



Believe, Achieve, Succeed

Special Educational Needs and Disabilities (SEND) Information Report

Written in line with Ealing guide to SEND documentation.

Responsibility for this policy lies with (Headteacher, Full Governing Body or Finance & Premises Committee)	Full Governing Body
Policy approved date	July 2026
Policy due for review on (4 years)	July 2027



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1. Introduction

At Vicar's Green Primary School, we are committed to ensuring that every child is valued, included and supported to achieve their full potential. We believe that all pupils are entitled to a broad, balanced and ambitious curriculum, regardless of their starting points or individual needs.

In accordance with the Children and Families Act 2014 and the SEND Code of Practice (2015), a child or young person has Special Educational Needs and Disabilities (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for them. Special educational provision is support that is additional to, or different from, that ordinarily available to children of the same age.

At Vicar's Green Primary School, we strive to identify pupils' needs as early as possible and work in close partnership with parents, carers and external professionals to ensure that appropriate support is in place. High-quality teaching is the first step in responding to pupils who have SEND, and we adapt our teaching, curriculum and learning environment to remove barriers to learning and enable every child to participate fully in school life.

We are committed to promoting inclusion, independence and positive outcomes for all pupils. We have high expectations for every child and recognise that every learner is unique. Through effective teaching, targeted support and strong partnerships with families, we aim to ensure that all pupils make good progress academically, socially and emotionally.

Our approach reflects our school vision:

"All members of the school community are respected and recognised for their individual strengths and potential. Through effective teaching, learning, encouragement and support, we work together to enable every child to flourish and achieve success."

Our SEND Aims

At Vicar's Green Primary School, we aim to:

- Provide an inclusive learning environment where all pupils feel valued, safe and able to achieve their full potential.
- Ensure that all pupils, including those with SEND, have access to a broad, balanced and ambitious curriculum through high-quality teaching and appropriate adaptations.
- Identify pupils' additional needs at the earliest opportunity and provide timely, appropriate support to enable good progress.
- Meet the individual needs of pupils through carefully planned provision, targeted interventions and personalised support where required.
- Monitor and evaluate the impact of SEND provision to ensure that resources and interventions lead to positive academic, social and emotional outcomes.
- Work in close partnership with parents, carers, pupils and external agencies to ensure a collaborative approach to meeting individual needs.
- Promote pupils' independence, confidence, wellbeing and positive mental health, enabling them to participate fully in all aspects of school life.
- Develop and maintain a highly skilled staff team through ongoing professional development and access to specialist advice.
- Foster a culture of high expectations, ensuring that every pupil is supported and challenged to achieve their best.
- Ensure that pupils with SEND are fully included in the wider life of the school and are prepared for successful transitions throughout their education.

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

We want to work with you and your child towards the ultimate goal of all young people becoming as independent as they can be as they prepare for the next stage in their life and for adulthood. All provision and support we provide is working towards implementing the local area [SEND and Inclusion Strategy 2023-2027](#).

