

We recognise that there is no 'one size fits all' approach to teaching, so we use a variety of strategies to ensure that all pupils can access the curriculum. These may include:

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- **Adapting the Curriculum:** Modifying lesson content, tasks or resources to suit your child's needs. Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- **Differentiating Teaching Methods:** Using different approaches such as providing visual, auditory or practical learning options, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- **Adjusting the Learning Environment:** Using visual timetables, sensory supports, quiet workspaces or calming zones.
- **Additional Support:** Providing one-to-one or small group interventions led by a teacher or trained Learning Support Assistant (LSA).
- **Assistive Technology:** Using laptops, ipads or other technology to support learning.
- **Multi-Sensory Approaches:** Combining visual, auditory and kinaesthetic activities to enhance understanding.

Individual Support Plans (ISPs) and Special Provision Plans (SPPs)

For pupils who need more targeted support, we create ISPs. These plans set out specific targets and strategies to help your child make progress. If your child's needs are more complex, we may develop an SPP, which details the additional resources, interventions and specialist support they will receive.

Specialist Interventions

We offer a range of evidence-based interventions to support children with different types of needs, including:

- **Speech and Language Support:** Including direct input from speech and language therapists for children in the SSC and communication-friendly approaches.
- **Literacy and Numeracy Support:** Using specialist programmes for reading, writing and maths.
- **Social Skills Development:** Providing nurture groups, social stories and peer support programmes.
- **Emotional and Mental Health Support:** Using therapeutic approaches, sensory breaks and wellbeing activities.

Close Collaboration with Parents

We work closely with parents to ensure that the support we provide is effective and tailored to your child's needs. You will be involved in regular discussions about the support your child is receiving and any adjustments made to their learning.

Staff Training and Expertise

All teachers and Learning Support Assistants receive regular training in supporting pupils with SEND. Our SENDCO provides ongoing guidance and support to staff, ensuring that they are confident in adapting their teaching methods to meet the needs of all pupils.

Our commitment is to ensure that your child receives the right support to help them achieve their full potential.

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

At London Meed Primary School, we are committed to ensuring that all support provided to pupils with special educational needs and disabilities (SEND) is effective and leads to meaningful progress. We use a range of methods to evaluate the effectiveness of the support in place:

Regular Review Meetings

- For pupils with an Individual Support Plan (ISP) or Special Provision Plan (SPP), we hold termly reviews to assess progress towards agreed targets.

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- For pupils with an Education, Health and Care Plan (EHCP), we conduct an Annual Review Meeting to evaluate the impact of support, review the child's progress, and agree on any necessary changes to the plan.

Ongoing Monitoring and Assessment

- We use Edukey provision mapping software to track the interventions and support provided to each pupil. This allows us to measure their progress and the impact of different strategies.
- Class teachers continuously monitor your child's progress in lessons.
- We use baseline assessments at the start of each intervention to measure the starting point for your child, and we compare this to their progress at the end of the intervention.

Feedback from Pupils and Parents

- We value the views of pupils and parents as part of our evaluation process. Your child may be asked to share their thoughts on the support they receive, and parents are encouraged to share any observations about progress at home.
- Pupil voice surveys or discussions are used to gather feedback, ensuring that pupils have the opportunity to share their experiences.

SENDCO Monitoring

- The SENDCO carries out regular monitoring of SEND provision. This may include observing support sessions, reviewing provision maps, and working with teachers to ensure that support is being delivered effectively.

Analysis of Progress Data

- We compare the progress of pupils with SEND to that of their peers using school-wide assessment data.
- We identify any gaps in learning or areas where additional support may be required.

Adjustments to Support

If, during a review, we find that the support in place is not having the desired impact, we will:

- Adjust the support strategies being used.
- Introduce new interventions.
- Seek advice from external specialists where necessary.

Our commitment is to ensure that all pupils with SEND receive the support they need to make progress and achieve their full potential.

