

Downsview Primary & Nursery School



SEN Information Report 2025/2026

Review September 2026

At Downsview Primary School we provide a broad and balanced curriculum for all children. All pupils benefit from Quality First Teaching within the classroom. Some pupils have barriers to learning, which may indicate that they have additional needs and require intervention and support by the school.

The broad areas of SEND needs are:

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

Pupils with SEN are given equal opportunities to participate in all school activities and roles of responsibility.

The range of support deployed will be tailored to individual needs following thorough assessment by internal or external agencies. It is designed to promote children working towards becoming independent and resilient learners and should not be seen in isolation. Admissions for pupils with SEND (without an Education, Health and Care Plan) are co-ordinated by the Local Authority. For pupils with Education, Health and Care Plans separate arrangements are made by the authority.

The Local Offer

The Children and Families Bill was enacted in September 2014. From this point forward Local Authorities and schools are required to publish and constantly review information about services they expect to be available for children and young people with Special Educational Needs (SEN) aged 0-25. This is referred to as the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families.

It is a valuable resource for families in understanding the range of services and provision in the school and the local area. Please see the link for the Local Offer below. Alternatively, there is a link to the Local Offer on the school website.

[Croydon Local Offer](#)

Who should I contact about my child's additional needs?

Initially, you should contact your child's class teacher with your concerns. Also, if the class teacher has a concern about your child, you will also be invited in for a discussion about this. The teacher may then refer you to the SENDCO (Special Educational Needs and Disabilities Coordinator). There is also the SEND Support Leaflet available for parents and carers. This summarises how the SEN process works at Downsview ([See link 1](#)).

At Downsview, our SENDCO is Mrs Allison Hearne-Reed. Miss Emma Ricketts oversees Inclusion in her role as Deputy Headteacher (DHT). The SEN Governor is Ms Beckford Dawkins. She can be contacted via the School Office.

The SENDCO is responsible for:

- Coordinating provision for children with SEN and developing the school's SEN policy.
- Ensuring that parents are:
 - Involved in supporting their child's learning and access to the curriculum
 - Kept informed about the range and level of support offered to their child
 - Included in reviewing how their child is doing
 - Supported and informed about planning a successful transition to a new class or school.
- Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties.
- Providing specialist advice and facilitating training to ensure that staff are skilled and confident about meeting a range of needs.
- Evaluating, along with other teaching and learning staff, the effectiveness of the school's provision for pupils with special educational needs. This takes place through regular monitoring including observations of interventions, tracking of pupil progress and written/verbal feedback from those involved.

Parents are welcome to contact the SENDCO or Deputy Head Teacher at a convenient time if they have concerns or require advice.

Both the SENDCO and DHT will attend a variety of meetings when requested by staff or parents; including multi agency meetings and meetings relating to child protection.

Annual Reviews – Parents of a child with an EHCP (Education, Health and Care Plan) will be invited to discuss progress and plan next steps annually. At the relevant point, transition arrangements with Secondary School colleagues will be discussed. When children are in Year 5, the annual review is used as a means of discussing the secondary phase of provision required.

How does Downsview Primary School know if my child needs extra help?

Identification to be placed on SEN SUPPORT

Indicators for receiving additional support include concerns from parents, teachers or other specialist support – this is supported by evidence that despite a differentiated curriculum and school based interventions over a sustained period:

- Little or no progress is being made in English or Maths, or the child is working well below age related expectations
- Persistent emotional and social difficulties are evident
- Sensory or physical problems and little or no progress is being made, despite specialist equipment
- Behaviour regularly and substantially interferes with child's learning (and that of the class) following the implementation of an individualised behaviour management system
- Ongoing communication and interaction difficulties which are having an impact on social relationships and learning
- A difficulty or need which requires further assessments and investigations by school or outside professionals.