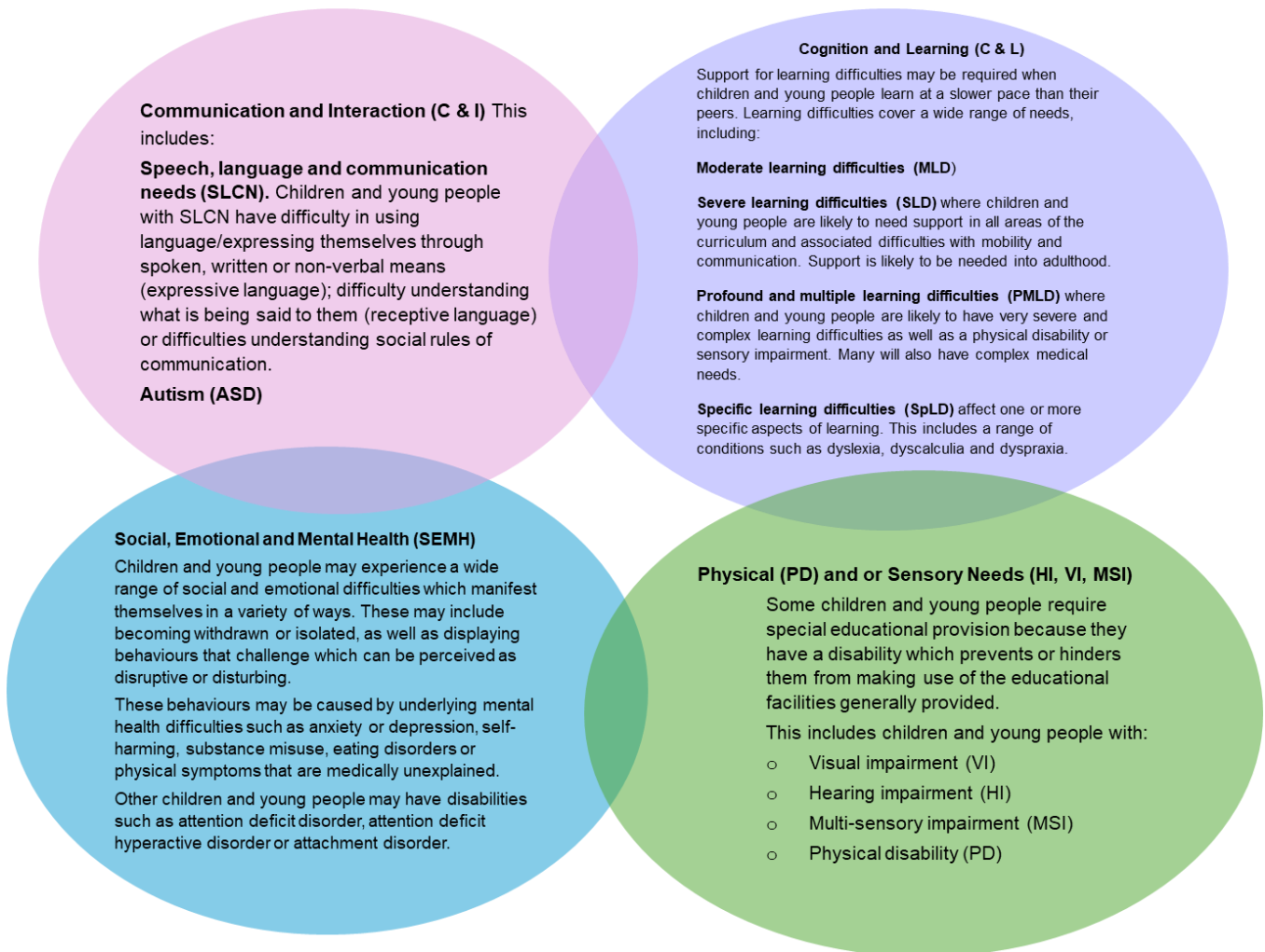
If you want to know more about our school's arrangement for SEND, you can read our SEND Policy alongside this information report. You can find our SEND policy on our website [Vicar's Green Primary School - Special Educational Needs \(SEN\)](#)

If there are any terms that we have used in this information report that you are not sure about, there is a glossary at the end of this report.

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

Our school provides for pupils with the following needs (as outlined in the SEND Code of Practice 2015):

Four Broad Areas of Need



Often you will find that children and young people's needs overlap and are rarely confined to just one area of need. This is why it is important for us to gain a holistic view of your child.

In addition to being described via different broad areas of needs, Special Educational Needs and Disabilities (SEND) can also exist at different levels of severity. The different levels exist as a continuum and while SEND needs may remain, support needs may change and go up and down the continuum over time as a consequence of the impact of the support being received. This is known as a 'graduated approach'. Find out more about this approach in section 6.

3. Which Staff will support my child and what are their key responsibilities?

At Vicar's Green Primary, all staff are responsible for supporting the needs of pupils with SEND. Our staff are committed to high-quality teaching and regular, high-quality

training to ensure that they have the knowledge and skills to better meet a wide range of pupil needs.

Below outlines key staff who will be supporting your child.

Roles and Responsibilities

Our SEND and Inclusion Team

Supporting pupils with SEND is a shared responsibility. At Vicar's Green Primary School, our SEND and Inclusion Team includes school leaders, the SENCo, class teachers, teaching assistants, pastoral staff, governors, external professionals and, most importantly, parents and carers. By working together, we ensure that every child receives the support they need to achieve their full potential.

All Staff

All staff at Vicar's Green Primary School are responsible for the progress, attainment and wellbeing of every pupil, including those with SEND. Staff are committed to delivering high-quality, inclusive teaching and work collaboratively to identify and respond to pupils' additional needs at the earliest opportunity. Through regular monitoring, assessment and professional dialogue, staff ensure that appropriate support and adaptations are in place to enable all pupils to achieve their full potential.

The Governing Body

The Governing Body, through the designated SEND Governor, monitors the effectiveness of the school's SEND provision and ensures that the school fulfils its statutory responsibilities. The SEND Governor meets regularly with the SENCo and school leaders to review provision, monitor outcomes and support the strategic development of SEND across the school.

