



Ratified by: FGB

Date: March 2026

Next review by: March 2027

SENd Information Report

Aim

Our goal for students with special educational needs and disabilities (SENd) is rooted in the same commitment we hold for all children in our care: to provide an excellent education that prepares them for a successful future. At Sinai Jewish Primary School, we strive to foster inclusion and create meaningful opportunities, ensuring each learner achieves their highest potential. We aim for every student to leave with a deeper understanding of themselves, empowered by this self-awareness to thrive and excel in their unique journeys. We are committed to building a more inclusive, supportive environment for every child.

We are a caring school and teachers, teaching assistants and other staff members work hard to build positive relationships with all the children and to be aware of, and respond to, individual needs.

What is important to Sinai?

- We value and celebrate the achievements of all our students.
- We are committed to working in partnership with parents to ensure they are well informed and centrally involved in the life of the school.
- We will always involve parents and their children in planning and reviewing progress; we keep parents informed of their child's progress and share positive information with them, as well as raise issues where necessary.
- We make sure that all our staff has the knowledge and skills to support all students with SENd in our school.
- We ensure the current SEN and Disability Act and relevant existing Codes of Practice and guidance are implemented effectively across the school.
- We ensure equality of opportunity for, and eliminate prejudice and discrimination against, children with special educational needs.
- We ensure that there is a clear process for identifying, assessing planning, providing and reviewing for SENd children.
- We ensure that every child experiences success in their learning and achieves to the highest possible standard.
- We enable all children to participate in lessons fully and effectively and to receive appropriate recognition and feedback.

- We value and encourage the contribution of all children to the life of the school.
- We encourage all children to become independent learners through effective scaffolding and multi-sensory learning approaches.
- We work in partnership with parents at every stage in plans to meet their child's additional needs.
- We work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SENd.
- We work closely with external professionals, where appropriate, to support the needs of individual pupils.
- We ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.
- We enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.

The SENd Information Report is designed to give you information about the ways in which we support all children at Sinai Jewish Primary School, including those with special educational needs and disabilities (SENd) and learning difficulties, so that everyone can reach their full potential. Provision may change over time to reflect the changing needs of our students as they develop.

If you would like further information on our approach, please do not hesitate to contact us directly.

Aim of SENd Information Report

The aim of our school's SENd Information Report is to inform parents and carers about:

- How we welcome into our school children with special educational needs and/or disabilities
- How we support them in all aspects of school life and remove barriers to achievement
- How we ensure that all staff are well trained, positive and purposeful about the inclusion of students with SENd
- How we work in partnership with parents/carers and children
- How we make effective provision for all of our children with special educational needs and disabilities (SENd).

Sinai Jewish Primary School's SENd Information Report links to the information which Brent Council provides for parents and carers of children with SENd. You can see this on Brent Council's website: <https://www.brent.gov.uk/localoffer>.

We will keep our SENd Information Report under review, taking into account feedback from parents. The next review date for our SEN Information Report is January 2027.

Legislation and Guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities.
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health, and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEND information report.

SEND Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than most others of the same age,
- or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Who to Contact for More Information

The SENCO at Sinai Jewish Primary School is Mrs Lauren Nathan. Mrs Nathan is the first person to contact if you have any questions about SEND at Sinai and she leads on the day-to-day operation of our SEND procedures.

Email: lnathan@sinai.brent.sch.uk

SEND Information Report

The SEND Information Report is presented under 12 headings:

1. What school leaders and governors, including the school's SENCO, do to make sure that all students feel welcome, included and achieve their potential.
2. How we develop the skills, knowledge and expertise of staff.
3. The contribution that specialist services and teams make to the progress and well-being of students with Special Educational Needs and Disabilities.

4. How we identify and assess students with Special Educational Needs and Disabilities, including you in the process.
5. How we review your child's progress.
6. How we make sure that teaching and support helps your child to learn and make good progress.
7. How we make sure that students with Special Educational Needs and Disabilities enjoy a broad and balanced curriculum.
8. How we make sure that our school and classrooms are safe, accessible and stimulating.
9. How we work in partnership with parents and carers.
10. How we listen and respond to students and young people with Special Educational Needs and Disabilities.
11. How we support students with Special Educational Needs and Disabilities joining our school, leaving our academy and making transitions.
12. How we support students' health and general well-being including their safety, attendance and positive behaviour.