Identification for the creation of an EHCP

Following the Code of Practice 2015 (section 9:8) an EHCP can be requested by:

- Young person or an advocate on their behalf (over the age of 16 but under 25)
- The child's parent
- A person who is acting on behalf of the school or post-16 institution (ideally be with the knowledge and agreement of the parent or young person where possible).

Following this, The Code of Practice 2015 (section 9:55) states that the Local Authority must conduct an assessment and then prepare an EHCP when:

- SEN provision cannot be provided from within resources normally available to mainstream, Early Years providers and Schools and post-16 institutions.
- It is necessary for the local authority to make special educational provision in accordance with an EHC plan

EHC Plans must be focused on the outcomes of each child and create a plan detailing how services will work together to support individual needs.

An assessment will not always lead to the creation of an EHCP.

How will my child be involved?

In line with the SEN Code of Practice 2015, children on the SEN register will be at the heart of planning for their provision. If the support that the teacher has identified for your child is additional to or different from the general adaptations in the class, then your child will be clearly identified on a class provision map or may have an individual provision map with clear targets and success criteria.

This will give an overview of the child's strengths and needs as well as give guidance on how best to give support.

During the school year, children, parents, staff and other professionals involved will meet to discuss progress towards outcomes, impact of any planned interventions and planning of next steps.

Children are involved at some point within the meetings in a variety of ways depending on their age and need.

Pupils could:

- attend parts of meeting to give their views
- use visuals to give their views
- draw or write their comments with a familiar adult
- create personalised multimedia presentations to deliver during meetings.

How will Downsview Primary School support my child?

All teachers at Downsview Primary and Nursery School are expected to provide quality first teaching which ensures that all children can access the curriculum and make progress in line with their starting points. This should be achieved through adaptations, multi-sensory learning and personalised learning opportunities.

Teachers are responsible and accountable for the progress and development of all the children in their class. At Downsview Primary and Nursery School, we support all children, including those with SEND by using High Quality Teaching Strategies which include modelling, breaking information up into smaller 'chunks', repeating instructions, use of practical resources, checking for understanding and allowing time to respond.

Building on this inclusive approach, we also follow the principles set out in the SEN Code of Practise (6.44), which state that support and provision for children with SEN should take the form of a four-part cycle, which is known as the graduated approach. It draws on more detailed approaches, more frequent reviews and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

The four-part graduated approach is as follows (SEN Code of Practise sections 6.45 – 6.56)

- Assess
- Plan
- Do
- Review

This graduated approach begins with the Class Teacher, with the help of the SENCO when needed (**ASSESS**). Planning must include differentiated work for children with additional needs and effective deployment of Learning Support Assistants and HLTAs (**PLAN**). This is clearly laid out for teachers in a comprehensive flowchart ([See link](#))

When a specific need is identified (phonics, Maths, English, social skills, etc), the pupil may be placed in an intervention group or this may be delivered on a 1:1 basis (**DO**). Progress is monitored continuously and reviewed regularly throughout appropriate intervals in the term (**REVIEW**).

The whole cycle of assessing, planning, doing and reviewing progress and development ensures that we continually review the type and amount of support we provide to children. Any interventions will be reviewed termly; and the impact of the intervention is measured. recorded on Year Group provision maps or individual provision maps. If your child has an individual provision map, this is shared and reviewed with the parent and child three times a year.

Intervention groups focus on a particular area of need and run a specific period of time. These may include: Phonics, Lego Therapy, Social Skills, Pre-teaching, Colourful Semantics, Precision Teaching, Speech and Language support and programmes run by our Learning Mentor.

Downsview places a big emphasis on supporting pupils' mental health and wellbeing. We have a Learning Mentor, who is allocated to work alongside focus children and year groups. We also have a member of staff who is a trained ELSA (Emotional Literacy Support Assistant). Both members of staff are able to support the emotional and social development of children.

We evaluate the effectiveness of provision for children with SEN through the use of Year Group provision maps. These are reviewed termly to ensure the correct provision is in place. Interventions and support are closely monitored through intervention logs.