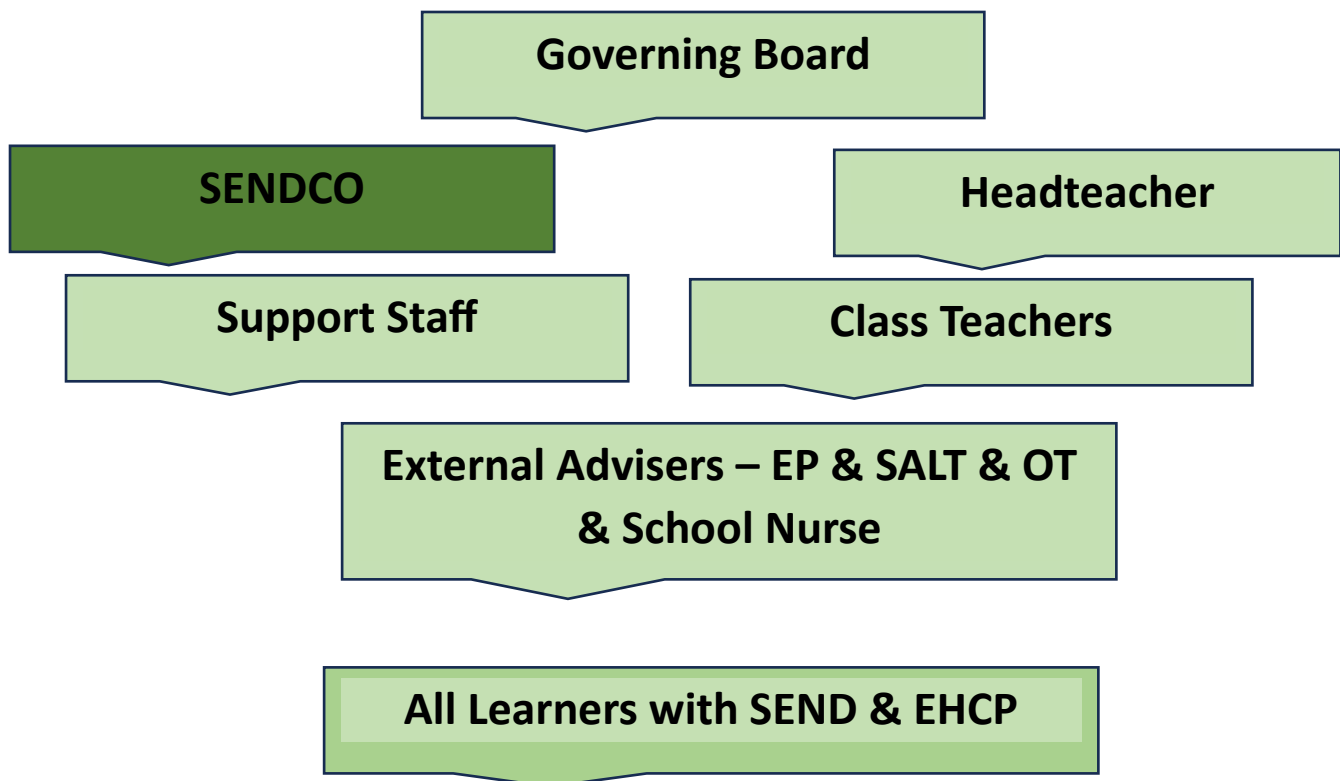
The Special Educational Needs Coordinator (SENCo)

The SENCo, in collaboration with the Headteacher and Governing Body, leads the strategic development of SEND provision across the school. The SENCo works closely with staff, parents, carers, pupils and external agencies to ensure that pupils with SEND receive high-quality, personalised support.

The SENCo's responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy.
- Coordinating provision for pupils with SEND and monitoring its effectiveness.
- Maintaining the SEND register and ensuring pupil records are accurate and up to date.
- Supporting teachers to identify pupils' needs and plan appropriate provision.
- Monitoring and reviewing provision maps, Individual Support Plans and targeted interventions.
- Advising and supporting staff through coaching, training and continuing professional development.

- Working in partnership with parents and carers, recognising them as key members of the SEND and Inclusion Team and involving them in planning, reviewing and evaluating their child's provision.
- Liaising with education, health and social care professionals to coordinate specialist support where appropriate.
- Supporting smooth transitions into school and between year groups or settings.
- Reporting to senior leaders and governors on the effectiveness of SEND provision and contributing to whole-school improvement.



Our Special Educational Needs Co-ordinator, or SENCO

Our Special Educational Needs Coordinator (SENCo) has led SEND provision at Vicar's Green Primary School for the past four years and holds the National Professional Qualification for SENCOs (NPQ SENCO). During this time, they have worked closely with pupils, families, staff and external professionals to develop an inclusive, child-centred approach that enables every pupil to thrive. Mrs Laura Hughes is committed to ensuring that pupils with SEND receive timely, effective support and that parents and carers are valued as partners in planning, reviewing and celebrating their child's progress.

Class/subject teachers

At Vicar's Green Primary School, we recognise that high-quality professional development is essential to ensuring that all pupils with SEND receive effective, evidence-informed support. We are committed to maintaining a knowledgeable and

skilled workforce through an ongoing programme of Continuing Professional Development (CPD).

All teaching and support staff participate in regular SEND-focused training through whole-school INSET, staff meetings and specialist workshops. Training is carefully planned in response to the needs of our pupils and reflects current national guidance, local priorities and best practice.

The SENCo leads and coordinates SEND training across the school and regularly accesses professional development through the Local Authority, specialist services and national training providers. As a qualified NPQ SENCO, the SENCo also attends local SENCo network meetings to remain up to date with local developments, national reforms and emerging best practice, ensuring these are embedded within school.

