SEN INFORMATION REPORT

Floreat Wandsworth Primary School

2026/2027

Reviewed: Autumn 2026

Our Vision and Values

Floreat Wandsworth Primary School is a highly successful school that supports each child to thrive personally, socially, and academically. We give our children opportunities to develop enquiring minds, a lifelong love of learning and to become a well-rounded, contributing member of the community. At Floreat Wandsworth Primary School we strongly believe in celebrating every success and preparing our children for the future.

We trust this information report below, together with our SEN (Special Educational Needs) leaflet and policy, provides you with a helpful summary of our inclusive approach at Floreat Wandsworth Primary School.

INCLUSION LEADER & SENCO For all concerns about your child's progress and any challenges, parents and carers are invited and encouraged to contact your child's class teacher in the first instance. Concerns may be escalated to school leaders, including the SENCO, by your child's teacher. Parents of children with Special Educational Needs and/or Disabilities are encouraged to contact the school's SENCO before admission, so we have a good understanding of your child's strengths, interests and any potential areas of support as we plan their first few weeks in our school. If your chid has an EHCP, you must apply for a place through your Local Authority who will consider your preference and the appropriateness of our school to discharge the provision detailed in your child's EHCP. Our SEN Policy outlines our graduated approach and SEN support.	SEN Policy See Policy page on the school website.
DESIGNATED TEACHER FOR LOOKED AFTER CHILDREN We have a duty to ensure that Looked After Children receive appropriate support and care to help secure their progress and engagement within the learning environment. Our designated teacher meets regularly with Social Services and the Virtual School to ensure the child's wider needs are being met and to contribute to the development of the child's Personal Education Plan (PEP)	Ms A Wilkinson Assistant Headteacher (Inclusion)
LOCAL OFFER	https://fis.wandsworth.gov.uk/kb5/wandsworth/fsd/localoffer.page?familychannel=2

WHOLE SCHOOL PROVISION	https://fis.wandsworth.gov.uk/download/file/eFFaeldxdUJwbzBoeDFzdUFkMnBGUT09/oap-parent-and-carer-guide/
REVIEW DATE	October 2027

INCLUSIVE EDUCATION AT FLOREAT WANDSWORTH PRIMARY SCHOOL

Floreat Wandsworth Primary School is a mainstream academy. An academy is a state-funded, community school serving local residents, providing free education for students of all abilities.

Our 'Universal offer' for all children

We aim to recognise the strengths and interests of every child, providing a broad range of opportunities for them to experience success and belonging, and to progress academically.

Our school community is diverse, including in respect to neurodiversity. Our 'universal offer' therefore includes teaching and learning strategies that we know are most likely to be effective for all learners. This includes strategies that consider 'cognitive load' (how many pieces of information we can hold in our short-term memory at any time); attention and sensory processing (building in opportunities for all children to move within lessons); direct vocabulary instruction (to support children with speech and language needs to access the language of the classroom and the curriculum); use of visual resources (to support with understanding and to build independence), and executive functioning (for example how to tackle a task with multiple-steps, time management, personal organisation skills). We include these strategies in our general teaching because they are helpful for everyone – and vital for some.

We know that children develop and progress at different paces.

There can be many reasons for this: absence, illness, friendship worries, disrupted sleep patterns, moving house, a change in circumstances at home and, in some cases, special educational needs. Our job as teachers is to be a 'curious detective', and to try to understand the progress and learning of each child in our class or school. In many cases, children benefit from small adaptations or temporary adjustments for short periods of time e.g., continued use of 'manipulatives or physical resources in Maths; using a writing frame to support with paragraph sequencing; or access to structured play activities during break or lunchtimes.

In noticing that a child is experiencing a barrier to learning and/or need, teachers can try the strategies below as part of their 'universal' approach. All children will need additional support and benefit from adaptive teaching at times.

