

Michael Faraday School
SEND INFORMATION REPORT & POLICY 2026 - 2027

INCLUSIVE LEARNING STATEMENT / UNIVERSAL OFFER

Headteacher: Riana Gouws

SENCO: Jacqui Lamport

SENCO: Sally Despy

SENCO contact: senco@michaelfaraday.southwark.sch.uk / 020 7703 5806

SEND Governor: tbc

Date approved: September 2026

Date of next review: September 2027

1. OUR APPROACH TO INCLUSION

At Michael Faraday Primary School, we are committed to providing an inclusive education in which every child is valued, supported and given the opportunity to thrive.

We have high expectations for all pupils, including those with special educational needs and/or disabilities (SEND). We aim to identify barriers to learning and participation as early as possible and work collaboratively with children, parents/carers, staff and external professionals to ensure appropriate support is put in place.

Our approach is based on the principle that every teacher is a teacher of pupils with SEND. The class teacher remains responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Our provision is underpinned by:

- high-quality, inclusive teaching;
- early identification of additional needs;
- adaptive teaching and reasonable adjustments;
- a graduated approach of Assess – Plan – Do – Review;
- appropriate targeted and specialist intervention;
- close partnership with parents/carers;
- listening to and involving children in decisions about their education;
- working collaboratively with external professionals where appropriate; and
- regularly reviewing whether support is making a difference.

This report should be read alongside the school's Accessibility Plan, Equality Information and Objectives, Behaviour Policy, Supporting Pupils with Medical Conditions Policy, Safeguarding and Child Protection Policy and Complaints Policy.

2. WHAT ARE SPECIAL EDUCATIONAL NEEDS?

A child has special educational needs where they have a learning difficulty or disability which calls for special educational provision to be made for them.

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

The SEND Code of Practice identifies four broad areas of need:

Communication and Interaction

- This may include children with speech, language and communication needs and autistic children.

Cognition and Learning

- This may include children with moderate or specific learning difficulties such as dyslexia and dyscalculia, as well as children with more significant learning needs.

Social, Emotional and Mental Health

- Children may experience a wide range of social and emotional difficulties which can affect their learning, relationships, emotional regulation, attendance or engagement with school.

Sensory and/or Physical Needs

- This may include children with visual or hearing impairment, physical disability, sensory needs or other physical difficulties that require additional educational provision.

These areas are not labels. A child may have needs across more than one area, and their needs may change over time.

We consider the individual child's strengths, needs and barriers to learning, rather than relying solely on a diagnosis or category of need.

3. THE NEEDS WE SUPPORT AT MICHAEL FARADAY

Michael Faraday is a mainstream primary school. We support children with a broad range of SEND, including children receiving SEN Support and children with Education, Health and Care Plans (EHCPs).

Our provision currently supports children with needs including:

- speech, language and communication needs;
- autism and social communication differences;
- specific learning difficulties, including dyslexia and dyscalculia;
- moderate learning difficulties;
- attention, concentration and executive-function difficulties;
- social, emotional and mental health needs;
- sensory processing needs;
- hearing and visual impairment;
- physical and medical needs; and
- developmental coordination and motor difficulties.

4. OUR UNIVERSAL OFFER: HIGH-QUALITY INCLUSIVE TEACHING

The starting point for meeting children's needs is high-quality teaching.

Teachers have high expectations for all pupils and plan learning that takes account of pupils' starting points, strengths and barriers.

Depending on individual need, reasonable adjustments and adaptive teaching may include:

- breaking learning into smaller steps;
- modelling and worked examples;
- additional explanation or repetition;
- pre-teaching or revisiting key vocabulary and concepts;
- visual timetables, symbols, pictures and other visual prompts;
- concrete and practical resources;
- adapted recording methods;
- alternative ways for children to demonstrate their understanding;
- carefully structured questioning;
- additional processing or thinking time;
- individual workstations where appropriate;
- changes to seating or the learning environment;
- sensory or movement breaks;
- assistive technology;
- adapted resources or equipment;
- additional adult scaffolding where appropriate; and
- targeted practice or intervention.

