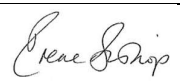
St Alfege
with St Peter's
Church of England Primary School

SEND INFORMATION REPORT/SCHOOL LOCAL OFFER - 2025/26

Reviewed: September 2026
Next Review Date: September 2027
Custodian: Governing Body/Learning and Achievement Committee

Signed by the Chair of Governors:	

Type of school	Mainstream
Inclusive Mainstream primary school including nursery provision	1 form entry per year Admissions made via the Local Authority admissions panel (Reception and SEND only; in-year admissions and non-SEND via school)

All Greenwich maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs/ and or disabilities, and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s and or disabilities being met in a mainstream setting wherever possible, where families want this to happen.

This should be looked at together with:
1) The Royal Borough of Greenwich Local Offer for children and young people with SEND, which can be accessed via the following link:

https://www.greenwichcommunitydirectory.org.uk/kb5/greenwich/directory/localoffer.page?localofferchannel=0

2) The school SEND Policy, which can be accessed via this link:

https://www.stalfegeschool.org.uk/policies/special-educational-needs-disability

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3) The school anti bullying policy, which can be accessed via this link:

https://www.stalfegeschool.org.uk/policies/anti-bullying

4) The school accessibility plan, which can be accessed via this link:

https://www.stalfegeschool.org.uk/policies/accessibility-plan

PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ AND OR DISABILITIES IN OUR SCHOOL

Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs/Disability (SEND)? And how can I talk to them about my child if I need to?	
Your child's class teacher	Your child's class teacher is responsible for: ▪ Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation). ▪ Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc.) and discussing amendments with the Inclusion Lead and SENDCo as necessary. ▪ Writing targets and sharing and reviewing these with parents at least once each term and planning for the next term. ▪ Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.

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	▪ Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and individually planned activities and resources. ▪ Ensuring that the school's SEND Policy is followed, in their classroom and for all the pupils they teach with any SEND. The class teacher can be contacted via the school office on phone 0208 858 3613 or by e-mail to info@stalfegeschool.org.uk
The Inclusion Lead **Amanda Wilson** **The SENDCO** **Hannah Webb**	Mrs Wilson and Miss Webb are responsible for: ● Co-ordinating all the support for children with special educational needs (SEN) and or disabilities, and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school. ● Ensuring that you are: ○ Involved in supporting your child's learning ○ Kept informed about the support your child is getting ○ Involved in reviewing how they are doing ○ Part of planning ahead for them ● Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology ● Updating the school's SEND record of need, (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are excellent records of your child's progress and needs. ● To provide specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN and/or disabilities in the school) to achieve their potential. ● Supporting your child's class teacher to write personal targets set for your child to achieve.

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	• Organising training for staff so they are aware and confident in how to meet the needs of your child and others within our school. Mrs Wilson and Miss Webb can be contacted via the school office on 0208 858 3613 or by e-mail to info@stalfegeschool.org.uk or senco@stalfegeschool.org.uk
Teaching Assistants may be allocated to some pupils with SEN (and or disabilities)	A Teaching Assistant may be allocated to a pupil with exceptional special educational needs and/or disabilities.
Headteacher - Amanda Wilson	Mrs Wilson is responsible for: • The day to day management of all aspects of the school, this includes the support for children with SEN and/or disabilities. She will give responsibility to the Inclusion Lead, SENDCo and class teachers but is still responsible for ensuring that your child's needs are met. • She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND. Mrs Wilson can be contacted via the school office on 0208 858 3613 or by e-mail to info@stalfegeschool.org.uk.
SEND Governor – Debbie Sandringham	Ms Sandringham is responsible for: • Making sure that the school has an up to date SEND Policy • Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school • Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities. • Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school.

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	Ms Sandringham can be contacted by emailing the school office at info@stalfegeschool.org.uk.

HOW ARE CHILDREN SUPPORTED AT ST ALFEGE WITH ST PETER'S SCHOOL?

What are the different types of support available for children with SEN and /or disabilities at St Alfege with St Peter's?		
Types of support provided	**What would this mean for your child?**	**Who can get this kind of support?**
Class teacher input via good/outstanding classroom teaching.	● The teacher will have the highest possible expectations for your child and all pupils in their class. ● All teaching is based on building on what your child already knows, can do and can understand. ● Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child. ● Putting in place specific strategies (which may be suggested by the Inclusion Lead, SENDCo or staff from outside agencies to enable your child to access the learning task.	All children in school receive this.
Specific small group work. This group may: ● Take place in the classroom or in a	● Your child's class teacher will have carefully checked on your child's progress and will have decided that your child has gap in their understanding/learning and needs some extra support to close the gap between your child and their peers. ● The class teacher will plan group sessions for your child with targets to help your child to make more progress	Any child who has specific gaps in their understanding of a subject/area of learning.

separate room/space. ● Led by a teacher or (most often) a Teaching assistant who has had training to run these groups. These are often called Intervention groups by schools.	● A Teaching Assistant (or sometimes a teacher or outside professional) will run these small group sessions.	
Specialist groups or individual work directed or delivered by outside agencies e.g. Speech and Language therapy	● If your child has been identified as needing more specialist input, in addition to good and outstanding classroom teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress. ● Before referrals are made, you will be consulted over the phone or asked to come to a meeting to discuss your child's progress and help plan possible ways forward. ● If it is agreed that the support of an outside agency is the best way forward, you will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better. ● The specialist professional will work with your child to understand their needs and make recommendations, which may include:	Children with specific barriers to learning that cannot be overcome through whole class good/outstanding teaching and intervention groups.

	○ Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better ○ Support to set targets which will include their specific professional expertise ○ Your child's involvement in a group run by school staff under the guidance of the outside professional e.g. a social skills group or sensory circuit ○ A group or individual work directly with an outside professional ○ Onward referrals to other specialists who can contribute further to professionals'' understanding of your child's needs ● The school may suggest that your child needs some agreed individual support or group support in school. They will tell you how the support will be used and what strategies will be put in place.	
Specified Individual support for your child provided via an Education, Health and Care Plan (EHCP) This means your child will have been identified as needing a particularly high level of individual and small group support, which cannot be provided from the resources	● The school (or parents themselves) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more details about this in the Local Authority (LA) based Local Offer, on the Royal Greenwich web site: https://www.greenwichcommunitydirectory.org.uk/kb5/greenwich/directory/localoffer.page?localofferchannel=5 ● After the request has been submitted to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will look at the advice submitted and ask you and any other professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue/adapt the support that is in place. ● After the reports have all been sent in, the Local Authority will decide if your child's needs are severe, complex and lifelong and if they require a high level of support in school to make good progress. If this is the case, they will write an EHC plan. If this is not the case, they will set up	Children whose learning needs are: ● Severe, complex and lifelong ● Need, as a guide, 21 hours or more, additional support in school.

already delegated to the school.	a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible. ● The EHC Plan will specify the level of top-up funding (called funding 'Bands') school will receive in order to support your child identify ways in which this funding should be spent. The EHCP will contain long and short-term targets (outcomes) for your child and specify provision that should be put in place to meet these. ● An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups which include your child. ● Sometimes, if your child requires this high level of support they may also need specialist support in school from a professional outside the school. This may be from: Greenwich Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need), outside agencies such as the Speech and Language therapy (SALT) Service, Occupational therapy service, Physiotherapy and/or CAMHS ● The EHCP is reviewed annually to ensure that it is still 'fit for purpose'. Parents, teachers and external professionals will be invited to the meeting to discuss the progress your child has made towards the targets set.	
How will we support your child with identified special needs starting at school?	● We will first invite you to visit the school with your child to have a look around and speak to staff ● If other professionals are involved, a team around the Child (TAC) meeting will be held to discuss your child's needs, share strategies used, and ensure provision is put in place before your child starts ● A Teacher/ Teaching Assistant or Early Years Practitioner may make a home visit and also visit your child of they are attending another provision ● We may suggest adaptations to the settling in period to help your child to settle more easily.	