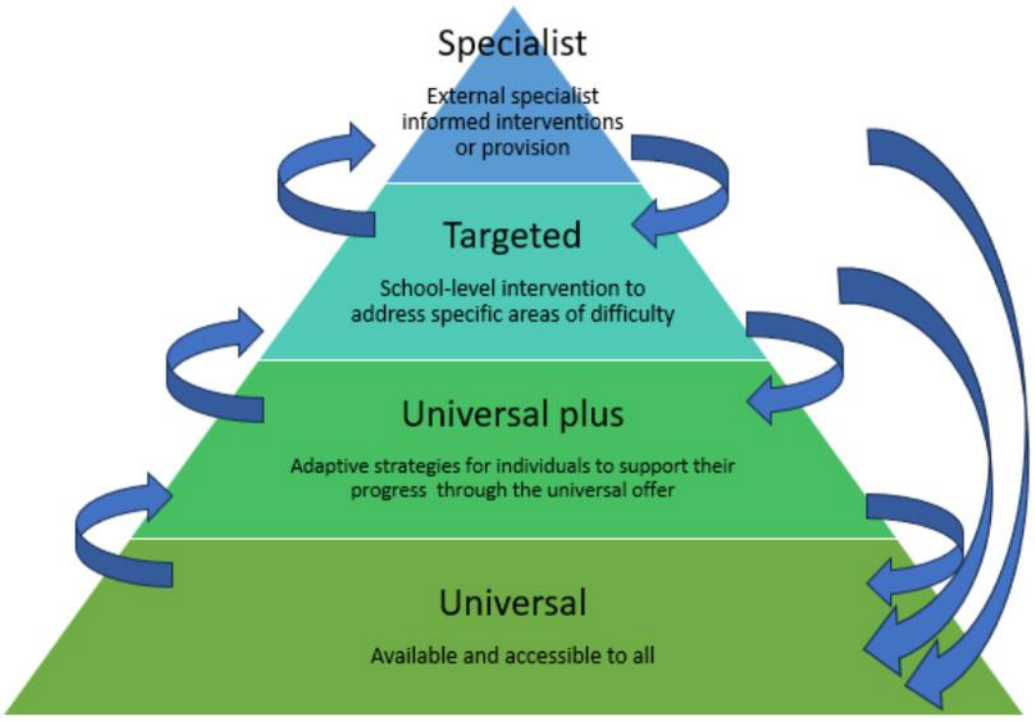
Our 'Universal offer'/ Ordinarily Available Provision document (https://fis.wandsworth.gov.uk/download/file/eFFaeldxdUJwbzBoeDFzdUFkMnBGUT09/oap-parent-and-carer-guide/) sets out a range of strategies for teachers and children to try when they notice that a child is experiencing a specific barrier or need in their learning. We introduce these 'universal plus' strategies gradually as a tightening spiral of support, learning with the child and their parents about what works and has impact. Nearly all these strategies can be applied in the classroom, within lessons, without the need for

additional resources or preparation of separate / different activities. They are evidence-based adaptive teaching and learning support strategies, rather than 'interventions' or 'SEN Support.' Your child's teacher/s will let you know when different strategies to support learning and engagement are being tried with your child. Your child's name does not need to be included on our SEN Register for them to benefit from these 'universal plus' adaptations.

If we continue to have concerns about your child's progress despite having implemented and reviewed the impact of appropriate strategies through our 'Assess, Plan, Do, Review cycle, we will discuss these with parents and may consider including more targeted Special Educational Provision or interventions for your child. We may discuss adding your child's name to our Special Educational Needs register, for as long as they continue to receive that additional support and intervention.

In most cases, it is most effective for teachers to apply the 'least amount of support' first and gradually increase the intensity of support provided if a child does not progress. There should also be a plan to build independence by reducing or removing that support as a child progresses, so that we are not reducing a child's opportunities to develop their independence by providing more support than they need. This also reduces the time a child spends in 'SEN interventions', where they may be separated from the curriculum, their teacher and their peers. In this way, we support children's preparation for the next phase of education and ultimately adulthood, from the earliest years.

The diagram below shows how support moves fluidly up and down the different levels depending on a child's needs. This can be within a year, or across a child's school career. We take a personalised approach for each child.



SEN SUPPORT

We are an inclusive setting that fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2014). Where children do need targeted or specialist Special Educational Provision, staff at Floreat Wandsworth Primary School have been trained to be able to cater for learners who may have difficulties with:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

We also have staff that have training in the following areas:

- Speech and Language Intervention
- Sensory Circuit Intervention
- Occupational Therapy Intervention
- Precision Teaching Intervention
- Positive Behaviour Training: Level One Behaviour Support
- Demand Avoidance

We make reasonable adjustments to our practices to comply with the Equality Act (2010).

SEN POLICY AND INFORMATION

The school has a SEN policy which can be found on the school website.
The school telephone number is 020 8353 4195.
The Inclusion Leader/ SENCO is Alicia Wilkinson who can be contacted via the school office (senco@wandsworth.floreat.org.uk)

Our Inclusion Leader, Senior Leadership Team and class teachers track pupil progress on a termly basis. We track the progress of all our learners and as professionals, we regularly discuss any concerns we have as well as celebrate achievement. We have robust systems in place and use data to support tracking and identifying needs.

Parents who have concerns about their children are encouraged to speak to their class teacher, who will then pass this information on to the SENCO. The SENCO will also meet with parents, via prior appointment. This can be made through the school office.

We identify SEN needs in children in the following ways:

- Observations and assessments in class setting
- Discussion with the child, who may be worried about their own learning or relationships in school
- Parental and teacher discussion
- Class teacher concerns discussed with SENCO
- Ongoing observations and assessment, checking against age related expectations in the curriculum, and typical child development

- Support and advice from outside professionals (with parental consent) e.g. Speech and Language Therapist.

As a staff we meet regularly to discuss the progress, engagement and conduct of learners within the school. Decisions are then made as to the most appropriate steps to take to support the learner; these decisions tie in with the school's graduated approach to meeting needs.

The school operates a regular four-part cycle to identify children who may have special educational needs. This is through the process of

- Assess (the child's needs)
- Plan (support)
- Do (interventions/actions)
- Review (outcomes)

Through this four-part cycle, earlier decisions and actions are revisited, refined, and revised with a growing understanding of the child's needs and of what supports them in making good progress and securing good outcomes. This is known as the graduated approach.

If, in our professional opinion as teachers, we believe your child is likely to require ongoing additional or different support and provision to support their progress, we will discuss this with you. We will let you know when your child's name is added to the SEN register.

PARENTAL INVOLVEMENT

Our starting point is to have a "listening" conversation with parents/carers before children start school: we know that parents are the first educators of their child – we need parents' and carers' knowledge to plan effectively. We ask whether parents/carers have any concerns about their children – for example, if they have a disability, special need, or medical need. This helps us to plan how we will support their child once he/she starts school. If a child has attended a Nursery school or Children's Centre, we use the information they provide to plan the best programme of support.

At Floreat Wandsworth Primary School we have an open-door policy where parents are invited to come in and speak to their child's class teacher, in the first instance, should they have concerns about the overall progress of their child. We believe in developing strong home – school links.

As part of the school's graduated approach to identification of need, parents will be invited to discuss their child's progress with their teacher. Parents may also be invited (or request) to meet with the SENCO. Being invited to a meeting with the SENCO does not automatically mean that your child has a special educational need - it may be an initial discussion with parents and your child's class teacher about the additional steps that could be taken in class to support your child whilst the school is exploring their learning profile and needs.

The SENCO will always talk to you about your concerns and may begin an assessment of needs. If there is an agreement that your child has a special educational need the school will work with you to plan a programme of support. This includes gaining your consent before any referrals to external agencies are made.

Occasionally, the school and parents may not agree that a formal assessment for SEN is needed. If you do not agree with the school's recommendation that your child's needs are assessed for SEN or that your child's name be added to the SEN register, we welcome you to reach out to the Headteacher to discuss your concern. The school does not need parental consent to provide Special Educational Provision in school from its own teacher and support staff, however we always prefer to work in partnership with parents.

Where SEN needs have been identified, support is recorded within the SEN Support arrangements. This document is developed through a cycle of reviews and starts with an Individual Support Plan (ISP). Parents contribute to the termly review and where needed, the reviews will be established more frequently. In addition, children with an Education Health Care Plan (EHCP) will attend an Annual Review.

The school also has a regular reporting cycle where parents are informed of progress. All children are set targets or next steps through the curriculum.

We use our best endeavours to match special educational provision to identified special educational needs. Our special educational provision includes several evidence-based interventions, these span different areas of need and different areas of the curriculum. Interventions are time-bonded and typically delivered in a small group by a trained member of staff. Interventions usually last between 8-12 weeks.

In partnership with teachers and school leaders, the Inclusion Leader monitors the impact of interventions through regular meetings and tracking of progress. The school also has a regular reporting cycle where parents are informed of progress. All children are set targets or next steps.

Within each term, parents will receive a full report on their child's progress and are able to come into school to discuss how they can support learning and progress.

We have a parent teacher association where parents can become involved in school life, we encourage all families to join this group or to become volunteers within the school. We also have School Standards Board members who take an active role in the overall running of the school including curriculum development and whole school improvement.

We host termly curriculum events to help families understand what learning is expected and how they can best support their child's needs.

We believe in supporting the development of parenting skills and as such deliver workshops on site and work in collaboration with other agencies.