Adjustments are based on individual need and are reviewed as children's needs change.

5. HOW WE IDENTIFY CHILDREN WHO MAY HAVE SEND

Early identification is important. We aim to identify emerging needs promptly so that appropriate support can be put in place.

A concern may be identified through:

- information received from a previous school, nursery or other setting;
- concerns raised by parents/carers;
- concerns raised by the child;
- teacher observation and assessment;
- attainment or progress information;
- changes in behaviour, emotional wellbeing or engagement;
- information from health or other professionals;
- screening or diagnostic assessments; or
- a child's response to high-quality teaching and intervention.

Teachers regularly monitor children's learning and development.

Slow progress or low attainment does not automatically mean that a child has SEND. Staff consider other factors that may affect learning, including attendance, English as an additional language, changes in family circumstances, gaps in previous learning and physical or mental health.

Equally, attainment in line with age-related expectations does not mean that a child cannot have SEND.

Where concerns remain, the class teacher will discuss these with the SENCO and parents/carers and decide what further assessment, adjustments or support may be required.

Parents who have concerns about their child should normally speak initially to the class teacher and may also contact the SENCO.

6. ASSESSMENT

Assessment is an ongoing process.

Class teachers assess pupils through observation, discussion, children's work and appropriate formative and summative assessment.

Where a child is experiencing difficulties, assessment seeks to identify:

- the child's strengths;
- the specific barriers affecting learning or participation;
- what the child finds difficult;
- what is already working;
- the child's views;
- parents'/carers' views; and
- what additional support or adjustment may be needed.

Where appropriate, the SENCO may undertake or coordinate additional assessments.

If further specialist expertise is needed, and where appropriate with parental involvement/consent, advice may be sought from external professionals.

A diagnosis is not required before the school can identify a child as having SEN or provide SEN Support.

7. THE GRADUATED APPROACH: ASSESS – PLAN – DO – REVIEW

We follow the graduated approach set out in the SEND Code of Practice.

Assess

- We gather information about the child's strengths, needs, progress and barriers to learning. This includes the views of the child and their parents/carers and, where appropriate, specialist assessment.

Plan

- The teacher, SENCO, child and parents/carers agree the outcomes being sought and the adjustments, support or interventions required.
- Support should be specific and purposeful, with clear intended outcomes.

Do

- The class teacher remains responsible for working with the child on a daily basis and for implementing agreed provision.

- Where an intervention involves a teaching assistant or specialist member of staff, the class teacher retains responsibility for the child's progress and works closely with the staff involved.

Review

- The impact of the support is reviewed against the intended outcomes. The child's and parents'/carers' views form part of this review.
- Support may then be continued, adapted, increased or reduced according to need.
- This process is cyclical. If a child is not making the expected progress, staff consider why and adjust provision accordingly.

8. SEN SUPPORT

Where a child requires special educational provision that is additional to or different from that normally available to pupils of the same age, they may be identified as receiving SEN Support.

Parents/carers will be informed and involved in this decision.

Children receiving SEN Support may have an individual plan which identifies:

- strengths;
- areas of need;
- agreed outcomes or targets;
- reasonable adjustments and strategies;
- additional provision or intervention;
- pupil views; and
- arrangements for review.

Plans are reviewed at least termly, or more frequently where appropriate.

9. EDUCATION, HEALTH AND CARE PLANS (EHCPs)

Most children with SEND have their needs met through high-quality teaching and SEN Support.

Where, despite relevant and purposeful action to identify, assess and meet a child's needs, the child has not made expected progress, the school and/or parents/carers may consider requesting an Education, Health and Care needs assessment from the Local Authority.

Parents/carers can also make a request directly to the Local Authority.

The Local Authority decides whether an EHC needs assessment is necessary in accordance with the statutory criteria.

If an EHCP is issued, it identifies the child's special educational needs, intended outcomes and the provision required to meet those needs.

The school must use its best endeavours to secure the special educational provision set out in the plan.