Specialist training is provided by external professionals where appropriate. Staff receive guidance and practical strategies from Speech and Language Therapists (SALT), Occupational Therapists (OT), Educational Psychologists and other specialist services to enable them to effectively implement personalised programmes and recommended classroom strategies. This collaborative approach ensures that specialist advice is translated into high-quality daily practice for pupils.

Teaching Assistants are integral to our SEND provision and receive regular training to develop their knowledge and skills in areas such as communication and language, speech and language interventions, sensory processing, occupational therapy strategies, autism, and social, emotional and mental health needs. They also attend relevant Local Authority and external training to further enhance their expertise.

Governors receive updates on SEND developments and are encouraged to access relevant training to support their strategic oversight of SEND provision and ensure the school continues to meet its statutory responsibilities.

Teaching assistants (TAs)

We have a team of TAs, who are trained to deliver SEN provision.

Our teaching assistants are trained to deliver support and programmes such as Bucket Time, Lego Therapy, Box Clever, Colourful Semantics, Zones of Regulation

In the last academic year, TAs have been trained in Writing Social Stories, Sensory Processing Differences and Developmental Language Disorder.

External Agencies

Sometimes we call on extra help to advise us on additional support that our pupils might need. These may include

- ELP SEND & Inclusion Quality and Partnership Lead
- ELP Outreach Service
- Outreach from our Special schools
- Educational psychologists
- Speech and language therapists

- Occupational therapists
- The Child Development Team
- Child and adolescent mental health services (CAMHS)
- Mental Health Support Team
- GPs or paediatricians
- Children with Disabilities Team
- Therapeutic Thinking Lead
- Safeguarding services
- Attendance team services
- School Transport
- School Liaison Officer
- School nurses
- Voluntary sector organisations.

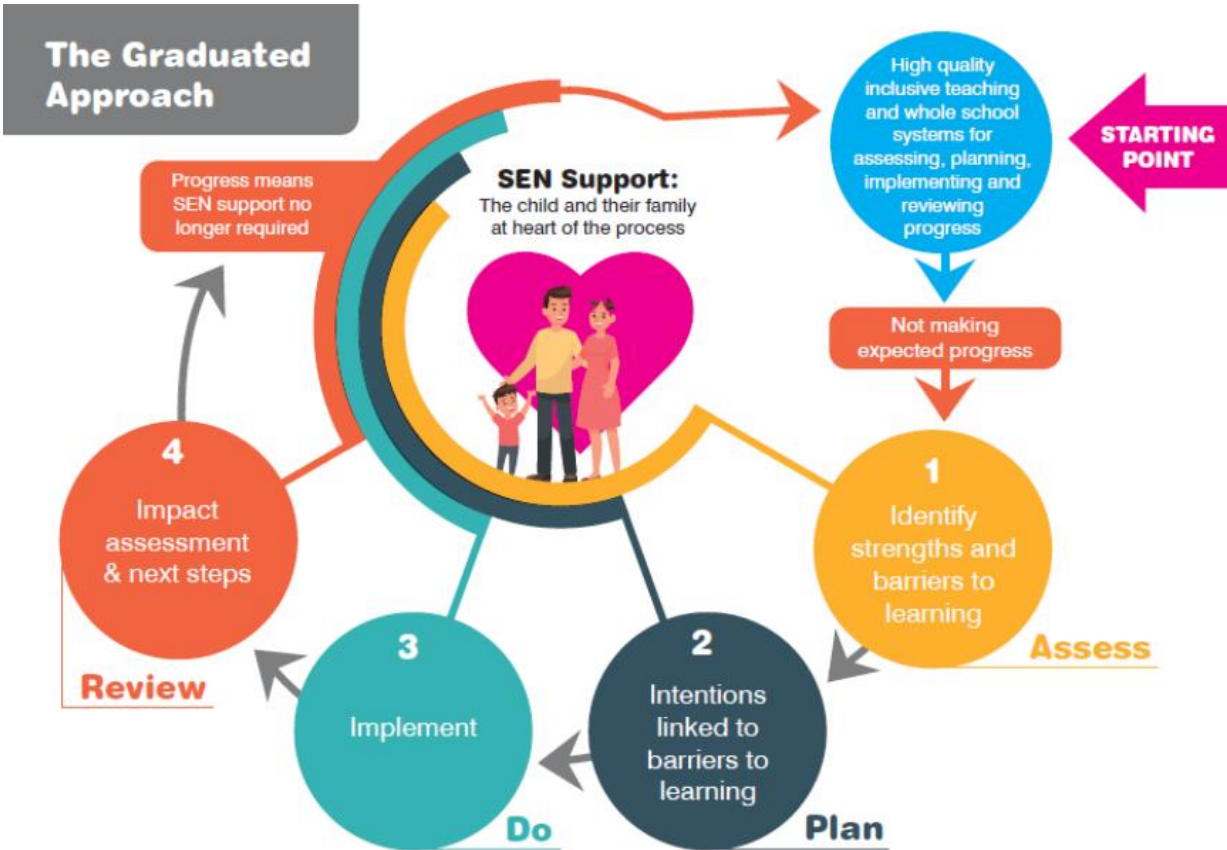
4. What should I do if I think my child has SEND?

Step 1	If you think your child might have SEND, raise your concern with the class teacher or contact the office to arrange an appointment with the SENCO. This can be done at parents' consultations, or by setting up a meeting with the class teacher in the first instance. If your child is coming in with an identified SEND need such as Speech and Language, please give the office any reports you might have and request a meeting with the SENDCO.
Step 2	We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed and add this to your child's record.
Step 3	We will carry out the agreed strategies and monitor them over an agreed period of time. These are likely to be universal strategies as set out in Ordinarily Available Provision document Ealing ordinarily available provision shared expectations for inclusion Ealing Grid for Learning This is the next step of the 'Graduated Approach' where support will be continually reviewed. See next page for more details.
Step 4	If we think that your child needs support that is in addition to or different from what we would provide for all children we will discuss this with you and add your child to the school's SEND register. Together with you we will make a plan of additional support which will be reviewed regularly.

5. What happens if the school identifies a need?

All our class teachers are responsible for monitoring all pupils who have been identified as having SEND. They also review pupils who are not making the expected level of progress academically or socially. This might include pupils who experience difficulties with communication and interaction, cognition and learning, social,

emotional and mental health, or sensory and/or physical needs. Teachers monitor pupils' progress closely, implement appropriate support and interventions, and liaise with the SENCo where further assessment or additional provision may be required.



If the teacher identifies that a pupil is not making good progress, they try to find out if the pupil has any gaps in, or barriers to learning. The school will provide appropriate teaching and support to fill gaps, or make adjustments to take account of any SEND needs.

If the pupil is still finding it difficult to make the expected progress, the teacher / form tutor will talk to you in the first instance, and may then involve the SENDCO. The school will follow the graduated approach to identifying and trying different types of support and keep these under review so that the support is the right support for your child (see previous page).

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

Explain your school's approach here. Insert details about how your school assesses and reviews pupils' progress. Please note, the below are suggestions only.

We will follow the 'graduated approach' to meeting your child's SEND needs. The graduated approach is a 4-part cycle of assess, plan, do, review.

Assess	If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has.
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	We will ask for you and your child's input, as well as getting help from external professionals where necessary.
Plan	In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.
Do	We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.
Review	We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer; this may mean the Plan, Assess, Do, Review cycle continues.

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

At Vicar's Green parents or careers will have the opportunity to meet the class teachers thrice a year for face-to-face meeting and there will be an annual report on your child's progress. We will share with you:

Set clear outcomes for your child's progress

Review progress towards those outcomes

Discuss the support we will put in place to help your child make that progress

Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

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

If you have concerns that arise between these meetings, please contact the class teacher or the SENDCo by making an appointment through the Admin Office at 02089976734.

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

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

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

- ✓ Attend meetings to discuss their progress and outcomes
- ✓ Prepare a presentation, written statement, video, drawing, etc.
- ✓ Discuss their views with a member of staff who can act as a representative during the meeting
- ✓ Complete a survey
- ✓ Contribute to their pupil passport

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

How we adapt teaching for pupils with SEND

At Vicar's Green Primary School, all teachers are responsible and accountable for the progress and development of every pupil in their class, including those with Special Educational Needs and Disabilities (SEND).

Vicar's Green Primary School is committed to ensuring that all pupils can access a broad, balanced and ambitious curriculum. We use adaptive teaching and reasonable adjustments to enable every child, including those with Special Educational Needs and Disabilities (SEND), to participate fully in school life and achieve their potential.

Our school is situated across two levels and provides easy access to all areas on the ground floor for pupils with mobility or visual needs. A lift provides access to the second floor, ensuring that all areas of the school are accessible. The school's Accessibility Plan outlines how we continue to improve access to the curriculum, the physical environment and information for disabled pupils.

Access to the Curriculum

Our SEND provision is based on:

- ✓ Setting ambitious but achievable learning outcomes for every pupil.
- ✓ Responding to individual strengths and areas of need.
- ✓ Removing barriers to learning and participation.
- ✓ Ensuring all pupils have equitable access to the National Curriculum.

Class teachers, supported by the SENCo and teaching assistants, follow a graduated approach of Assess, Plan, Do, Review to identify needs, plan appropriate support and

regularly evaluate pupils' progress. Ongoing assessment and robust tracking systems enable us to identify pupils who may require additional support or intervention.

High-quality, inclusive teaching is the foundation of our approach. We ensure that all pupils have access to a broad and balanced curriculum and are supported to participate fully in all aspects of school life.

We recognise that there is no "one size fits all" approach. Teaching, resources and the learning environment are adapted on an individual basis to meet pupils' needs, ensuring that support is meaningful, targeted and responsive.

Adaptive teaching may include:

- breaking learning into smaller, manageable steps
- pre-teaching key vocabulary and concepts
- using visual supports, modelling and scaffolding
- allowing additional time for processing and responses
- simplifying or adapting instructions where appropriate
- reading instructions aloud or providing alternative formats
- structured routines and clear expectations
- use of flexible groupings, including targeted adult support

Additional support and resources may include:

- visual timetables and now/next boards
- practical and multi-sensory resources
- laptops or assistive technology where appropriate
- coloured overlays or adapted print materials
- personalised resources to support specific needs

Interventions and targeted support

Where appropriate, pupils may also access targeted interventions to support specific areas of need, such as:

- communication and language support (including Speech and Language Therapy programmes)
- social, emotional and mental health support
- fine and gross motor skills development (including Occupational Therapy programmes)
- phonics, reading and numeracy interventions

These interventions are carefully planned, regularly reviewed, and delivered alongside high-quality classroom teaching.

Support from adults in school

Teaching assistants and support staff work closely with class teachers to support pupils in line with their individual needs. Support is carefully planned to promote independence and ensure pupils are not over-supported.

Accessibility and inclusion

Our school Accessibility Plan ensures that we continually improve access to the curriculum, the physical environment, and communication for pupils with disabilities. This includes increasing the extent to which disabled pupils can participate fully in school life alongside their peers.

Partnership approach

We work closely with parents, carers and external professionals to ensure that support is well matched to each child's needs and is regularly reviewed to ensure it is effective.

These interventions are part of our contribution to Ealing Council's local offer.

[Ealing Families Directory](#) | [Ealing Local Offer](#)

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

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

- Reviewing progress towards their goals each term
- Reviewing the impact of interventions end of every term
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

We are committed to ensuring that the support provided for pupils with SEND has a positive impact on their progress, wellbeing and inclusion. The effectiveness of SEND provision is monitored and reviewed regularly through a graduated approach of Assess, Plan, Do, Review.

We evaluate the effectiveness of provision by:

- Reviewing each pupil's progress towards their individual outcomes at least termly.
- Monitoring the impact of interventions and making changes where necessary to ensure support remains appropriate and effective.
- Reviewing SEND Support Plans in partnership with parents, carers and, where appropriate, the pupil.
- Gathering pupil voice to ensure children have opportunities to share their views about the support they receive.
- Monitoring teaching, learning and provision through observations, learning walks, book scrutiny and provision maps led by the SENCO and senior leaders.
- Analysing assessment data, attendance, behaviour and wellbeing to identify progress and any emerging needs.

- Working collaboratively with parents, carers and external professionals to review outcomes and agree next steps.
- Holding Annual Reviews for pupils with an Education, Health and Care (EHC) Plan to evaluate progress towards agreed outcomes and ensure provision continues to meet their needs.
- The SENCO works closely with class teachers and the Senior Leadership Team to monitor the quality and impact of SEND provision across the school. Support is adapted where necessary to ensure every pupil is making the best possible progress and is fully included in all aspects of school life.

11. How will the school ensure my child has appropriate resources?

Your child's needs may mean we need to provide additional resources such as:

- physical items such as visual aids or communication aids
- Adaptations to in class support
- Further training for our staff
- External specialist expertise
- Where appropriate, we will consult with external agencies to get recommendations on what will best help your child access their learning and use our best endeavours to ensure these are supplied.

The school is committed to ensuring that pupils with SEND have access to the staffing, resources and specialist provision they need to achieve their full potential.

Funding for SEND is allocated through the Local Authority and the school's delegated SEND budget. This funding is used to provide additional support, including staffing, specialist resources, intervention programmes, staff training and reasonable adjustments to enable pupils with SEND to access the curriculum and participate fully in school life.

For pupils with an Education, Health and Care Plan (EHCP), additional funding is allocated by the Local Authority according to the level of need identified within the EHCP. This funding is used to provide the provision specified in the plan, which may include additional teaching assistant support, specialist teaching, therapeutic interventions, specialist equipment or other personalised resources.

The SENCO works closely with the Headteacher and school leaders to ensure that resources are allocated effectively and reviewed regularly to meet pupils' changing needs. Decisions about the deployment of staff and resources are based on ongoing assessment, progress, individual needs and advice from external professionals where appropriate.

The effectiveness of resource allocation is monitored through regular reviews of pupils' progress and outcomes, ensuring that support remains appropriate, targeted and responsive to individual needs.

12. How will the school support pupils with medical needs?

In line with Section 100 of the Children and Families Act 2014, we make arrangements to support pupils with medical conditions. We work closely with parents, carers and health professionals to develop Individual Healthcare Plans where needed. Staff receive appropriate training to meet pupils' medical needs safely and confidently.

Reasonable adjustments are made to ensure pupils with medical conditions can access learning, participate fully in school life and remain safe. Where a pupil has both SEND and a medical condition, we coordinate provision so that their healthcare plan and SEND support plan work together.

Our Supporting Pupils with Medical Conditions Policy provides further detail and is available on our school website.

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

We are dedicated to providing an inclusive environment where all pupils are valued and have equal opportunities to participate in every aspect of school life. We believe that children with SEND should learn, play and take part in activities alongside their peers wherever possible.

High-quality inclusive teaching is our first approach to meeting the needs of all learners. Where appropriate, pupils may also access targeted interventions in addition to a broad and balanced curriculum. These interventions are carefully planned to minimise disruption to classroom learning and wider school experiences.

All pupils, including those with SEND, are encouraged and supported to participate in:

- Educational visits and residential experiences.
- Before and after-school clubs and extra-curricular activities.
- Sports Day, performances, themed events, workshops and enrichment activities.
- Leadership opportunities, including the School Council and other pupil roles.

Reasonable adjustments are made wherever necessary to ensure pupils with SEND can access all activities. This may include adapting resources or activities, providing additional adult support, carrying out individual risk assessments, making adjustments to the environment, or seeking advice from external professionals.

Staff work closely with parents, carers and, where appropriate, external agencies to identify and remove any barriers to participation. No pupil will be excluded from

activities because of their special educational needs or disability, and we are committed to ensuring that every child has the opportunity to achieve, contribute and enjoy all aspects of school life.

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

Our school is committed to providing an inclusive education for all children. We welcome applications from pupils with Special Educational Needs and Disabilities (SEND) and do not discriminate on the grounds of SEND or disability.

Admissions are managed in accordance with the Local Authority's admissions arrangements and the School Admissions Code. Where a pupil has an Education, Health and Care Plan (EHCP) that names our school, the Local Authority will consult with the school and, if the school is named in the final EHCP, the pupil will be admitted before other places are allocated, in line with statutory guidance.

Our oversubscription criteria are applied fairly and do not disadvantage pupils with SEND or disabilities. We are committed to making reasonable adjustments, in accordance with the Equality Act 2010, to ensure that pupils with disabilities can access education and participate fully in school life.

Before admission, we work closely with parents, carers, previous educational settings and, where appropriate, external professionals to gather information about a child's individual needs. This enables us to plan appropriate provision, make any necessary reasonable adjustments and ensure that support is in place from the start of the child's time at school.

The school endeavours to:

- ✓ Providing equal access to education for all pupils.
- ✓ Making reasonable adjustments to remove barriers to learning and participation.
- ✓ Promoting an inclusive environment where all children are valued and supported.
- ✓ Implementing and reviewing our Accessibility Plan to improve access to the curriculum, the physical environment and information for pupils with disabilities.

We work in partnership with families and the Local Authority to ensure that every child has the best possible start and is supported to achieve their full potential.

15. How does the school support pupils with disabilities?

Vicar's Green Primary School fosters an inclusive environment where pupils with disabilities are able to access all aspects of school life. We make reasonable

adjustments, in line with the Equality Act 2010, to ensure that disabled pupils are not placed at a substantial disadvantage compared with their peers.

Support is tailored to each pupil's individual needs and may include:

- ✓ Adaptations to the learning environment and classroom organisation.
- ✓ Access to specialist equipment, assistive technology and adapted resources where appropriate.
- ✓ Individual risk assessments and care plans, where required.
- ✓ Personalised support to enable pupils to access the curriculum, educational visits, extracurricular activities and school events.
- ✓ Collaboration with external professionals, including therapists, advisory teachers and health services, to ensure appropriate provision is in place.
- ✓ Support with mobility, personal care or medical needs where necessary.
- ✓ Staff training to ensure pupils' individual needs are understood and appropriately supported.

Our school building is accessible across both floors, with level access to ground floor areas and a lift providing access to the first floor. Accessible toilet facilities are also available.

The school regularly reviews its Accessibility Plan to improve:

- ✓ Access to the curriculum for disabled pupils.
- ✓ The physical environment of the school.
- ✓ The availability of information in accessible formats for pupils, parents and carers.

We work closely with pupils, parents, carers and external agencies to ensure that appropriate adjustments are made, enabling every child to participate fully in school life and achieve their potential. Our Accessibility Plan can be found on the school website or by following the link below:

<https://www.vicarsgreenprimaryschool.co.uk/attachments/download.asp?file=468&type=pdf>

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

Explain your school's approach here. Include any extra pastoral support arrangements for listening to the views of pupils with SEND and what measures you have in place to prevent bullying. Please note, the below are suggestions only.

Vicars Green Primary strive to ensure that all pupils, including those with SEND, feel safe, valued and included. We actively seek pupils' views through regular discussions with teachers, teaching assistants, the SENCO and other trusted adults, ensuring that pupils are involved in planning and reviewing the support

they receive wherever appropriate. Pupils also have opportunities to contribute to school life through the School Council, with representatives from Years 1 to 6.

Supporting pupils' emotional wellbeing is central to our inclusive ethos. Children are encouraged to talk to trusted adults, including the Headteacher, teachers, teaching assistants, midday supervisors, the Learning and Behaviour Support Worker and, where appropriate, the Educational Psychologist, if they have any worries or concerns. Some pupils may benefit from additional pastoral support, including a daily 'Meet and Greet' with a familiar member of staff, social skills groups led by experienced teaching assistants, or support from external agencies where appropriate. We also have a qualified Mental Health First Aider, who conducts regular check-ins with children on the register.

Our school uses the Zones of Regulation framework in all classrooms to help pupils recognise, understand and regulate their emotions. We also embed the principles of Therapeutic Thinking, recognising behaviour as a form of communication and responding with empathy, consistency and appropriate support. These approaches help pupils develop emotional resilience, positive relationships and successful learning behaviours.

The PSHE curriculum plays a key role in promoting pupils' emotional health, wellbeing and social development by teaching the knowledge, skills and understanding needed to build healthy relationships, manage emotions and make positive choices. We are proud to have achieved Gold Healthy School Status, recognising our commitment to promoting the wellbeing and mental health of all pupils.

We have a zero-tolerance approach to bullying, including bullying related to SEND. Through our curriculum and school values, we promote kindness, respect, inclusion and the celebration of diversity. Any concerns are investigated promptly, with appropriate support, restorative approaches and ongoing monitoring implemented where necessary to ensure that all pupils feel safe, respected and supported.

Staff receive regular training in SEND, safeguarding, Therapeutic Thinking and emotional wellbeing to ensure they are equipped to meet pupils' individual needs and create a positive, nurturing environment where every child can thrive.

17. What Support is in place for looked-after children with SEND?

The Designated Teacher for Looked-After and Previously Looked-After Children will work closely with the DSL and SENCO to ensure that all staff understand how a pupil's care experience and SEND may interact, and the implications this has for teaching, learning and wellbeing.

Pupils who are looked-after or previously looked-after will receive SEND support in the same way as any other pupil with identified additional needs. In addition, looked-after children will have a Personal Education Plan (PEP).

The school will ensure that the PEP, SEND Support Plan and, where applicable, Education, Health and Care (EHC) Plan are aligned and complement one another to provide a coordinated and consistent approach to meeting the pupil's individual needs.

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

Transition Point	What we do
Between years	To help pupils with SEND be prepared for a new school year we: • Ask both the current teacher and the next year's teacher to attend final meeting of the year when the pupil's SEND is discussed • Schedule lessons with the incoming teacher towards the end of the summer term • Transition Playtimes are organised so children get used to new environments and playgrounds • Meet the Teacher takes place before the end of the Summer Term • Children with SEND needs follow a separate schedule so they can spend longer in their new classroom and where possible with the new adult. • Transition booklet goes home at the end of the year.
Between schools	When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting. The SENDCO will speak to the new school for a smooth handover
Between phases (for primary schools)	The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the pupils who are receiving SEND support. Pupils will be prepared for the transition by: Practising with a secondary school timetable Learning how to get organised independently

	Plugging any gaps in knowledge
Between phases (for secondary schools)	The SENCO of the secondary school meets with our SENCO to discuss the needs of the incoming pupils near the end of the summer term. We arrange meetings with the parents of incoming pupils to discuss how we can best welcome their child into our community. We set up new pupils with a buddy from the year above to help them get settled in and make friends. We buy in support from external professionals to run tailored individual or group sessions on this. Coffee Morning is organised for parents to guide them on how to support their children through this transition including dealing with any anxiety and safety issues.
Onto adulthood (for secondary schools)	We provide all our pupils with appropriate advice on paths into work or further education. We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

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

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

To see what support is available to you locally, have a look at Ealing's local offer. Ealing publishes information about the local offer on their website: [Ealing Families Directory | Ealing Local Offer](#)

Link the local offers of all the local authorities in your catchment area.

Hounslow [SEND Local Offer | London Borough of Hounslow](#)

Brent [SEND Local Offer | Brent Council](#)

Hillingdon [HELLO - SEND Local Offer – Hillingdon Council](#)

Hammersmith and Fulham [Local Offer for SEND | London Borough of Hammersmith & Fulham](#)

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are: www.ealingsendiass.org.uk

Link to all local SENDIASS organisations in your catchment area.

Local charities that offer information and support to families of pupils with SEND are:

Link to any local charities supporting families of pupils with SEND, including contract details.

Ealing Parent Carer Forum [Ealing Parent Carer Forum](#)

- Contact Ealing: [Ealing office](#)
- Ealing Anchor [Ealing Anchor Foundation – Helping special needs children and their parents.](#)
- Ealing Mencap

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

- IPSEA ([IPSEA](#)) [Independent Provider of Special Education Advice](#)
- [Council for Disabled Children](#)
- Special Needs Jungle [Special Needs Jungle - News, info, resources](#)
- [SEND Family Support - Helping Families Care For Children with SEND](#)