We believe in partnering with parents to support a child's learning. We encourage parental support through:

- Open door policy
- Achievement and progress shared at parents' evenings

- Weekly and holiday homework
- Individual Support Plans (ISPs) shared with parents
- Teachers are contactable through phone calls and emails (after school)
- School reports
- Parents' evenings
- Learning journey sharing day (EYFS (Early Years Foundation Stage))
- Parental workshops such as phonics and reading

CHILD INVOLVEMENT IN THEIR SPECIAL EDUCATIONAL PROVISION

Every child is unique. Many children and young people will receive Special Educational Provision of some kind at some time during their education. Some children and young people will need extra help for some or all their time in education and training.

Our SENCO and class teachers, through regular progress reviews, seek to identify children making less than expected progress given their age and individual circumstances, or who are not engaging in their learning. Parents are invited to share any concerns with staff. We aim to identify reasons why a child may be struggling with their learning so that we can intervene with additional support that targets that areas of difficulty or so that we can shine a spotlight on areas where the child is experiencing success to build their self-esteem.

With teacher and parental discussion (and child discussion if it is felt appropriate for their age) additional intervention will be provided if it is felt that a child may have special educational needs. These needs may be identified using a range of in-house assessments and observations, or outside professionals may also be involved. This is always with parental consent.

Children and their families are fully involved and encouraged in establishing this support on a termly basis.

ARRANGEMENTS FOR ASSESSING AND REVIEWING CHILDREN'S PROGRESS TOWARDS OUTCOMES

Individual Support Plans (ISP) are shared with parents, detailing the support provided for the term. Children's attainment and progress is shared with parents each term and a comparison against national expectations is given.

Throughout our 'assess, plan, do and review' cycle we will look at the actions needed to support each child in achieving their full potential.

Throughout this process we may begin to seek the support of external services including CAMHS, Educational Psychologists, GLF behaviour support, Speech and Language, Occupational Therapists and Learning and Language Support. This 'external' support is only sought-after agreement with parents.

TRANSFER AND ACCESS ARRANGEMENTS BETWEEN PHASES OF EDUCATION FOR CHILDREN WITH SEND

Induction and a good start in school is important to us. We invest time in welcoming our learners in a way that encourages them to feel a part of our school. Each year we have an induction programme for all children new to EYFS in September. As part of this process, we include:

- Nursery visits for each child
- Consultation with parents about children's needs and interests
- Induction meeting and coffee morning held for new child and/or parents
- Stay and play Sessions
- Information gathered in "All about me" used to inform new staff about the child.

We have developed links with local nurseries and spend time meeting our new children in these settings before they start school in September.

For children with complex needs, a transition review with parents and agencies involved is established to ensure a smooth transition. A transition plan is then agreed together.
The SENCO and school leaders are in regular contact with neighbouring educational settings and work closely with the other SENCOs in the area.

When children transition between classes within Floreat Wandsworth Primary School:

- All children have a session in their new classroom with their new class teacher at the end of the summer term, before moving up in the autumn
- Handover meetings are held between relevant class teachers at the end of the academic year
- SATS meetings are held for Year 6 parents

When children transition between primary schools:

- If a child enters our school at the start or midway through the academic year from another primary school, then a transfer meeting will take place over the phone or in person. Files will be transferred between schools to ensure information is shared
- A meeting will be arranged with the parents/carers, Inclusion leader and class teacher to discuss the needs of the child and the provision required.
- If needed the child may have a period of transition to ensure they settle well.
- The Inclusion leader will then contact the external agencies involved (if applicable) to ensure support continues in our setting.

When children transition to secondary schools:

- We receive support from external agencies for children who may require some specialist help concerning transition to secondary school
- Receiving secondary schools come in to meet with current pupils and staff in summer term
- SEND (Special Educational Needs and Disabilities) needs are discussed between the SENCO and the receiving SENCO
- Additional transition days/meetings may be held deepening on the needs of the child.
- We send the child's record of SEN provision including any professional's reports etc. to their secondary school. Our primary school will no longer hold their records.

TEACHING CHILDREN WITH SEN

The Headteacher leads on inclusive practice, working closely with the SENCO and other school leaders, as well as with teachers. They meet with staff each term, review every child's progress, and identify any additional support needed. In addition, additional support or interventions are reviewed each term to monitor their impact and to adjust provision them as needed.