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

We are committed to ensuring that all pupils with special educational needs and disabilities (SEND) receive the support and resources they need to succeed. We secure resources for pupils with SEND in the following ways:

School's Notional SEND Budget

- Each year, our school receives funding specifically for supporting pupils with special educational needs. This is known as the Notional SEND Budget.
- This funding is used to provide additional support in the classroom, such as teaching assistants, specialist resources and staff training.

Additional Top-Up Funding (High Needs Block)

- If your child's needs require support beyond what the school can provide through the Notional SEND Budget, we can apply for additional funding from the Local Authority's High Needs Block.

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- This funding is typically used for pupils with an Education, Health and Care Plan (EHCP) who require a higher level of support.

Securing Specialist Equipment and Resources

- Where necessary, we secure specialist equipment to help your child access learning, such as:
 - Assistive technology (laptops, reading pens, voice recognition software).
 - Sensory resources (fidget toys, ear defenders, sensory lighting).
 - Adapted learning materials (visual aids, large print resources, communication boards).
- The SENDCO works with external professionals (such as occupational therapists or speech and language therapists) to identify the most suitable equipment for your child.

External Professional Support

- We work closely with a range of external professionals, including educational psychologists, speech and language therapists and occupational therapists.
- If your child requires specialist support beyond what we can provide in school, we will liaise with the Local Authority to secure this.

Ongoing Review of Resource Allocation

- We regularly review the effectiveness of the resources we provide to ensure they are meeting your child's needs.
- If we identify that further support is needed, we will adjust our provision or apply for additional funding as appropriate.

Collaboration with Parents

- We work closely with parents to ensure they understand how support and resources are being used to help their child.
- If you have any concerns or believe that your child may need additional support, please contact the SENDCO to discuss this.

Our priority is to ensure that all pupils with SEND have access to the resources they need to achieve their full potential.

14. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

At London Meed Primary School, we are fully committed to promoting an inclusive environment where all pupils, including those with SEND, can participate fully in all aspects of school life.

Inclusive Culture

- We believe that every child should have the opportunity to take part in the full range of educational experiences we offer. This includes classroom learning, extracurricular activities, school trips and special events.
- Our staff are trained in inclusive teaching strategies and are committed to making reasonable adjustments to ensure that pupils with SEND can participate alongside their peers.

Adapting Activities and Support

- We make reasonable adjustments to ensure that activities are accessible to all pupils. This may include:
 - Providing additional adult support or supervision.
 - Modifying activities to suit individual needs.
 - Using assistive technology, visual aids, or sensory supports.
 - Allowing for flexible participation, such as sensory breaks or quiet areas during busy events.

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Extracurricular Activities

- All of our extracurricular clubs, including sports, music, drama, and arts, are open to pupils with SEND.

School Trips and Educational Visits

- We ensure that all pupils, including those with SEND, have the opportunity to take part in school trips, including residential visits.
- We carry out thorough risk assessments and make necessary adjustments to ensure that these trips are safe and accessible for all pupils.
- Parents will be consulted in advance of any trip to ensure that any specific needs are planned for.

Peer Relationships and Social Inclusion

- We promote positive peer relationships and encourage pupils to support each other. This may include:
 - Peer buddy systems to help children with SEND build friendships.
 - Social skills groups.
 - Whole-class activities that celebrate diversity and promote understanding.

Celebrating Achievements

- We celebrate the achievements of all pupils, including those with SEND, through praise, certificates and awards.
- Our inclusive approach ensures that every child has the opportunity to be recognised for their efforts and achievements.

Continuous Monitoring

- We regularly review our provision to ensure that pupils with SEND are fully included in all aspects of school life.
- If you have any concerns about your child's participation in school activities, please contact the SENDCO, Ms Nikki Palethorpe, at senco@londonmeedprimary.co.uk.

Our goal is to ensure that every child feels a valued member of our school community and has the opportunity to participate fully in school life.

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

At London Meed Primary School, we are committed to ensuring that our admissions process is fair, transparent, and accessible for all pupils, including those with special educational needs (SEN) or disabilities. Our approach is in line with the requirements of the Equality Act 2010, which protects against discrimination and promotes equality of opportunity.