On the child's behalf, Downsview can also access the following services for additional support, advice and assessments: Educational Psychologist, Behaviour support, Paediatricians, Occupational therapists, Speech and Language Therapists, CAMHS (Child and Adolescent Mental Health Services), Health visitors, School Nurses, and other relevant professionals.

The SENCO will make appropriate referrals to support the child's needs, in liaison with the family, and will continue to liaise with outside agencies, where an assessment has indicated a need.

What extra resources are available?

The deployment of LSAs (Learning Support Assistants) is reviewed regularly, dependent on individual's needs within the school. This includes the 'Rainbow Inclusion Team' which is lead by the SENCo. The Rainbow Inclusion Team provide extra support for our SEN children. This includes LSA's, Learning Mentor and the ELSA who provide support for children's learning, as well as pastoral support. We also have a variety of specialist resources to support learning:

Visual timetables, bespoke visual supports, pencil grips, writing slopes, wobble cushions, sensory fiddle toys, overlays/reading rulers, phonics reading books, caring cutlery, modified scissors and talking tins. We also create or find social stories to help children navigate unfamiliar situations, or to help with their understanding of various social situations.

If anything further is required, this can be sourced by the Inclusion Team.

What training have Downsview Primary School staff had or are having?

The SENCo is an experienced teacher and completed the NASENCo course in June 2020. In order to keep up to date with current legislation and changes in practice, the SENCO will attend regular forums at the Local Education Authority.

This information is disseminated to teachers and support staff as necessary. SEND will be part of staff INSET days and professional development on a regular basis.

Teachers and Support staff will have in house and external training to support children with additional needs – this can include specific interventions or conditions, dependent on the current needs of the children in the school.

Is the school environment accessible?

Health Care Plans to ensure medical and health needs are met are put into place as required, and reviewed regularly.

- There are wider doors in some areas of the school.
- There are accessible toilets within the school.
- Ramps are used when the height alters from one area to another.

The Accessibility Plan is regularly reviewed by the Headteacher and Governors.

How will Downsview Primary School know how my child is doing? How will I know?

Learning Focus Weeks, for all classes within in the school, are held termly with the Senior Leadership Team which includes the Head of Year, SENDCO and Class Teachers. These are used in part to plan provision of interventions, and includes discussion and monitoring of progress, the setting of new outcomes and discussion of strategies to be used to increase attainment.

At pupil progress meetings, students' progress is tracked to see if the child is making progress academically against national/age expected levels and prior attainment (for example, good progress from their starting points), and to see that the gap is narrowing (that they are catching up to their peers, or their expected age/levels)

The outcomes on children's support plans will be monitored regularly and reviewed at least three times a year, dependent on need. These are shared with all involved parties and recorded – copies will then be sent home. Parents' evenings will still take place to enable parents to discuss progress and school experiences with their child's class teacher. If requested, the SENDCO can also attend.

The Inclusion Team has an open door policy, and will endeavour to see parents as soon as possible if an appointment is requested. Contact can also be made by telephone, where you can choose to be transferred straight through to the Inclusion Team.

How will my child be prepared and supported during transition?

At all transition points (between classes and key stages) children will be given additional visits to their new classrooms/ playgrounds/toilets in order to familiarise themselves. If required, transition books or other arrangements will be made. Meetings between staff will occur through this process to ensure consistency and rigorous handover.

The children will be taught by their new teacher during the Summer term for at least a morning session.

When pupils transfer to Secondary school, the year 6 staff and SENCO will meet with each school to transfer information. All school records will transfer, including historical SEN records.

For year 6 pupils with an EHCP, the secondary SENDCO will be invited to Annual reviews and Support Plan meetings during the final year. Additional visits will be arranged in the Summer term.



What if I am not happy with the school provision for my child's additional needs?

The Inclusion Team at Downsview are always happy to discuss any concerns you may have. Downsview's procedure for complaints can be viewed on the school website or a copy can be obtained from the School Office on request.