An EHCP must be formally reviewed by the Local Authority at least annually. The school supports this process through an Annual Review meeting and by gathering information from the child, parents/carers and relevant professionals.

For children under five, reviews may take place more frequently where appropriate.

The Annual Review considers:

- the child's progress towards outcomes;
- whether the outcomes remain appropriate;
- the effectiveness and appropriateness of provision;
- the child's and parents'/carers' views;
- any changes in need;
- whether amendments to the plan may be required; and
- preparation for future transitions where relevant.

10. HOW WE ADAPT THE CURRICULUM AND LEARNING ENVIRONMENT

We aim to enable pupils with SEND to access a broad, balanced and ambitious curriculum alongside their peers.

Adaptations are made according to individual need and may include:

- adaptive teaching;
- scaffolding;
- adapted resources;
- visual support;
- pre-teaching;
- additional practice;
- alternative recording methods;
- assistive technology;
- adapted equipment;
- individual workstations;
- sensory adjustments;
- changes to the physical environment;
- additional adult support;
- small-group or individual teaching;
- specialist programmes; and
- advice from external professionals.

We seek to ensure that support promotes children's independence rather than creating unnecessary dependence on adults.

11. TARGETED AND SPECIALIST PROVISION

Provision is determined according to individual need and changes over time.

Examples of provision currently available may include:

Communication and Interaction

- speech and language programmes;

- visual communication support;
- Makaton where appropriate;
- social communication support;
- attention and listening groups;
- vocabulary and language interventions;
- social stories;
- support and advice from Speech and Language Therapy;
- support from Southwark Autism Support services; and
- specialist outreach where appropriate.

Cognition and Learning

- additional phonics support using Little Wandle resources;
- targeted reading support;
- Literacy Gold;
- Precision Teaching;
- additional writing, spelling, grammar and vocabulary support;
- targeted mathematics support;
- adapted resources and assistive technology;
- specialist SpLD assessment/advice where appropriate; and
- Educational Psychology advice and assessment where appropriate.

Social, Emotional and Mental Health

- support from class staff;
- individual or group ELSA support;
- therapeutic/counselling support;
- emotional regulation strategies;
- Zones of Regulation or other appropriate tools;
- individual behaviour or regulation plans;
- safety plans and risk assessments where required;
- social skills interventions;
- targeted lunchtime provision;
- family support;
- Educational Psychology advice;
- specialist behaviour/SEMH outreach; and
- referral/signposting to health or mental health services where appropriate.

Sensory and Physical Needs

Provision may include:

- specialist equipment and resources;
- sensory strategies;
- fine and gross motor programmes;
- handwriting support;
- touch typing;
- adapted writing equipment;
- movement or sensory breaks;
- Occupational Therapy programmes;
- Physiotherapy programmes;

- hearing or visual impairment specialist advice;
- mobility or self-care plans;
- medical care plans;
- assistive technology; and
- reasonable adaptations to the physical environment.

Not every intervention is appropriate or available for every child. Provision is based on assessed need, intended outcomes, available specialist advice and the resources reasonably available to the school.

12. WORKING WITH SPECIALIST SERVICES

Where appropriate, the school works with a range of education, health and social care professionals.

These may include:

- Southwark SEND services;
- Educational Psychology;
- Speech and Language Therapy;
- Occupational Therapy;
- Physiotherapy;
- Community Paediatrics;
- School Nursing;
- hearing and visual impairment services;
- Southwark Autism Support;
- specialist SEND outreach;
- Cherry Outreach
- Summerhouse
- Early Help and family support;
- mental health services; and
- social care.

The involvement of an external professional does not automatically mean that a child has SEN. Their advice forms part of the school's wider assessment and planning.

13. HOW WE EVALUATE THE EFFECTIVENESS OF SEND PROVISION

We regularly evaluate whether the provision made for pupils with SEND is improving outcomes.