Admission Arrangements

- Admissions to London Meed Primary School are managed by the West Sussex Local Authority. Parents wishing to apply for a place for their child should do so through the West Sussex Admissions website.
- Our admissions process is the same for all pupils, including those with SEN or disabilities. We do not discriminate against any child based on their special educational needs or disability.
- For pupils with an Education, Health and Care Plan (EHCP), the Local Authority will work with parents and the school to determine whether London Meed Primary School is a suitable placement.

Reasonable Adjustments

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We are committed to making reasonable adjustments to ensure that pupils with SEN or disabilities can access our school and its facilities. These adjustments may include:

- Providing auxiliary aids and services to support learning.
- Making physical adaptations to the school environment where necessary.
- Using assistive technology, such as hearing loops in the administration office and main hall.
- Adjusting the layout of classrooms to ensure accessibility.

Existing Facilities for Accessibility

- **Wheelchair Access:** Our school building is on one level and there is wheelchair access to the school grounds and the main entrance.
- **Disabled Parking:** We have designated disabled parking spaces near the main entrance.
- **Accessible Entrances:** The main entrance is fully accessible and equipped with automatic sliding doors.
- **Disabled Toilets:** We provide accessible toilet facilities for both children and adults.
- **Hearing Support:** Induction hearing loops are available in the administration office and the main hall.
- **External Lighting:** Our school grounds are equipped with exterior lighting to improve access during the evening.

Promoting Inclusive Participation

We ensure that all pupils, including those with SEN or disabilities, are encouraged to participate in the full range of educational and extracurricular activities available at London Meed Primary School. Our staff are trained to support inclusive practice, and we make adjustments to ensure that all children can take part in school trips, clubs, and events.

Continuous Review

We regularly review our admissions arrangements to ensure that they remain inclusive and accessible. If you have any concerns or need further information about our admissions process for children with SEN or disabilities, please contact the SENDCO, Ms Nikki Palethorpe, at senco@londonmeedprimary.co.uk.

For further details about the admissions process, please visit the West Sussex Admissions website.

16. How does the school support pupils with disabilities?

At London Meed Primary School, we are dedicated to creating an inclusive environment where all pupils, including those with disabilities, can thrive. Our commitment is rooted in our school values: Respect, Bravery, Curiosity, Community, and Resilience.

Preventing Less Favourable Treatment

In line with the Equality Act 2010, we take proactive steps to ensure that pupils with disabilities are not treated less favourably than their peers. This includes:

- **Inclusive Policies:** Our policies are designed to promote equality and prevent discrimination.
- **Staff Training:** Regular training sessions equip our staff with the knowledge and skills to support pupils with diverse needs.
- **Individual Support Plans:** Tailored plans are developed to address the specific needs of each pupil, ensuring they receive appropriate support.

Facilities and Auxiliary Aids

To facilitate access and participation, we have implemented various facilities and aids:

- **Physical Accessibility:**
 - The school building is on a single level, allowing easy navigation for wheelchair users.

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- Wheelchair access is available at the main entrance, which features automatic sliding doors.
- Disabled parking spaces are located near the main entrance.
- Accessible toilets are provided for both children and adults.
- **Hearing Support:**
 - Induction hearing loops are installed in the administration office and main hall to assist pupils with hearing impairments.
- **Visual and Sensory Support:**
 - Exterior lighting enhances visibility and safety during evening events.
 - Visual aids and sensory resources are available to support pupils with sensory processing needs.
- **Specialist Equipment:**
 - We provide assistive technology, such as laptops, to support learning.
 - Adapted learning materials, including large print resources and communication boards, are utilised as needed.

Accessibility Plan

Our Accessibility Plan outlines our strategies to:

- **Increase Curriculum Participation:** We adapt teaching methods and materials to ensure all pupils can engage with the curriculum effectively.
- **Improve Physical Environment:** Ongoing assessments and modifications are made to enhance the school's physical accessibility.

The plan is reviewed regularly to assess progress and identify areas for improvement. For more details, please refer to our Accessibility Plan.