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How can I let the school know I am concerned about my child's progress in school?	● If you have concerns about your child's progress you should speak to your child's class teacher initially. ● If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENDCo or a member of the Senior Leadership Team. ● If you continue to be concerned, you can contact the school SEND Governor.
How will the school let me know if they have any concerns about my child's learning in school?	● Where there are concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher will raise this with the SENDCo. ● The school also have meetings every term involving each class teacher, the SENDCo and senior leadership team to discuss all children's progress. In this meeting, a child may be identified as not making expected progress and those in the meeting will discuss possible reasons for this and ways they can support the child. ● If your child is identified as not making progress the school will make a decision about whether to monitor this or set up an intervention group. ● If your child is still not making expected progress the school will set up a meeting with you and the class teacher, and possibly the SENDCo discuss with you: o Any concerns you may have o How we could work together, to support your child at home/school o Any possible further interventions or referrals to outside professionals to support your child's learning and development ● If you agree with any suggested referrals, the SENDCo will meet you to go through these and complete the necessary paperwork.

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How do we ensure that the views of your child (and other children with SEND in the school) are used to plan for them and for SEND within our school?	It is important that children have a say in how they are supported in their learning. How they take part in this will depend on various factors, such as their age, understanding and communication skills. Possible ways to involve children and obtain their views include: ● Regular informal discussions by staff with the children they support ● Staff leading interventions to ask children for feedback every few sessions (share what's working for them/what could be better etc.) ● Children may be present in meetings or for a short period of the meeting, or they may be asked to share their views about themselves, their learning which will be presented by a teacher or TA during the meeting. ● Children's voice to be captured in referral forms and Profiles (for EHCP), where appropriate. ● Children being encouraged to see themselves as individuals and recognise that what works for others may not work for them and their style of learning All children, including those with SEND will be asked to complete the school pupil questionnaire. Children with SEND will be given additional adult support or resources if necessary.
How is extra support allocated to children and how do they move between the different levels?	● The school budget, received from Greenwich LA, includes money for supporting children with SEN. ● The Headteacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of the needs of the children currently in the school. ● Headteacher, Deputy Headteacher, the Inclusion Lead and the SENDCo discuss all the information they have about SEN in the school, including ○ the children getting extra support already ○ the children needing extra support ○ the children who have been identified as not making as much progress as would be expected. ○ the resources/training and support needed to meet the children's needs. ● All resources/training and support are reviewed regularly and changes made as needed.

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Who are the other people providing services to children with SEN in this school?	A. Directly funded by the school	• Teachers (including Senior Leadership Team) • Class-based support staff • Early Years Practitioner • Additional Speech and Language Therapy input to provide a higher level of service to the school, from Oxleas and a private provider (Therapy Links) • Additional Educational Psychology input to provide a higher level of service to the school • Additional time from the Child and Adolescent Mental Health Service
	B. Paid for centrally by the Local Authority but delivered in school	• Autism Outreach Service • Educational Psychology Service – allocated hours • Sensory Service for children with visual or hearing needs • STEPS (Assessment, advice and resources for children with literacy or numeracy difficulties including Dyslexia) • Speech and Language Therapy (provided by Health but paid for by the Local Authority). • Occupational Therapy • Physiotherapy • Professional training for school staff to deliver medical interventions • Waterside Behaviour advice service • Parent Partnership Service (to support families through the SEN processes and procedures).
	C. Provided and paid for by the Health Service (Oxleas NHS Trust) but delivered in school	• School Nurse • Community Paediatrics/IND Clinic through referral

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	D. Voluntary agencies	• National Autistic Society • MENCAP • Greenwich Parent Voice • The Deborah Ubee Trust
How are the adults in school helped to work with children with SEND and what training do they have?	• Inclusion Lead and SENDCo's job is to support the class teachers in planning for children with SEN. • The school has a School Development Plan, including identified training needs for all staff to improve the teaching and learning of children, including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD, dyslexia etc. • Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with SEND. • Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class, e.g. from the ASD Outreach service, STEPS and Sensory service or medical /health training to support staff in implementing care plans. Training takes place on a regular basis. If you would like to hear about the training which is currently taking place or has taken place by the staff members in the school, please speak to the Inclusion Lead or SENDCo.	
How will the teaching be adapted for my child with learning needs (SEN/ and or disabilities)	• Our curriculum is designed to be rich and varied and give all children an opportunity to thrive and shine • Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adjusted in order to enable your child to access their learning as independently as possible. • Specially trained support staff can implement the teachers' modified/adapted planning to support the needs of your child where necessary. • Specific resources and strategies will be used to support your child individually and in groups. • Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs and increase your child's access to what is on offer.	