This may include reviewing:

- progress towards individual outcomes and targets;
- attainment and wider progress;
- the impact of interventions;
- children's engagement and participation in learning;
- independence;
- attendance where this is relevant to the child's needs;
- emotional and social development;
- behaviour and regulation where relevant;
- pupil views;

- parent/carer views;
- teacher assessment;
- specialist advice;
- provision specified within EHCPs; and
- successful transition between classes and settings.

Interventions are not continued simply because they have previously been provided. Staff consider whether they are having the intended impact and adapt provision where necessary.

The SENCO monitors SEND provision across the school and reports to senior leaders and governors.

SEND provision and its impact are reported to governors at termly Full Governing Body meetings as part of the Headteacher's Report.

14. INVOLVING PARENTS AND CARERS

We recognise parents and carers as important partners and value their knowledge of their child.

Parents/carers are involved through:

- regular communication with class teachers;
- discussions when concerns first arise;
- SEND review meetings;
- parent-teacher meetings;
- EHCP Annual Reviews;
- meetings with the SENCO;
- contributions to assessments and referrals;
- discussions about individual outcomes and provision;
- transition planning;
- workshops and information sessions; and
- communication with specialist professionals where appropriate.

Parents/carers should be informed when the school is considering identifying their child as having SEN and should be actively involved in planning and reviewing provision.

We aim to communicate clearly about both a child's strengths and the areas where additional support is required.

15. PUPIL VOICE – INVOLVING CHILDREN IN THEIR EDUCATION

Children with SEND should be involved in decisions about their education in ways that are appropriate to their age, understanding and communication needs.

We seek children's views about:

- what they enjoy and are good at;
- what they find difficult;
- what helps them learn;
- their aspirations;
- the support they receive;

- targets and outcomes; and
- transitions and future changes.

Pupil views may be gathered through discussion, observation, drawings, visual communication, questionnaires, pupil passports or other appropriate methods.

Where a child has communication difficulties, staff adapt the way their views are gathered so that this does not prevent them from participating.

Children with EHCPs are encouraged and supported to contribute to their Annual Review.

16. SOCIAL AND EMOTIONAL DEVELOPMENT

We recognise that children's emotional wellbeing, relationships and sense of belonging affect their ability to learn.

Our universal pastoral provision supports children's social and emotional development, with additional targeted or specialist support provided where necessary.

Support may include ELSA, counselling/therapeutic provision, emotional regulation work, social skills support, individual plans and specialist advice.

We take bullying seriously. Children with SEND are supported to understand how to report concerns and staff take account of children's communication needs when investigating incidents.

Reasonable adjustments may be made to behaviour support where a child's SEND affects their behaviour. This does not mean that unsafe behaviour is ignored; rather, staff consider the child's needs, the function of behaviour and the support or adjustments required alongside appropriate boundaries and consequences.

17. STAFF EXPERTISE AND TRAINING

All staff have responsibility for supporting pupils with SEND.

The SENCO supports staff through advice, modelling, professional development and coordination with specialist professionals.

Whole-school and targeted professional development is planned in response to the needs of pupils and staff.

This may include training relating to:

- autism;
- speech, language and communication;
- dyslexia and specific learning difficulties;
- adaptive teaching;
- emotional regulation and SEMH;
- sensory processing;
- medical needs;
- moving and handling;
- assistive technology; and

- individual specialist programmes.

External professionals may also train or coach staff in implementing programmes for individual pupils.

18. THE SENCO

The SENCO role is shared by Jacqui Lamport and Sally Despy, who each work three days per week.

The SENCO is responsible for coordinating SEND provision across the school and works with the Headteacher, senior leaders, teachers, support staff, parents/carers, pupils, governors and external professionals.

Responsibilities include:

- overseeing the day-to-day operation of SEND provision;
- coordinating provision for pupils with SEND;
- advising and supporting staff;
- liaising with parents/carers;
- maintaining appropriate SEND records;
- monitoring the identification and progress of pupils with SEND;
- supporting the Assess–Plan–Do–Review cycle;
- liaising with external professionals;
- supporting transitions;
- contributing to staff professional development; and
- working with the Headteacher and governing body to ensure the school meets its SEND responsibilities.

