



Southwark Diocesan
Board of Education
Multi-Academy Trust

Special Educational Needs (SEN) Information Report

The Minster Nursery and Infant school

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Dear parents and carers,

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.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website or

You can ask a member of staff to make a copy/send you the policy.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
	Moderate learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO

Our SENCO is Ms S Morgan

They have 20+ years' experience in this role and have worked as EYFS and KS1 class teacher, English and Maths lead and assistant head teacher. They are a qualified teacher.

They are allocated 2 days a week to manage SEN provision.

Assistant SENCO N/A

Class/subject teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

ASD training

Teaching assistants (TAs)

We have a team of 5 TAs, who are trained to deliver SEN provision.

We have 8 teaching assistants who are trained to deliver interventions such as NELI and targeted support in reading, writing, maths and phonics.

In the last academic year, TAs have been trained in phonics, maths, ASD, Makaton, sensory processing, understanding executive functioning and memory for learning.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- › Speech and language therapists
- › Educational psychologists
- › GPs or paediatricians
- › School nurses
- › Child and adolescent mental health services (CAMHS)
- › Education welfare officers
- › Social services and other LA-provided support services

3. What should I do if I think my child has SEN?

We believe in early identification of needs and working closely with parents and carers. If a teacher has a concern they will speak to parent/carer and the school SENCO without delay. If you think your child has an additional need please speak to your child's class teacher, who will closely monitor your child and speak to the school SENCO.

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

If you think your child might have SEN, the first person you should tell is your child's teacher.

Class teachers are available at the beginning and end of every day. If you need more time an appointment may be made.

They will pass the information on to our SENCO, Mrs S Morgan, who will be in touch to discuss your concerns.

You can also contact the SENCO directly.

Email: office@minsterinfants.co.uk

Telephone 0208 688 5844 option 1

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. You will also be given a copy of this.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include social interaction, communication, reading/phonics, writing or number work.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

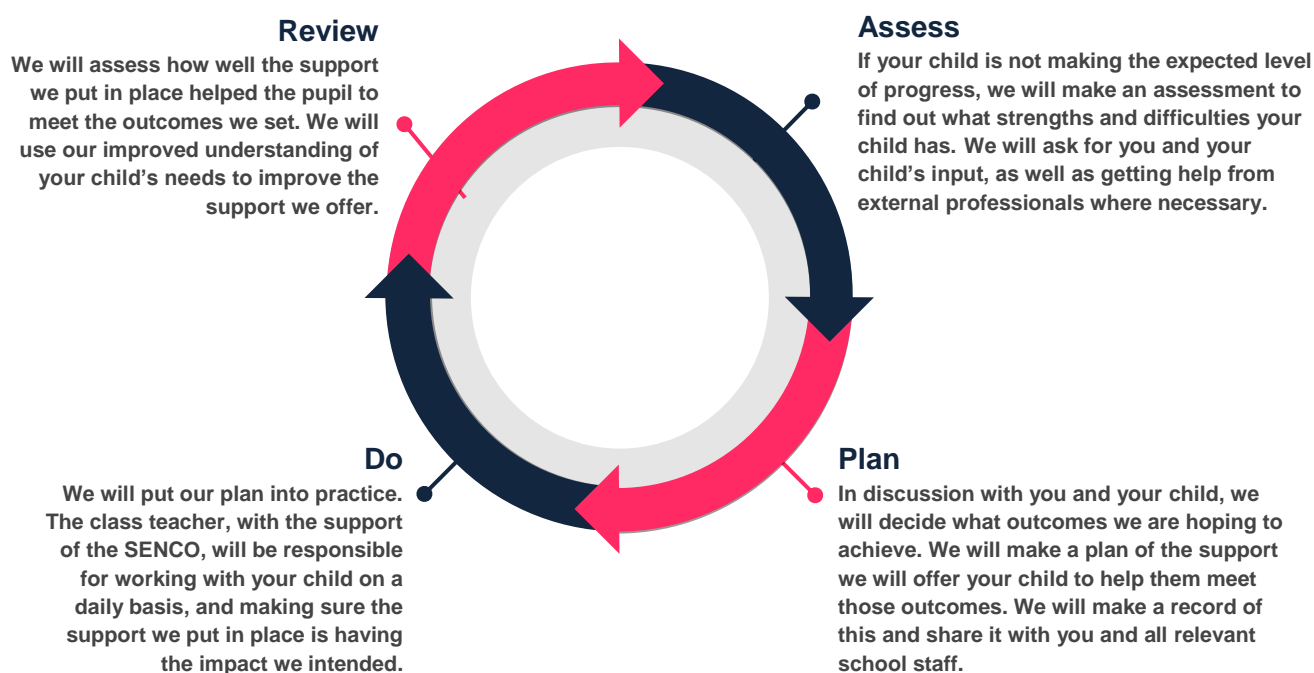
If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with you to create a SEN support plan for them.

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

Class teachers meet termly with the SENCO for a review of children in their class. Support plans and Individual provision maps are reviewed and targets set with input from parents/carers and pupils, if appropriate. Children new to school/in year transfers are quickly assessed on entry.