At Floreat Wandsworth Primary School we recognise that the quality of teaching within the classroom is the greatest influence over children's progress and we therefore invest in training to ensure our classrooms are an inclusive place to be. We adopt a graduated approach to meeting the needs of all children through quality first teaching/our universal offer and our staff make reasonable adjustments to include all children, not just those with SEN. For example, visual signs, symbols, and timetables are provided throughout the school and all staff are encouraged to use communication friendly strategies.

HOW WE ADAPT THE CURRICULUM, LEARNING ENVIRONMENT AND PROVIDE ADDITIONAL SUPPORT FOR CHILDREN WITH SEN/D

At Floreat Wandsworth Primary School we provide an inclusive, coherent and ambitious curriculum that is carefully sequenced to support all children to build up the knowledge they need over time. By deliberately introducing curriculum content and skills in small steps, with lots of opportunities for repetition and rehearsal in different contexts, children secure the building blocks of learning that they need to understand more complex ideas and to undertake more complex tasks. This 'small steps' approach is inclusive of children with SEND and enables all children to remember more.

Teachers are responsible and accountable for the progress and development of all children in their class, including children with an Education Health and Care Plan (EHCP) and children with medical conditions. High-quality teaching, adapted and differentiated for individual children, is the first step in responding to children who have, or may have, SEN. Teachers carefully plan 'scaffolds' to support each child's learning within a lesson, building from their starting point. Additional support and special educational provision, such as small group interventions and support from a Teaching Assistant may supplement but should not replace teaching by the child's teacher.

Lesson observations by senior staff ensure the school continues to develop its inclusive ethos and training needs are identified from these observations. Our whole school provision map identifies the support available within the school at a whole class and individual level.

We have an Accessibility Plan which shows how adaptations are made not only to the built environment but to the curriculum and how information is accessed by children and their parents.

DEPLOYMENT OF TEACHING ASSISTANTS

Teachers are responsible for the progress of the children in their class, including where children receive support from teaching assistants or specialist staff and where a child has an EHCP. We advocate a 'teacher-first' approach to special educational provision. Where necessary and when the school has the resource to

do so, a teaching assistant may provide the teacher with additional capacity to support children with additional interventions in pairs, small groups and occasionally, individually.

At Floreat Wandsworth Primary School we are passionate about enabling all children to gain independence with their learning. Therefore, except in exceptional circumstances and/or where explicitly stipulated in an EHCP, PEP or any other statutory documentation, we do not operate a model of 'one-to-one' teaching assistant support for children with SEND. This is because our experience, backed up by educational research, is that a one-to-one or 'velcro' support model can (unintentionally) inhibit children from making optimal progress; can result in social isolation from their peers; and prevents children from increasing the independence that they will need in the next phase of education. This does not mean that children are left unsupported. Rather it means that teachers give additional attention to the scaffolds and supports they provide in lessons and consider on a lesson-by-lesson basis whether the support of an additional adult is needed to support each child to learn and progress.

In addition, we liaise with external agencies such as speech therapists to deliver individual programmes of support in school, as recommended by the multi-professionals with whom we work.

STAFF TRAINING IN SEN AND SPECIALIST OUTSIDE SUPPORT

Our staff receive regular training, and all our class teachers hold Qualified Teaching Status. Several members of staff have additional training qualifications in specialist areas.

The SENCO is working towards the NPQSENCo.
All or some of our staff have had training in:

- Dyslexia
- Team Teach / Physical Intervention
- ASD (Autism Spectrum Disorder)
- Hearing impairment awareness
- Speech and language support
- Epilepsy training

We aim to ensure that all staff working with children who have SEN possess a working knowledge of the difficulty to help them in supporting access to the curriculum.

Where it is deemed that external support is necessary, we discuss any referrals with parents in the first instance and gain full consent before proceeding with a referral. We have a good working relationship with many specialists from outside agencies and encourage their involvement both with individual children and in developing our universal, whole-school approaches.

Currently we have regular contact with teams from:

- Educational Psychology
- Behaviour Support
- Speech and Language Therapy
- Occupational Therapy

- Drama Therapy
- School Nurse
- Child and Adolescent Mental Health Services (CAMHS)
- Education Wellbeing Service
- Wandsworth Autism Advisory Service (WAAS)
- Victoria Drive Pupil Referral Unit (PRU)

SECURING EQUIPMENT AND FACILITIES TO SUPPORT CHILDREN AND YOUNG PEOPLE WITH SEN

We access specialist support from Wandsworth Council. This support is based on where a child lives or is registered with the GP. We work hard to establish effective working relationships with a range of professionals in order to secure the equipment and resources children need.