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How will we measure the progress of your child in school? And how will I know about this?	● Your child's progress is continually monitored by their class teacher.
	● Their progress is reviewed formally every term and a level given in reading, writing and mathematics, as well as progress in other areas, as appropriate, such as attendance, engagement in learning and behaviour.
	● If your child is in Year 1 and above, but is not yet at National Curriculum levels, a more sensitive assessment tool can be used which shows their level in more detail and will also show smaller but significant steps of progress.
	● At the end of Key Stage 2 (i.e 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 for which are published nationally.
	● If a child in Year 6 is not working within National Curriculum levels, they can be assessed using the National Curriculum Pre-Key stage levels.
	● The progress of children with an EHC Plan/Statement of SEN is formally reviewed at an Annual Review to which all adults involved with the child's education are invited.
	● The SENDCo and Inclusion Lead will also check that your child is making good progress within any individual work and in any group in which they take part.
	● For children on the SEND record of need and other children who may benefit, Learning Plans will be written containing targets for your child to work on. These targets will be in addition to the curriculum objectives being worked on by the whole class and will be written specifically for your child, depending on their needs/areas of development. These Learning Plans are written by the class teacher, with support from the SENDCo, and then shared with parents. They are then reviewed after a pre-determined amount of time (usually a full term) and a new plan written (if your child still would still benefit from one).
	● A range of ways will be used to keep you informed, which may include:
	  ○ Phone calls
	  ○ Additional meetings as required
	  ○ Written progress reports
	  ○ Letters
	  ○ Certificates
	  ○ Parents evenings
	  ○ Home/school book (where necessary for individuals)

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How will we make arrangements to ensure that the social emotional needs of your child are met in school?	● The school's PSHE curriculum follows the Kapow programme which supports the social and emotional development of all children throughout the school. ● The Senior Leadership Team are all extremely experienced in working with children with social and emotional needs and will provide direct and indirect support as required. ● All staff have had training on Zones of Regulation, and this has been delivered to all classes as a whole school approach to managing our feelings and self-regulating. ● In termly progress meetings, teachers will highlight any children who they deem vulnerable from an emotional perspective. ● If there is a long-term or persistent change to a child's behaviour or emotions, we will meet with the family to see if there are any changes that the child might need help with. ● If needed, we can support children with in-school provisions and we can signpost families to external agencies who can support with emotions and mental well-being.
How is our school made accessible for students with SEND?	Please see: ● the school's Accessibility Plan ● the local authority's SEND support document **http://familiesinformation.royalgreenwich.gov.uk/kb5/greenwich/fsd/localoffer.page**
How does our school make special arrangements for looked after Children (LAC) with SEND?	● We consult with the Virtual School, as appropriate, for personalised support as required. We also liaise with the allocated social worker, to ensure all agencies are working collaboratively to develop an appropriate support package (PEP/EHCP/) for each child. ● We review the child's needs and progress regularly, for example before entering the school to ensure a smooth transition from their previous setting and then at regular intervals. ● We ensure Pupil Premium Plus is being used to effectively enable the child to meet their outcomes ● The Designated Teacher for Looked After Children (LAC) and the Inclusion Lead ensure that training and policies are supportive of looked after children with SEND ● The Designated Governor for LAC works to ensure provision is enabling LAC with SEND to make good progress.

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How will we support your child when they are leaving this school? OR moving on to another class?
We recognise that 'moving on' can be difficult for a child with SEN/and or disabilities and take steps to ensure that any transition is a smooth as possible. If your child is moving to another school: ● We will contact the new school's SENDCo OR Inclusion Lead and ensure he/she knows about any special arrangements or support that need to be made for your child. ● We will make sure that all records about your child are passed on as soon as possible. When moving classes in school: ● Information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher. All targets will be shared with the new teacher. ● If your child would be helped by a transition book or social story to support them understand moving on then this will be made for them. This book would likely include photos of your child's new classroom, staff working with them and any significant changes to routine, such as entrance they will use, times for lunch or playtime changes. This would be created by the SENDCo and sent home for you to look at with your child to prepare them for the change. In Year 6 ● The SENDCO will attend the Primary to Secondary Transition Day to discuss the specific needs of your child with the SENDCo of their secondary school, and the specialist input they have received in their time at primary school. ● Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school. ● All SEND information and relevant paperwork will be sent to secondary schools, along with your child's standard school file. ● Communication between Primary and Secondary schools continues after your children leave us, and we ensure we are available to answer any questions or share any information that may help the secondary school to support your child.

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REVIEW OF SEND PROVISION DURING 2025-2026 (PREVIOUS ACADEMIC YEAR)

What did the SEND record of need look like during the 2024-25 academic year?		
How many children were on the SEND record of Need in total?	45 pupils	
How many children in our school had an Education, Health and Care Plan	8 pupils	
What were the primary needs of our children on the SEND record of need?	Speech, Language and Communication Needs	29
	ASD	10
	Specific Learning Difficulties	1
	Cognition and Learning Difficulties	1
	Social, Emotional and Mental Health	3
	Physical/Sensory Difficulties	1
	Other Difficulty/Disability	

What provision was put in place during the 2024-25 academic year?
We have a large number of experienced and well-trained teaching assistants who deliver interventions to pupils within school, either as part of the whole class lessons, small groups or 1:1. During 2025-26 some of the interventions held included: ● 1:1 or group sessions with Speech and Language Therapist/Assistant ● 1:1 counselling sessions with the Deborah Ubee Trust ● Group sessions from the Deborah Ubee Trust ● Word Aware groups across several year groups

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- Active Listening
- Lego Therapy
- Attention Bucket
- Language for Thinking (KS1 and KS2)
- Language for Behaviour and Emotions
- Superflex
- 'Talk About' social skills group
- 1:1 STEPS Literacy programmes
- 1:1 STEPS handwriting programmes
- Sensory circuits for children across all year groups
- Speech sounds 1:1 support
- Fine motor skills group
- Colourful Semantics
- 1:1 Maths intervention booklets
- 1:1 Reading
- 1:1/2:1 support for EHCPs
- Sensory Space
- Group session with the Greenwich Mental Health Support Team

What training did school staff have during the 2025-26 academic year?
In 2025-26 we focused on both the professional development of the whole staff and individualised training. Training relating to Inclusion/SEND during the year 2025-26 included:

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- Continuing with Trauma Informed Practice training for all staff, delivered by CAMHS
- ASD in Girls whole-staff training
- Using Visuals to support children and introducing the RBG Visuals Policy.
- Training for all staff on developing independence and oracy
- Training on writing individual Learning Plans
- Training from Speech and Language therapist for TAs in specific interventions E.g. speech sounds, active listening, Lego Therapy, Attention Bucket
- One TA completing Attention Autism training
- One TA completing ELSA (Emotional Literacy Support Assistant) training
- SENDCo completing NPQ SENDCo qualification
- Qualified TA training all other Tas in 'Attention Bucket'
- 'Supporting Autistic children in Early Years' course for two TAs in EYFS
- Supporting SEND children in the classroom for two TAs in KS1/KS2
- Training from Greenwich STEPS for staff to deliver Literacy Programmes and reassess children for their next programme
- Staff consultations with CAMHS
- SENDCo Network meetings
- Using ABC charts to track behaviours and triggers
- Phonics intervention training

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GLOSSARY OF ACRONYMS/TERMS	
ASD	Autistic Spectrum Disorder
CAMHS	Child & Adolescent Mental Health Service
EHCP	Education, Health and Care Plan
EP	Educational Psychologist
IEP	Individual Education Plan
PLP	Personal Learning Plan
RBG	Royal Borough of Greenwich
SALT	Speech and Language Therapist
SEMH	Social, Emotional and Mental Health
SENDCo	Special Educational Needs Coordinator
SEND	Special Educational Needs & Disabilities
SEND Code of Practice	The legal document that sets out the requirements for SEND