19. RESPONSIBILITIES OF CLASS TEACHERS

Class teachers are responsible and accountable for the progress and development of all pupils in their class.

They are responsible for:

- providing high-quality inclusive teaching;
- knowing the needs of pupils with SEND;
- implementing agreed reasonable adjustments;
- monitoring progress;
- identifying emerging concerns;
- communicating with parents/carers;
- contributing to the Assess–Plan–Do–Review cycle;
- implementing and reviewing individual plans;
- working effectively with teaching assistants;
- implementing relevant specialist recommendations; and
- seeking advice from the SENCO when required.

20. THE HEADTEACHER AND GOVERNING BODY

The Headteacher has overall responsibility for the day-to-day management of SEND provision and ensuring statutory responsibilities are met.

The Governing Body provides strategic oversight of SEND provision and ensures that the school fulfils its statutory duties.

The SEND Governor works with school leaders and the SENCO to understand and monitor the effectiveness of SEND provision.

21. FUNDING

The school receives funding within its overall budget to support pupils with SEND.

Resources are allocated according to pupils' identified needs and the provision required.

Where a pupil has needs that require provision beyond that ordinarily available through the school's resources, additional funding may be available through Local Authority arrangements or an EHCP, subject to the relevant criteria.

Early Years pupils may also be eligible for additional SEND funding through Southwark's arrangements.

Funding decisions are considered alongside children's assessed needs, statutory duties, specialist advice and the school's available resources.

22. ADMISSIONS AND CHILDREN WITH DISABILITIES

Children with SEND who do not have an EHCP are admitted through the school's normal admissions arrangements.

Where a child has an EHCP and Michael Faraday is being considered as the named school, the statutory consultation and admissions process is managed through the Local Authority.

The school does not discriminate against disabled pupils in its admissions arrangements.

We take reasonable steps to ensure disabled pupils are not treated less favourably than other pupils and make reasonable adjustments in accordance with the Equality Act 2010.

The school works with families, the Local Authority and relevant professionals to consider the provision and reasonable adjustments required to enable a child to access education.

Further information is available in the school's Admissions Policy and Accessibility Plan.

23. ACCESSIBILITY

Michael Faraday Primary School is a two-storey building.

Access between floors is available by lift for pupils and adults with mobility needs.

The school has accessible toilet facilities and makes reasonable adaptations to the environment according to individual need.

Equipment, resources and assistive technology may be provided where appropriate.

We seek to enable children with SEND and disabilities to participate in the curriculum, educational visits, clubs, performances, sporting opportunities and wider school life alongside their peers.

Where a child's disability or medical needs create additional risks, these are considered through appropriate planning and risk assessment. Our starting point is always to consider what reasonable adjustments can enable participation, rather than excluding a child because of their disability.

Our Accessibility Plan explains how we work to:

- increase disabled pupils' participation in the curriculum;
- improve the physical environment; and
- improve access to information.

24. MEDICAL CONDITIONS

Some children with medical conditions may also have SEND, although having a medical condition does not automatically mean that a child has SEN.

Where a child's medical condition affects their access to education, we work with parents/carers and relevant health professionals to make appropriate arrangements.

Individual Healthcare Plans are put in place where required.

Further information is available in the school's Supporting Pupils with Medical Conditions Policy.

25. ACCESS TO EXTRA-CURRICULAR ACTIVITIES AND SCHOOL VISITS

Pupils with SEND are encouraged and supported to participate in the wider life of the school.

Reasonable adjustments are considered for:

- educational visits;
- residential visits;
- clubs;
- sport;
- performances;
- enrichment activities;
- lunchtime activities; and
- other school events.

Where additional planning is required, staff work with the child, parents/carers and relevant professionals to identify appropriate adjustments and manage risks.

26. ASSESSMENTS AND STATUTORY TESTS

Children with SEND participate in statutory assessments where appropriate.

Access arrangements are made in accordance with the requirements and guidance applying to the relevant statutory assessment.

These may include arrangements such as additional time, rest breaks, a reader, scribe, modified materials, a separate space or other permitted support where the pupil meets the relevant criteria.

Access arrangements are intended to enable a pupil to demonstrate what they know and can do without changing the assessment standard.

Parents/carers will be kept informed where significant arrangements are being considered for their child.

27. TRANSITION

We recognise that transition can be particularly important for children with SEND.

Joining Michael Faraday

We seek information from parents/carers, previous settings and relevant professionals so that children's needs can be understood and provision planned.

Additional transition arrangements may include:

- additional visits;
- photographs or transition books;
- meetings with parents and professionals;
- visits from school staff;
- sharing specialist reports and strategies; and
- an individual transition plan.

Moving between classes

Relevant SEND information is transferred to the receiving teacher.

This may include:

- strengths and needs;
- successful strategies;
- reasonable adjustments;
- current targets;
- provision;
- specialist advice;
- risk or safety information; and
- pupil and parent views.

Children who require additional support may have extra opportunities to become familiar with their new teacher, classroom and routines.

Secondary transition

Planning for children with significant SEND begins well in advance.

For pupils with EHCPs, transition is considered through the statutory Annual Review process and within the required transfer timescales.

We liaise with receiving secondary schools and share relevant information so that appropriate provision can be planned.

Additional visits, transition activities and specialist support may be arranged according to individual need.

28. SUPPORTING CHILDREN WHO ARE LOOKED AFTER AND HAVE SEND

Where a child is looked after and has SEND, the SENCO works closely with the school's Designated Teacher for Looked After Children and relevant professionals.

SEND provision and the child's Personal Education Plan (PEP) are coordinated so that planning is joined up and reflects the child's educational, social and emotional needs.

Designated Teacher for Looked After Children: Sarah Haley

29. SAFEGUARDING CHILDREN WITH SEND

We recognise that children with SEND can face additional safeguarding vulnerabilities.

Staff consider children's communication needs, developmental level and individual circumstances when teaching safeguarding, responding to concerns and listening to pupils.

Reasonable adjustments are made to safeguarding and relationships education so that pupils with SEND can understand key messages, including personal safety, consent, boundaries, online safety and how to seek help.

Safeguarding concerns are managed in accordance with the school's Safeguarding and Child Protection Policy.

30. COMPLAINTS ABOUT SEND PROVISION

We aim to resolve concerns through open communication and partnership with families.

Parents/carers who have a concern about their child's SEND provision should initially speak with the child's class teacher.

If the concern remains unresolved, parents/carers may contact the SENCO.

Further concerns may be raised with the Headteacher in accordance with the school's Complaints Policy.

Parents/carers can also seek independent information, advice and support from Southwark Information, Advice and Support (SIAS).

Complaints relating specifically to an EHCP or Local Authority decision may be subject to separate statutory disagreement resolution, mediation and appeal arrangements.

(See Complaint Policy for further details)

31. SOUTHWARK LOCAL OFFER AND INDEPENDENT SUPPORT

Southwark's Local Offer provides information about education, health and social care services available to children and young people with SEND and their families.

Parents/carers can also obtain independent information and advice from Southwark Information, Advice and Support (SIAS).

<https://localoffer.southwark.gov.uk/welcome-southwark-send-local-offer>

SIAS

Email: sias@southwark.gov.uk

Telephone: 020 7525 3104

[SCHOOL TO CHECK current contact details before publication.]

32. MONITORING AND REVIEW OF THIS REPORT

This SEND Information Report is reviewed at least annually.

Information will also be updated during the year where significant changes occur.

The review takes account of:

- changes in legislation and statutory guidance;
- the needs of pupils currently attending the school;
- feedback from pupils and parents/carers;
- evaluation of SEND provision;
- changes to services available locally; and
- developments in the school's approach to inclusive education.

Date reviewed: September 2026

Approved by: 29 September 2026

Next review: September 2027

KEY CONTACTS

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Southwark Local Offer
<https://localoffer.southwark.gov.uk/welcome-southwark-send-local-offer>