Section One: What school leaders and governors, including the school's SENCo, do to make sure that all students feel welcome, included and achieve their potential.

The Special Educational Needs Coordinator (SENCo)

Our SENCo, Mrs Lauren Nathan, has responsibility for SEND. She works closely with SLT, Subject Leaders and staff members. She plans and monitors the programmes of support for individuals who have been identified with SEND.

The main duties for the SENCo include working with the Headteacher and SEND Governor to determine the strategic development of the SEND policy and provision in the school as well as having the day-to-day responsibility for the operation of the SEN policy and coordinating specific provision made to support individual students with SEND, including those who have EHC plans.

The SEN Governor

Sinai's SEND Governor is Mr Dan Grossman.

The Headteacher

Sinai's Headteacher is Mrs Juliette Lipshaw.

Class Teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with TAs or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow the SEND policy
- Deliver Quality First Teaching which means high quality inclusive teaching together with a whole school processes for assessing, planning, implementing, tracking, monitoring and reviewing a child's progress.

FAQs

Q. Who are the key people involved in making decisions about students with SEND?

The person with overall responsibility is the Headteacher. The SENCo manages the day-to-day provision and planning and works closely with teachers, TAs, the safeguarding team and other key inclusion staff.

Q. Who is keeping an eye on my child's progress at Sinai?

All members of staff who teach and support your child will be checking on your child's progress. This includes teachers and TAs. The SENCo tracks the progress of all children on the SEND Register.

Q. What funding and resources does the school have for my child with SEND?

We receive funding at the start of the financial year for supporting students with SEND. The amount of funding is designated by the local authority to reflect the different level of needs in each school/ academy in the borough.

Q. If a child has an exceptional level of need, can the school apply for additional funding?

Yes, we can. If a student is presenting with an exceptional level of need, after careful monitoring of support and progress, we will engage with you in discussions about your concerns and ours. We will decide together the next course of action. This may lead to the school making an application to the home Local Authority for an Education Health Care Plan. The school then has to show that it is using existing resources effectively and the student is still not making adequate progress. If the borough agrees with the school's and/ or parents'/ carers' assessment that additional funding is needed, the student's home authority will carry out an Education Health Care Needs Assessment. At the end of this assessment period they will decide whether or not an Education Health Care Plan should be agreed. The Education Health and Care Plan, if agreed, will outline areas of need, desired outcomes and accord additional funding to the school.

Section Two: How we develop the skills, knowledge and expertise of school staff.

All staff, including all support staff, have regular training and guidance to meet the needs of our students.

In such training (INSET) we make sure that teachers and support staff:

- Have an awareness of the different special educational needs and disabilities in our school.
- Know where to find relevant data, including positive teaching strategies and SENd pupil profiles needed to meet the needs of all the pupils that they teach.
- Are able to plan and teach/support lessons which meet the needs of all students.
- Understand the social, emotional and behavioural needs of students with SENd.

We provide ongoing training for all our staff, including our TAs, who are working with students with particular SENd for example, numeracy and literacy and/ or communication difficulties. For example, where a child may have a significant hearing impairment, we will ensure that the hearing specialist delivers bespoke, personalised training to all staff who teach that specific student.

We provide ongoing training for teachers and TAs (and other relevant staff) who support students with the most complex needs, for example, those who have been identified with general Learning Difficulties, Developmental Language Delay, ASD and ADHD.

Staff have had access to the following training in 2025/2026:

- Colourful Semantics
- Adaptive Teaching
- Understanding what SENd is
- Understanding the teacher's role in SEN
- Training on the four areas of SEN
- Restorative conversations
- The use of manipulatives in maths
- Phonics for reading
- Phonics for writing
- Catch-up phonics
- Specific Autism training
- Fine and gross motor skills

The SEN Code of Practice 2015 recognises that there are four main categories of special educational needs:

- Communication and Interaction
- Cognition and Learning

- Social, Emotional and Mental Health
- Sensory and/or Physical needs

We know that children will frequently have a range of needs.

At the start of the academic year staff are briefed on key SEND issues and processes at the school. The SENCo highlights SEND processes, informs staff on any important changes to provision or circumstances for SEND students and gives guidance on where to find important documents where they can access further information.

As part of the transition process, teachers work with their new pupils on the SEND Register to get to know them and complete their one-page profile about them.

Staff are informed how to raise concerns for specific pupils using the Initial Concerns process. At Sinai, new Initial Concerns are continuously monitored and the SENCo will speak to class teachers and observe in order to decide the most appropriate intervention.

When a child is put on the SEND register, it is done in collaboration with the parent. The teacher will spend time with the child completing a one-page profile to find out more about the child, and their provision and support is mapped on a personalised provision map.

FAQs

Q. How will all of the teachers know about my child's needs?

The SENCo manages the SEND register. Teachers will get to know each child on the SEND Register by working with them to complete their one-page profile which includes how they like to be taught/ supported and areas of particular interest the students wish to share with their teachers. The profiles in this are edited on an ongoing basis and published to all staff working with the child. Interventions are tracked on the school's provision mapping system. The SENCo also gives guidance and advice on the most successful strategies for supporting students with SEND.

Q. How do you make sure that staff new to the school are able to meet my child's needs?

All staff new to the school have an induction programme. We provide detailed information about the range of pupils in her/his class, personal support, and detailed guidance on how to provide high quality teaching and support.

Q. Will there be someone in the school who has experience and training on my child's needs as soon as he/she starts?

We have staff who are trained to offer appropriate support in many areas of learning needs. They receive support and ongoing training from specialist services to make sure that our expertise is current. If a child is coming to our school with needs requiring new expertise, we make a plan to develop that expertise and provide relevant ongoing training.

Section Three: The contribution that specialist services and teams make to the progress and well-being of students with Special Educational Needs and Disabilities.

Teaching and support staff work closely with members of specialist services which provide support for our school. A full range of these services works in our school are:

Specialist Service	Examples of what they do
Brent Outreach Autism Team: external service	Input for pupils with an ASD diagnosis: Observation of children and advice to staff (will support children from out of borough)
Children and Adolescent Mental Health Service CAMHS: external service (Brent)	Support for the emotional and personal development of children
Brent Inclusion Team	Support children to navigate difficulties in school around behaviours Support for staff Staff training
Hearing and Visually Impaired Service: external service (Brent)	Support and advice to parents, children, school staff on meeting the needs of pupils with hearing and/or visual impairments. (will support children from out of borough)
Internal Safeguarding Team	Support for emotionally vulnerable students within the school.
Unlocking Potential (UP)	1:1 support for emotional and mental health well-being, counselling/ coaching sessions for students and staff SEMH group intervention

These services share the responsibility for improving the well-being, inclusion and progress of each student they work with. They provide a range of support including:

- working one to one and with small group work with students
- providing training for teaching and support staff
- helping us to assess needs and plan next steps and review progress

Sinai works collaboratively with external professionals and is happy to complete paperwork to support assessments for SENd, however requests for documentation may take up to four working weeks to be completed.

Section Four: How we identify and assess students with Special Educational Needs and Disabilities, including you in the process.

Information about the child's strengths and needs will be received from the child's previous setting where applicable. We know when pupils need additional support if:

- Concerns are raised by parents/carers, teachers or the child
- Limited progress is being made. This will be evident through the close tracking and monitoring of each child by class teachers and the senior leadership team
- There is a change in the child's behaviour or progress

Teachers complete an initial concerns form. At Sinai, new Initial Concerns are continuously monitored and the SENCo will speak to class teachers and observe in order to decide the most appropriate intervention.

When a child is put on the SEND register, it is done in collaboration with the parent. The teacher will spend time with the child completing a one-page profile to find out more about the child, and their provision and support is mapped on a personalised provision map.

The provision outlined in the provision map then forms the child's Individual Support Plan (ISP), which is sent home to parents and shared with all teachers working with the child. For some children their needs may warrant further support, at this point we will also include specific targets linked to the four main categories of SEND.

FAQs

Q. If I feel that my child has a SEND, who do I contact?

Your first point of contact is your child's class teacher or the SENCo. Together the teacher and the SENCo will organise a review of your child's performance which may include teacher feedback and review of their progress data.

Q. How does the school decide that a student has a special educational need and goes on the SEND Register? Are there criteria?

The school follows a rigorous identification process in order to accurately identify pupils who have special educational needs. A key criterion is a lack of progress, taking into account the pupil's age and individual circumstances.

Q. Will my child have an individual plan?

The SENCo together with the class teacher creates a provision and strategies plan for each child on the SEND Register. For children needing further support, or for those with an EHCP, this will also include specific targets. The provision is mapped onto a provision map and an ISP is shared with parents.

Section Five: How we review your child's progress

All children on the SEND Register have a review once per term, this is where the ISP is reviewed and new provisions are detailed. The progress of children with an EHC Plan will be

formally reviewed at an Annual Review with all adults involved with the child's education. A termly review will also be carried out for pupils with an EHC plan or more complex needs, the pupil is involved in this meeting, where appropriate.

At Sinai we monitor all children and have a rigorous programme of assessment. Your child's progress will be continually monitored against age related expectations by their class teacher.

The Headteacher, Deputy Head Teacher and SENCo monitor progress and achievement for different groups of children. The Assistant Headteachers monitor progress within their phases. Progress is reviewed formally every term and assessed against national expectations in reading, writing and maths during the Pupil Progress Meetings. At the end of Year 1, children are assessed in phonics and results are compared nationally.

At the end of each Key Stage 2 (Year 6), all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally. The Senior Leadership Team (SLT) and subject leaders monitor planning and pupil books regularly. Lesson observations are carried out to ensure that the needs of all children are met and that the quality of teaching and learning is high.

FAQs

Q. What should I do if I am worried about how my child is progressing and how often will I be able to discuss my child's progress?

We have parents evenings in the autumn and spring terms, however, rather than wait for a meeting, we invite you to contact either the class teacher or the SENCo. If your child has an Education Health and Care Plan, you will also be invited to an Annual Review meeting which will review your child's progress against the intended outcomes listed in their plan. If you have concerns and worries during term-time about your child, we can respond to particular questions over the phone or by email if you would find this helpful.

Section Six: How we make sure that teaching and support helps your child to learn and make good progress

We know that high quality teaching and skilful support will make a big difference to the progress of students with SENd. Making sure that this happens in all classrooms is one of the most important things that our school leaders do. The SENCo ensures that the guidance and advice of specialist services and experts informs teaching and learning. For example, we provide training and ongoing support through Brent Outreach Autism Team for all teachers of a student who have been diagnosed with ASD.

The SENCo works with all teachers, TAs and other staff to promote inclusion and provide effective teaching and support for students with SENd in a variety of ways. These include:

- Carefully adapted (taking account of different needs) planning which ensures that all students can make progress
- Helping and supporting teachers to take full responsibility for all student's learning and progress
- Quality First Teaching (QFT) which means high quality inclusive teaching together with our continuous whole school processes for assessing, planning, implementing, tracking, monitoring and reviewing your child's progress.
- Using a wide variety of teaching approaches, for example, guiding learning through demonstration, group and paired work and providing visual support materials
- Providing a stimulating, rich and interactive classroom environment
- Tracking progress
- Using regular, clear and rigorous assessments that help teachers to track pupils' progress and identify gaps in their understanding
- Providing additional adult support wherever possible
- Making available specialist equipment and digital technology to support access and participation in learning, for example, Chromebooks.

We help our students to develop their skills as resilient learners and to persevere when they find learning difficult. You can read more about how we support good learning in our whole school learning policy found on our school's website.

Finally, we ensure that all pupils have fair access to assessments by providing access arrangements for those that are entitled to them. We have developed a robust provision ensuring all pupils have their needs met for assessments.

The various access arrangements offered to our pupils include:

- Small venue or room accommodation
- 25% extra time
- Prompter
- Access to Chromebook for typing
- Access to a Reader, a scribe or sometimes both
- Supervised rest breaks

Q. Will teachers understand my child's needs?

Your child's ISP is available to all teachers working with your child and enables all teachers to understand their needs and make sure the correct provision is in place for them.

Section Seven: How we make sure that students with SEND enjoy a broad and balanced curriculum

We provide a curriculum that is broad, balanced, motivating and accessible to all students. We want our curriculum to be a reason that students enjoy coming to school. We work hard to ensure that all our students, including those with SEND, achieve in lots of different ways as well as academic learning, for example, in drama, sport, music, dance, showing leadership and taking on responsibilities. We also arrange educational visits and journeys and make sure that all our students can take part.

All of our extra-curricular activities and all school visits are available to all our pupils, including our before-and afterschool clubs. All pupils are encouraged to go on our residential trips. No pupil should be excluded from taking part in such activities because of their SEN or disability.

Section Eight: How we make sure that our school and classrooms are safe, accessible and stimulating

Sinai has an Accessibility Policy and Plan. Other adaptations to the physical environment will be made, as appropriate, to accommodate children with disabilities.

All of our classrooms are set up to include all children; we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc. This is good practice for all children but is vital for those who particularly need it. All our children have access to the full National Curriculum, and we recognise and celebrate achievement in all curricular areas. Teachers adapt the learning and associated tasks as appropriate with curriculum content and ideas simplified and made accessible by using visual, tactile and concrete resources, as well as through use of technology.

Where there is a specific need, we will invite specialist services to promote inclusive practice.

Section Nine: How we work in partnership with parents and carers

We know that the active involvement of parents and carers in supporting the education of their child is one of the most important factors in ensuring a child's success and achievement. We know that parents are the first educators of their child and that we need their knowledge to plan effectively. We will always involve parents and students in planning and reviewing progress.

The school communicates with parents via the Google Classroom and by sending home Knowledge Organisers for geography, history and science, which sets out the learning and activities that have been undertaken over the course of the week and informs parents about the learning planned for the coming week or unit of work. This provides an opportunity for you to discuss with your child what they have been learning and what they will be learning. You can help them to extend their knowledge through their own research or reading. The IDL program is an online learning intervention that can be accessed from home for some

children. It is designed to deliver highly effective literacy and numeracy support for children with gaps in their learning. It uses multi-sensory activities to enhance the links between visual, auditory and tactile learning. It successfully uses sight, sound, touch and voice to develop and support English and maths skills. Where relevant, homework given will be adapted. The class teacher may suggest alternative ways of how you can support your child. Strategies which you can use to help your child will be listed on your child's Individual Support Plan (ISP). Occasionally the school or external agencies run sessions for children including communication and interaction groups and fine and gross motor skill groups, as well as workshops for parents to help you support your child with academic learning or with specific identified needs. Parents play an active part in school life and are always welcome to support our children.

FAQs

Q. Who do I talk to in the school if I have questions about my child's SENd?

You are always welcome to contact your child's class teacher or SENCo who will be happy to meet you, listen to your concerns and discuss your child's progress in day-to-day lessons, about friendships and personal development.

Q. How do I raise concerns about my child?

If you have questions or concerns about the special educational needs of your child, your child's class teacher or the SENCo will listen carefully to your concerns, explain the different ways in which the school supports your child and, when possible and appropriate, come to an agreement about changes to provision and/or support.

Q. If my child has an EHC Plan, how will you make sure I am involved in planning and reviewing?

The SENCo or class teacher will contact you either at the end of the year ahead of the new school year, or close to the beginning of the year to touch base. Your child's provision and targets will be shared in October, February and May alongside a review of the previous ISP. We will formally review targets yearly during their SEN Annual Review. At any point during the year, if you would like to discuss their progress and provision, you can contact the SENCo.

Q. What can I reasonably expect from the school?

We will involve you when we are assessing your child's needs, when we are planning support and when we are reviewing progress. We make sure we tell you what is happening in terms of support for your child and how well he or she is progressing.

Q. How can you help me to help my child at home?

We offer parent/teacher meetings upon request and your child's teacher can show you strategies they are using in class that you can echo at home for English, maths, social communication or mental health wellbeing development.

Q. Is there a special service in Brent that supports and advises parents about issues such as assessment and provision?

Yes. It's called Brent's SENd Information, Advice & Support Service. It is funded by Brent Local Authority but is totally independent in terms of giving advice. You will find information on the website: <https://www.brent.gov.uk/sendias>. If you live in a different local authority you may want to contact your home local authority:

[Harrow Local Offer](#)

[Barnet Local Offer](#)

[Hertfordshire Local Offer](#)

[Camden Local Offer](#)

Q. What if I am unhappy about my child's provision or progress?

We always work hard to make sure that our parents are happy with what we provide for their child. However, we will address worries, concerns and complaints as soon as possible through phone conversations, emails and/or face to face meetings where we will listen carefully to your concerns. If you feel that we have not been able to address your concerns satisfactorily, we have a complaints policy and procedure that you will find on our website. If you would prefer to speak to an independent advisor, you may wish to talk to an advisor on Brent's SENDIASS Team. You can find their details using the following link:

<https://www.brent.gov.uk/sendias>

If you live in a different local authority you may want to contact your home local authority:

[Harrow Local Offer](#)

[Barnet Local Offer](#)

[Hertfordshire Local Offer](#)

[Camden Local Offer](#)

[Hillingdon Local Offer](#)

Section Ten: How we listen and respond to students and young people with SENd

We know that the only way we really find out if a child is happy, feeling safe and taking part in the full life of our community is for the school to be certain that it hears the voices of pupils, especially those who are most vulnerable.

We make sure that we listen to students in our school and respond to what they say in many ways, including:

- Clear policies and systems to support students in expressing any worries or concerns that they have. We always give our students the right to choose their preferred adult to talk to.
- Talking to students and/or groups of students in lesson observations to understand their experience of the lesson.
- Talking to students about their work, giving them opportunities to share with members of staff the work that they are proud of and allowing them to give feedback in how we might make improvements in our expectations to support them in their academic growth.
- Having pupils with SEN involved in writing their own one-page profiles which outlines what is important to them and how they like to be taught and supported.
- Inviting students to make personal contributions to their Annual Review meetings
- Encouraging students to respond to feedback given in marking.
- Agreeing individual targets with them
- Ensuring that our safeguarding procedures are strong and that all staff are well trained.

FAQs

Q. Who can my child talk to if she/he is worried about something?

We make sure that every child has at least one adult with whom they can talk and share any worries or anxieties. We have a Safeguarding team and there are regular assemblies and lessons in the PSHE curriculum teaching the children who their safe adults are. Children are also able to write a “speak-up” for Unlocking Potential (UP) our school therapy service who will come and do a check-in based on the completed form.

Q. What should I do if my child says that they do not want to come to school?

Contact your child’s class teacher, their phase leader, the safeguarding lead or the SENCo. They are all here to help and support you and your child. They will be able to talk through the issues and make suggestions of support. They will also be able to speak to the well-being lead to seek remedies for any issues.

Section Eleven: How we support students with SENd joining our school, leaving our school, and making transitions

In School Transitions

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes -including from the nursery - as smooth as possible.

This may include:

- Additional meetings for the parents and child with the new teacher
- Additional visits to the classroom environment in order to familiarise them with surroundings and routines
- Opportunities to take photographs of key people and places in order to make a transition booklet.
- Enhanced transition arrangements are tailored to meet individual needs.
- Videos of the new year group areas and video messages from old and new teachers.

Transition to High School

Transition Annual Reviews for Year 6 pupils with EHC Plans are held. All children on the SEND Register will have a full transition handover to the SEND department of their new school, and enhanced arrangements made as appropriate.

Section Twelve: How we support students' health and general well-being, including their safety, attendance and positive behaviour

If a child shows consistent atypical behaviours, the class teacher will assess the child's needs, considering family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) we may complete a CAF with the family and support the child through this process which ensures that all professionals work holistically. Together with parents we may also work with Social Care agencies eg Norwood.

If parents and school are concerned that the child may have mental health needs, we encourage and support parents to ask their GP for a referral to CAMHS or to local paediatric services.

If the child is felt to have social, emotional or mental health needs, for example with anger management, the school can offer a range of social skills or therapeutic interventions.

These may include:

- Individual and group therapy delivered in school. Support for children and families offering network meetings in school. Will support families with CAMHS referrals
- Social skills groups including communication and interaction groups, Friendship Groups and Conflict Resolution
- Mindfulness and meditation sessions
- PSHE and Circle time sessions
- 1:1 Mentoring sessions

FAQs

Q. Who will watch out for my child at break and lunch times to make sure they are safe and well?

Break and lunchtimes are supervised by a combination of senior leaders, teachers and teaching assistants. We keep a close eye on everything that is happening at lunch and break times and intervene if any student is feeling stressed or sad. Children with a sensory pass can access the sensory room to aid them in having a break.

Q. My child has medical needs and requires support for personal care. How does the school organise this?

We will meet with you to speak about your child's medical needs and its' management. The school will organise training for all members of staff involved. We will write a Health Care Plan with you and share it with all the relevant staff that will be part of caring for your child.