EVALUATING THE EFFECTIVENESS OF SPECIAL EDUCATIONAL PROVISION (SEP)

We ensure that resources and interventions to support the children's learning are available within an allocated budget and are detailed on a child's Individual Support Plan. We review the needs of the children within the school and endeavour to put in place provisions in order to be able to cater for these needs. The SENCO and school leaders carry out learning walks which include reviewing how inclusive provision is delivered. Our budget is allocated according to our provision management and is therefore carefully aligned to individual needs and our School Development Plan.

Some of the funding the school receives may go towards funding training so that in-house provision is more targeted at needs.

We also look at the impact each intervention has had on the progress of each learner. Decisions are made as to whether specific interventions are proving to be effective both in terms of the time spent on them and the finance used in providing the intervention.

Each year we review the needs of the whole cohort to see if there are any changes. Decisions are then made as to whether any additional interventions need to be put in place.

INCLUSION IN SCHOOL LIFE

We have a whole school approach to inclusion which supports all children to engage in activities together. Any barriers to learning or engagement are reviewed with discussions on what can be done to overcome these. We make reasonable adjustments so that children can join in with activities regardless of their needs. Different steps are taken to prevent children with SEN being treated less favourably than other children and some examples of these are:

- Regular PSHE lessons celebrating and recognising differences
- Promotion of SEN awareness weeks e.g., National ASD awareness week
- Celebration and recognition of all achievements in class and assemblies
- Effective differentiation in the classroom
- Practical and hands on learning opportunities

- Enrichment opportunities

As needed, additional staff accompany school trips so that learners with additional needs can participate and enjoy the experience. Risk assessments are completed, often in collaboration with parents, to ensure all reasonable adjustments are provided which will enable individual needs to be catered for on a trip. Registers are taken for all school activities, and we actively monitor the engagement of learners across the school.

SUPPORT FOR IMPROVING EMOTIONAL AND SOCIAL DEVELOPMENT

Every learner has a named professional they can talk to, should the need arise. For most of our children, this will be the class teacher. A whole school positive attitude is encouraged through House Points. Further positive attitude is promoted through sticker charts and rewards. Classes have regular lessons and discussions encouraging personal, social, and emotional development.

Anti-bullying and E-Safety lessons are taught each term, as relevant to the children's age. We have a zero-tolerance approach to bullying in the school which addresses the causes of bullying as well as dealing with negative behaviours. If parents have concerns, in the first instance they can talk with the class teacher.

INVOLVEMENT FROM OTHER PROFESSIONALS IN SUPPORTING CHILDREN WITH SEND AND THEIR FAMILIES

When a child has specific needs, further to their educational needs, we may ask for the support and advice of outside professionals. In these cases, parents and the child will be consulted, and consent sought so that agencies are able to work in supporting the overall development of the young person. Parents are invited to attend meetings with the professionals, where relevant.

We have established relationships with and work collaboratively with external partners to improve the outcomes for all children. These include:

- Educational Psychology and Specialist Teacher Support
- Local Authority Behaviour Support advisory service
- Speech and Language Therapy
- Occupational Therapy
- Wandsworth Autism Advisory Services
- Hearing Support
- Vision Support
- School Nurse
- Physical and Sensory Support
- Family Support Worker
- Child and Adolescent Mental Health Services (CAMHS)
- NHS Education Wellbeing Service
- Wandsworth Autism Advisory Service (WAAS)
- Victoria Drive Pupil Referral Unit (PRU)

ARRANGEMENTS FOR HANDLING COMPLAINTS FROM PARENTS OF CHILDREN WITH SEN CONCERNING SEN PROVISION

The Inclusion Leader at the school is contactable via this email address: senco@wandsworth.floreat.org.uk

In the first instance if a parent has a concern, they are encouraged to speak to the class teacher. If the matter cannot be resolved at this stage, then the SENCO or another senior leader may become involved, and a meeting convened to discuss the nature of the concern and look for a resolution to the issue. If this does not result in a resolution, the school's complaints procedure may be followed.

A copy of the school's complaints procedure can be found on the school office. The complaints procedure outlines the formal steps the school will take in handling each complaint.

Where a resolution between the parent and school cannot be reached, parents will be advised to seek external support through the Parent Working Partnership or the Local Authority Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS).

Further information about our SEN provision can be found on the school website and in our SEN policy.

Further information on the Local Authority's Local Offer can be found at:
https://fis.wandsworth.gov.uk/kb5/wandsworth/fsd/localoffer.page?familychannel=2