Collaboration with Parents and External Agencies

We believe in working closely with parents and external professionals to provide comprehensive support:

- **Parental Involvement:** Parents are encouraged to participate in the development and review of their child's support plans.
- **External Support:** We collaborate with specialists, such as occupational therapists and speech and language therapists, to address specific needs.

Contact Information

For further information or to discuss specific requirements, please contact our SENDCO, Ms. Nikki Palethorpe, at senco@londonmeedprimary.co.uk or call the school office at 01444 232336.

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

At London Meed Primary School, we recognise that mental health and emotional wellbeing are fundamental to a child's ability to learn and thrive. We are committed to providing a nurturing environment that supports all pupils, including those with SEND, in their social, emotional and mental health development.

Promoting Emotional Wellbeing

- **Pastoral Support Team:** Our dedicated Pastoral Lead, Ms Katherine Brayne, plays a key role in supporting pupils' mental health and emotional wellbeing. Ms Katherine Brayne provides one-to-one emotional support, works with families, and ensures that pupils receive appropriate support when facing emotional challenges.

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- **Nurture Room and Nurture Groups:** Our Learning Mentor oversees the Nurture Room, which is available for pupils each morning and at lunchtime. This is a safe, calming space where children can receive support, develop social skills, and practice emotional regulation.
- **Structured Nurture Groups:** Our Learning Mentor also runs various nurture groups, providing targeted support for pupils who need help with emotional resilience, social skills and confidence-building.
- **Mental Health Awareness:** Our staff are trained in recognising and responding to mental health concerns. This includes training in Therapeutic Approaches, managing anxiety, and supporting pupils with low self-esteem.
- **Emotional Check-Ins:** Pupils with SEND are given opportunities to share how they are feeling with trusted adults, including the SENDCO, pastoral lead, class teachers and Learning Support Assistants (LSAs).

Supporting Social Skills

- **Peer Support and Friendships:** We encourage pupils with SEND to take part in social activities alongside their peers. This includes participation in:
 - **School Council:** Pupils with SEND are encouraged to become members of the School Council, giving them a voice in school decisions.
 - **Team Activities and Clubs:** We ensure that pupils with SEND have the opportunity to join school clubs, team sports and social groups.
- **Social Skills Groups:** For pupils who may struggle with social interaction, we provide targeted social skills groups where they can practice turn-taking, active listening and positive communication.

Listening to Pupil Views

- We value pupil voice and ensure that all pupils, including those with SEND, have opportunities to share their views. This may include:
 - Regular one-to-one discussions with a trusted adult.
 - Completing pupil voice surveys to share their thoughts on their school experience.
 - Expressing their views in annual review meetings (for those with an Education, Health and Care Plan).

Anti-Bullying Measures

- We have a 'Zero Tolerance' Approach to Bullying. Our staff are vigilant in identifying and addressing any signs of bullying, including those that may target pupils with SEND.
- Our anti-bullying policy is actively promoted across the school, and pupils are taught about kindness, respect and inclusion through:
 - RSHE (Relationships, Social, Health, and Economic) education lessons.
 - Anti-bullying assemblies.
 - Peer support and conflict resolution strategies.

Additional Pastoral Support

- The SENDCO, Ms Nikki Palethorpe, is available to provide one-to-one support for pupils experiencing significant emotional challenges.
- Our Pastoral Lead, Ms Katherine Brayne, provides direct support to pupils experiencing emotional difficulties and works closely with families to promote mental health.
- Our Learning Mentor manages the Nurture Room and leads various nurture groups, offering a safe space for pupils who may need extra emotional support.
- We work closely with parents and external professionals, such as Child and Adolescent Mental Health Services (CAMHS), to provide specialist support where needed.

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- Our Learning Support Assistants (LSAs) are trained to provide emotional support and to recognise signs of distress.

Safeguarding and Mental Health

We recognise that some pupils with SEND may be more vulnerable to mental health challenges. Our safeguarding policy ensures that all staff are aware of how to identify and respond to concerns about a child's emotional wellbeing.

If you have any concerns about your child's mental health or emotional development, please contact the SENDCO, Ms Nikki Palethorpe, at senco@londonmeedprimary.co.uk.

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

At London Meed Primary School, we understand that transitions can be a challenging time for all pupils, especially those with SEND. We are committed to ensuring that these transitions are as smooth and supportive as possible, whether your child is moving between classes, to a new school or preparing for adulthood.

Transition Between Classes

- **Transition Morning:** Each year, all pupils, including those with SEND, take part in a transition morning where they spend time in their new class with their new teacher and Learning Support Assistant (LSA). This helps them become familiar with their new environment and routines.
- **Transition Booklets or Pages:** Identified pupils may receive a personalised transition booklet or page containing photographs and information about their new teacher, LSA, classroom, cloakroom and playground. This helps them to feel more prepared.
- **Social Stories:** For pupils who may feel anxious about change, we may create social stories or visual guides to help them understand and feel confident about the transition.
- **Additional Visits:** Where necessary, pupils with SEND may be given extra opportunities to visit their new classroom or meet their new teacher ahead of the official transition day.
- **One-to-One Support:** For pupils with more complex needs, the SENDCO and Learning Mentor may provide additional one-to-one support to prepare them for the change.

Transition from Nursery to Reception

- **Phased Start:** Our youngest pupils benefit from a phased start to help them gradually settle into school life.
- **Transition Visits:** Nursery children attend several transition mornings to become familiar with the school environment and routines.
- **Home and Nursery Visits:** Our Early Years Foundation Stage (EYFS) team, along with the SENDCO (where necessary), conduct home and nursery visits to meet the child in a familiar setting, gain insight into their need and begin building a positive relationship.
- **Parent Information Sessions:** We provide information sessions for parents to help them understand how we support their child's transition.

Transition to Secondary School

- **Secondary School Liaison:** We work closely with local secondary schools to ensure a smooth transition for pupils with SEND. This includes:
 - Sharing relevant information about the child's needs and support strategies.

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- Arranging additional transition visits for pupils who may benefit from extra familiarity with the new setting.
- Holding transition meetings with secondary school SENDCOs to discuss the needs of pupils moving to their school.
- **Transition Packages:** Many secondary schools offer their own transition programmes, which may include additional visits, social skills sessions or peer mentoring.
- **Pupil Voice:** We ensure that pupils have the opportunity to share their feelings about the move and ask any questions they may have.

Transition to Adulthood

Although London Meed Primary is a primary school, we are committed to preparing pupils with SEND for their future education and independence. Our support includes:

- **Developing Independence Skills:** We focus on promoting self-help skills, decision-making and self-advocacy.
- **Building Social Skills:** Pupils are encouraged to develop positive peer relationships and effective communication skills.
- **Awareness of Future Options:** As part of our Relationship, Social, Health, and Economic (RSHE) education programme, pupils learn about different future opportunities and the importance of resilience.

Additional Support for Individual Needs

We recognise that each child is unique, and we tailor our transition support to meet individual needs. For pupils with more complex needs, we may:

- Arrange multi-agency meetings involving external professionals, such as speech and language therapists.
- Create personalised transition plans in collaboration with parents and external specialists.
- Maintain ongoing communication with parents to ensure they are confident and informed throughout the process.

If you have any concerns about your child's transition, please contact the SENDCO, Ms Nikki Palethorpe, at senco@londonmeedprimary.co.uk.

19. What support is in place for looked-after and previously looked-after children with SEN?

At London Meed Primary School, we are committed to ensuring that looked-after and previously looked-after children with SEND receive the support they need to thrive. We recognise that these children may have experienced significant challenges, and we are dedicated to providing both academic and emotional support.

Designated Teacher for Looked-After Children

- Our Designated Teacher for Looked-After and Previously Looked-After Children is Ms Nikki Palethorpe, who is also our SENDCO.
- Ms Palethorpe works closely with teachers and support staff to ensure that all staff understand how a child's looked-after status and SEND may interact, and what the implications are for teaching and learning.
- As the Designated Teacher, Ms Palethorpe ensures that looked-after children are prioritised for pastoral support, academic monitoring and additional support where needed.

Personal Education Plans (PEPs)

- All looked-after children have a Personal Education Plan (PEP), which is reviewed termly.

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- The PEP is developed in partnership with the child, their carers, social workers, the Designated Teacher and any other relevant professionals.
- This plan sets out specific educational and emotional targets for the child and details the support that will be provided to help them achieve their goals.

Identifying and Meeting SEN

- We use the same graduated approach to identifying and supporting SEND for looked-after and previously looked-after children as we do for all pupils. This includes:
 - Regular assessments to monitor progress.
 - Individual Support Plans (ISPs) for those requiring targeted support.
 - Additional interventions for literacy, numeracy, social skills or emotional regulation.
 - Access to the Nurture Room and nurture groups for emotional support.

Emotional and Social Support

- Looked-after and previously looked-after children are given priority access to our pastoral support services, including:
 - Regular one-to-one check-ins with the Designated Teacher.
 - Support from our Pastoral Lead, Ms Katherine Brayne, who provides emotional support and advice.
 - Access to our Learning Mentor, who runs nurture groups and provides a safe space in the Nurture Room each morning and lunchtime.
- Pupils are encouraged to share their views and feelings about their education and support, ensuring that they feel listened to and valued.

Collaboration with External Agencies

- We work closely with Virtual School teams to ensure that looked-after children receive the best possible support.
- We maintain strong communication with social workers, foster carers and other professionals involved in supporting the child.
- Where necessary, we seek advice and support from external specialists, such as educational psychologists, Child and Adolescent Mental Health Services (CAMHS) or speech and language therapists.

Prioritised Access to Support

- Looked-after and previously looked-after children are prioritised for additional interventions and support, including:
 - Small group or one-to-one teaching.
 - Targeted literacy and numeracy interventions.
 - Access to extracurricular clubs and activities to support social skills and confidence.
 - Priority access to mental health and wellbeing support.

Regular Monitoring and Review

- The progress of looked-after children with SEND is monitored regularly through termly reviews of their Personal Education Plan (PEP).
- As both the Designated Teacher and SENDCO, Ms Nikki Palethorpe ensures a consistent and joined-up approach to supporting these pupils.
- We actively involve children, carers, and social workers in the review process.

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If you would like to know more about the support we offer for looked-after and previously looked-after children with SEND, please contact our Designated Teacher and SENDCO, Ms Nikki Palethorpe, at senco@londonmeedprimary.co.uk.

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

At London Meed Primary School, we are committed to working in partnership with parents and carers to support all pupils, including those with SEND. If you have concerns about the SEND provision for your child, we encourage you to discuss them with us promptly so that we can work together to resolve any issues.

Step 1: Initial Discussion

If you have concerns about your child's SEND support, please speak to your child's class teacher in the first instance. They will be able to discuss your concerns and work with you to address them.

Step 2: Contact the SENCO

If you feel that your concerns have not been resolved after speaking with the class teacher, please contact our Special Educational Needs and Disabilities Coordinator (SENDCO), Ms Nikki Palethorpe. You can reach her via email at senco@londonmeedprimary.co.uk or by calling the school office at 01444 232336.

Step 3: Formal Complaint

If your concerns remain unresolved after speaking with the SENDCO, you may wish to make a formal complaint. Please refer to our school's Complaints Policy, which outlines the procedure for making a complaint. The policy is available on our school website or from the school office.

Further Steps

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

For a full explanation of suitable avenues for complaint, please refer to pages 246 and 247 of the SEND Code of Practice.

Discrimination Claims

If you believe that our school has discriminated against your child because of their SEND, you have the right to make a discrimination claim to the First-tier SEND Tribunal. This includes issues related to:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

For more information on how to make such a claim, please visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

Disagreement Resolution and Mediation

Before proceeding to a SEND Tribunal, you may consider disagreement resolution or mediation to resolve the issue. These processes are designed to help reach an agreement without the need for formal legal proceedings.

In West Sussex, the following services are available:

- **Global Mediation:** An independent service providing mediation for SEND disputes.
 - Website: www.globalmediation.co.uk
 - Phone: 0800 064 4488
 - Email: info@globalmediation.co.uk

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- **West Sussex SEND Information, Advice and Support Service (SENDIAS):** Offers impartial information, advice, and support to parents and carers of children with SEN.
 - Website: https://westsussex.local-offer.org/information_pages/423-information-advice-and-support-service-sendias-homepage
 - Helpline: 0330 222 8555

These services are free of charge and can provide valuable assistance in resolving disputes regarding SEN provision.

If you have any further questions or need assistance, please do not hesitate to contact us

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

At London Meed Primary School, we understand that supporting a child with special educational needs and disabilities (SEND) can be both rewarding and challenging. We are here to support not only your child but also you and your family. If you have questions, concerns, or need additional support, please do not hesitate to contact us.

Support from Our School

- **Contact the SENDCO:** If you have any questions about your child's SEND support, please contact our SENDCO, Ms Nikki Palethorpe, at senco@londonmeedprimary.co.uk or by calling the school office at 01444 232336.
- **Pastoral Support:** Our Pastoral Lead, Ms Katherine Brayne, and our Learning Mentor are available to provide emotional support to both pupils and families at pastorallead@londonmeedprimary.co.uk.
- **Regular Communication:** We encourage parents to maintain open communication with their child's class teacher, the SENDCO and other support staff.

Local Authority Support: West Sussex Local Offer

The West Sussex Local Offer provides a comprehensive directory of services and support available to children and young people with SEND and their families. This includes information about:

- Local support services and organisations.
- Specialist SEND provision.
- Advice on accessing support and assessments.

You can access the West Sussex Local Offer here: <https://www.westsussex.gov.uk/local-offer>

Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIAS)

The **West Sussex SENDIAS Service** provides impartial information, advice, and support to parents and carers of children with SEND. This service is confidential and free of charge.

- Website: West Sussex SENDIAS
- Helpline: 0330 222 8555
- Email: send.ias@westsussex.gov.uk

Local Charities and Organisations Offering Support

- **Reaching Families:** A charity providing information, training, and support to parents and carers of children with SEND in West Sussex.
 - Website: [Reaching Families](http://reachingfamilies.org.uk)
 - Email: info@reachingfamilies.org.uk
- **Amaze:** A charity supporting families with children with disabilities in Brighton and West Sussex.
 - Website: [Amaze](http://amaze.org.uk)
 - Phone: 01273 772289

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- **West Sussex Parent Carer Forum:** A group that represents the views of parents and carers of children with SEND.
 - Website: [West Sussex Parent Carer Forum](#)
 - Email: office@wspcf.org.uk

National Charities Offering Support

- **IPSEA (Independent Provider of Special Education Advice):** Provides legal advice and support on SEND issues.
 - Website: [IPSEA](#)
- **NSPCC (National Society for the Prevention of Cruelty to Children):** Offers support and advice for safeguarding concerns.
 - Website: [NSPCC](#)
 - Helpline: 0808 800 5000
- **Family Action:** Provides support for families experiencing challenges, including SEND support.
 - Website: [Family Action](#)
- **Special Needs Jungle:** An online resource offering information, support, and news about SEND.
 - Website: [Special Needs Jungle](#)
- **SEND Family Support:** Offers information, advice, and support for families of children with SEND.
 - Website: [SEND Family Support](#)

If you would like further information about any of these services or need help accessing support, please contact our SENDCO, Ms Nikki Palethorpe. We are here to help you and your family.

22. Glossary

Access arrangements – special arrangements to allow pupils with SEN 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 SEN 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

Differentiation – when teachers adapt how they teach in response to a pupil's needs

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 (EHC) 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 SEN

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 that explains what services and support are on offer for pupils with SEN in the local area

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Outcome – target for improvement for pupils with SEN. 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

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

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

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