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

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

We will provide an annual written report on your child's progress.

Your child's class/form teacher will meet you, 3 times a year to:

- 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 SEN 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.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher. Class teachers are available before or after school or you can email to make an appointment.

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

The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children 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

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

Your child's teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis when they need to meet individual objectives, revisit a concept or carry out an assessment.
- Teaching assistants will support pupils in small groups when this is the best setting to meet the shared objective.

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables Picture cards Social stories Small group nurture provision: Ducklings, Cygnets Makaton sign Reduced language
	Speech and language difficulties	Speech and language therapy Visual prompts Attention bucket NELI - Nuffield Early Literacy Intervention
Cognition and learning	Moderate learning difficulties	Writing slope Move n sit cushion Individual workstation Word banks and prompts

Social, emotional and mental health	ADHD, ADD	Quiet workstation Movement breaks Fidget toy Work presented in small chunks
	Adverse childhood experiences and/or mental health issues	Nurture groups ELSA MHST counsellor (Mental Health School Team)
Sensory and/or physical	Hearing impairment	Individual SENSS support
	Visual impairment	Individual SENSS support
	Multi-sensory impairment	Individual plan working with outside agencies
	Physical impairment	Individual plan working with outside agencies

These interventions are part of our contribution to Croydon’s local offer.

9. 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 their progress towards their goals each term
- Reviewing the impact of interventions and targeted support regularly.
- 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)

10. How will the school resources be secured for my child?

It may be that your child’s needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that’s the case, we will consult with external agencies to get recommendations on what will best help your child access their learning. We are part of Locality SEND Support (LSS), the SENCO attends monthly meetings and with parental permission, presents cases for advice and support, which may include funding.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

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

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips.

All pupils are encouraged to take part in sports day, school plays and collective worship.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

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

Our admissions policy is available on the school website, or a paper copy can be obtained from the school office.

All children with SEND have a right to be educated in a mainstream school. Priority admission is given to those with an EHCP that names The Minster Nursery and Infant school as their preferred school. It is our policy to meet the needs of every child admitted to our school. The school admissions officer works closely with Croydon LA and SEN department to place all children in a suitable school.

13. How does the school support pupils with disabilities?

The Minster Nursery and Infant School is a fully inclusive school that is accessible to all, there are ramps, a lift and disabled toilets. Reasonable adaptations are made to meet the needs of all pupils.

Children with SEND are encouraged to fully participate in the life of the school.

The SENCO works with outside agencies and ensures all recommendations are implemented, actively seeking further support and advice.

For children who find the main classroom overwhelming, the school has two nurture provision rooms, Ducklings for reception pupils and Cygnets for Year 1 & 2 pupils. LSAs support children in classrooms, collective worship, playground and dining hall as appropriate. Provision is flexible, individual and led by the needs of the pupils.

The school's accessibility plan is available on the website or by following the link above in section 8.

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

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school's Minster Lights.
- Pupils with SEN are also encouraged to be part of our playground buddy scheme and use the friendship benches to promote teamwork/building friendships.
- Pupil voice is gathered at review
- Mrs Parker, our FLO, runs ELSA sessions as well as support for families
- PSHE curriculum covers topics such as emotions, friendships and bullying.

- Croydon MHST work in the school providing emotional wellbeing to individuals and their families as well as class groups.
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by teaching children from nursery to say: 'Stop I don't like it' and to talk to an adult about anything that causes them to worry or makes them feel unhappy or uncomfortable.

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

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 a final meeting of the year when the pupil's SEN is discussed
- Schedule class visits with the incoming teacher towards the end of the summer term
- Arrange for the SENCO, class teachers and LSAs work together to ensure information is shared and provision is continued.

Between schools

When your child is moving on from our school, we share information to support transition, we will ask you and your child what information you want us to share with the new setting. Information is shared within 15 days of transfer.

Most pupils move on to The Minster Junior school, the two schools work closely to provide a transition program that includes meeting the new teacher and visiting the new classroom and school environment, joining playtimes and collective worships at The Minster Junior school. Handover meeting are scheduled, class teachers meet to discuss all pupils, there are additional tours for children with additional needs and the two SENCOs meet to discuss strengths, needs and provision of individuals. The SENCO from the junior school is invited to attend EHCP reviews and meet parents.

Anne Moore, our Educational Psychologist works across both schools providing additional support for a smooth transition.

16. What support is in place for looked-after and previously looked-after children with SEN?

As well as being the school SENCO, Mrs S Morgan is the designated teacher for looked after and previously looked after children. Mrs Morgan will make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the class teacher and/or SENCO in the first instance. The concern will be discussed and investigated if necessary. If a satisfactory solution cannot be reached, you will then be referred to the headteacher and/or the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

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 Croydon local offer. Croydon publishes information about the local offer on their website:

<https://localoffer.croydon.gov.uk/kb5/croydon/directory/home.page>

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

<https://www.kids.org.uk/sendiaass/services/croydon-sendiaass/>

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

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

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan

- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages