



ELTHAM

CHURCH OF ENGLAND
PRIMARY SCHOOL
SINCE 1814

SEND Information Report 2026-2027



SEND INFORMATION REPORT: Eltham C of E Primary

1. Introduction

This SEND Information Report explains how Eltham Church of England Primary School identifies, supports and reviews the progress of pupils with Special Educational Needs and Disabilities (SEND).

The report is published in accordance with the Children and Families Act 2014 and the Special Educational Needs and Disability Code of Practice: 0-25 Years (2015). It should be read alongside the school's SEND and Inclusion Policy, Accessibility Plan and other related policies available on the school website.

At Eltham Church of England Primary School, we are committed to providing an inclusive, nurturing and ambitious learning environment where every child is valued and supported to achieve their full potential. We recognise that children learn in different ways and may require different levels of support at different times during their education.

We work closely with pupils, parents and carers, staff and external professionals to identify needs at the earliest opportunity and to ensure that appropriate support is in place. Our aim is to remove barriers to learning, promote independence and enable all pupils to participate fully in school life.

This report is reviewed annually and reflects the provision available at Eltham Church of England Primary School during the 2026-2027 academic year.

2. SEND at Eltham Church of England Primary School

At Eltham Church of England Primary School, we are committed to providing an inclusive learning environment where every child is valued, supported and encouraged to achieve their full potential. We recognise and celebrate the strengths, interests and individuality of our pupils and strive to ensure that all children can participate fully in school life and access an ambitious curriculum.

A pupil is identified as having 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 normally available to pupils of the same age.

The SEND Code of Practice (2015) identifies four broad areas of need:

Communication and Interaction

Children and young people with speech, language and communication needs may experience difficulties with understanding or using language, social communication and interaction. This includes pupils with Autism Spectrum Condition (ASC).

Cognition and Learning

Children and young people may learn at a slower pace than their peers or experience specific learning difficulties, such as dyslexia, dyscalculia or dyspraxia, which affect aspects of learning.

Social, Emotional and Mental Health (SEMH)

Some pupils may experience difficulties managing their emotions, behaviour or mental health, which can impact on their learning, relationships and participation in school life.

Sensory and/or Physical Needs

Some pupils may have a visual, hearing, physical or sensory impairment that requires specialist resources, equipment or adaptations to enable them to access learning and the wider school environment.

As an inclusive mainstream primary school, we strive to ensure that all pupils can access a broad, balanced and ambitious curriculum and participate fully in all aspects of school life. Support is tailored to individual need and may include adaptations to teaching, targeted interventions, specialist resources, personalised provision and advice from external professionals.

SEND Profile of the School (September 2026)

The information below provides a snapshot of SEND provision at the start of the 2026-2027 academic year.

Category	Number of Pupils
Pupils with an Education, Health and Care Plan (EHCP)	12
Pupils receiving SEND Support	70

We work in partnership with pupils, families and professionals to ensure that support meets individual needs and enables pupils to make progress, develop independence and achieve success.

3. Who Can I Contact About SEND?

If you have any questions or concerns about your child's learning, development or wellbeing, the first point of contact is your child's class teacher. Class teachers know their pupils well and are responsible for ensuring that all children can access high-quality teaching and appropriate support within the classroom. They will discuss any concerns with parents and carers and, where appropriate, seek advice from senior leaders and the SENDCo.

If further advice or support is required, parents and carers may also contact the school's SENDCo or Inclusion Lead.

Miss Bethan Hoare

Special Educational Needs and Disabilities Co-ordinator (SENDCo)

The SENDCo is responsible for the day-to-day coordination of SEND provision across the school. This includes:

- Overseeing the identification, assessment and monitoring of pupils with SEND.
- Supporting staff to meet the needs of pupils with SEND effectively.
- Coordinating provision and ensuring appropriate support is in place.
- Liaising with parents, carers and external agencies.
- Coordinating Education, Health and Care Plan (EHCP) reviews.
- Monitoring the effectiveness of SEND provision across the school.
- Advising staff on strategies, interventions and reasonable adjustments to support pupils' needs.

Email: bhoare@elthamce.greenwich.sch.uk

Telephone: 020 8850 1528 ext: 2

Mrs Ella Gardiner-Tribe

Assistant Headteacher and Inclusion Lead

The Inclusion Lead works strategically alongside the SENDCo to promote an inclusive culture across the school. Responsibilities include:

- Promoting inclusive practice and equal opportunities for all pupils.
- Supporting the development of whole-school approaches to inclusion.
- Monitoring the progress and wellbeing of vulnerable groups of pupils.
- Working with staff, families and external professionals to remove barriers to learning.
- Supporting the school's pastoral provision and wider inclusion offer.

Mrs Denise Williams

SEND Governor

The SEND Governor works alongside school leaders to help ensure that the school fulfils its statutory responsibilities in relation to Special Educational Needs and Disabilities (SEND). The Governor receives updates on SEND provision, monitors the effectiveness of the school's SEND arrangements and provides support and challenge to school leaders.

The SEND Governor does not become involved in individual pupils' cases but supports the strategic development of SEND and inclusion across the school.

School Office

Telephone: 020 8850 1528

Email: SAO1@elthamce.greenwich.sch.uk

The school office can direct enquiries and arrange appointments with the appropriate member of staff.

4. How Do We Identify and Assess Pupils with SEND?

At Eltham Church of England Primary School, we are committed to the early identification of pupils who may have Special Educational Needs and Disabilities (SEND). Early identification enables us to understand a pupil's strengths and needs and put appropriate support in place as soon as possible.

A pupil's needs may be identified through a range of information, including:

- Concerns raised by parents or carers.
- Information from previous schools, nurseries or other educational settings.
- Teacher observations and ongoing assessment.
- Progress and attainment data.
- Screening and assessment tools.
- Advice from external professionals, such as Educational Psychologists, Speech and Language Therapists, Occupational Therapists or health professionals.
- Concerns relating to a pupil's social, emotional, behavioural, communication or physical development.

We recognise that parents and carers know their children best and value their views as an important part of the identification and assessment process. We encourage families to share any concerns about their child's development, learning or wellbeing at the earliest opportunity.

When concerns are identified, the class teacher will work with parents, the pupil (where appropriate) and the SENDCo to gather information and consider whether additional support may be required. This process may include classroom observations, discussions with staff and families, a review of assessment information and, where appropriate, further assessments.

Not all pupils who experience difficulties in learning have SEND. Before identifying a pupil as having SEND, the school will consider whether progress has been affected by other factors, such as attendance, English as an Additional Language (EAL), changes in circumstances or gaps in learning. High-quality teaching remains the first step in responding to pupils' needs.

Where a pupil is identified as requiring support that is additional to or different from that normally available through quality first teaching, they may be placed on the school's SEND Register at SEND Support level. Parents will always be informed and involved in this decision.

The school follows the graduated approach outlined in the SEND Code of Practice. This involves a continuous cycle of:

Assess

Identifying a pupil's strengths and needs through discussion, observation, assessment and information from parents and professionals.

Plan

Agreeing outcomes, support strategies and any additional provision required.

Do

Implementing the agreed support and adjustments within the classroom and through targeted provision where appropriate.

Review

Evaluating the impact of the support, reviewing progress towards outcomes and deciding on next steps in partnership with parents and carers.

This cyclical process allows support to be refined and adapted over time to ensure that it remains effective and responsive to the pupil's individual needs.

5. What Support Is Available for Pupils with SEND?

At Eltham Church of England Primary School, we believe that all pupils should have access to high-quality teaching that is adapted to meet their individual needs. High-quality, inclusive classroom teaching is the first step in supporting pupils with SEND and forms the foundation of our graduated approach.

Support for pupils with SEND is tailored to their individual strengths and needs and may be provided through a combination of classroom strategies, targeted interventions and specialist support.

Examples of support may include:

- Adapted teaching and learning activities.
- Differentiated resources and scaffolds to support learning.
- Visual supports, prompts and timetables.
- Additional adult support where appropriate.

- Small group or individual interventions.
- Support for speech, language and communication needs.
- Programmes to develop literacy, numeracy and learning skills.
- Social, emotional and mental health support.
- Specialist equipment, resources or assistive technology where required.
- Advice and recommendations from external professionals.

The support provided will vary according to the individual needs of the pupil and may change over time as needs develop and progress is reviewed.

Personalised Learning Plans (PLPs)

Pupils receiving SEND Support or who have an Education, Health and Care Plan (EHCP) will typically have a Personalised Learning Plan (PLP). PLPs identify a pupil's strengths, areas of need, outcomes and the support being provided to help them succeed.

PLPs are developed collaboratively with school staff, parents and carers and, where appropriate, the pupil. They are reviewed termly to monitor progress, celebrate successes and agree next steps.

Some pupils working with external professionals may also have additional support plans or programmes that are reviewed in line with the recommendations of the relevant service.

Reasonable Adjustments

Where appropriate, the school makes reasonable adjustments to help pupils access learning, the curriculum and wider school life. Adjustments may include changes to teaching approaches, learning environments, resources, routines or methods of recording work.

Promoting Independence

While some pupils may require additional support, our aim is always to develop confidence, resilience and independence. Support is planned carefully to enable pupils to build skills and participate as fully as possible in learning and school life.

6. Working in Partnership with Parents and Pupils

At Eltham Church of England Primary School, we believe that strong relationships between home and school are essential in supporting pupils with Special Educational Needs and Disabilities (SEND). Parents and carers know their children best, and we value their knowledge, views and contributions as an important part of the decision-making process.

We are committed to working in partnership with parents and carers to ensure that support is tailored to each pupil's individual strengths and needs. We encourage open and honest communication and aim to involve families at every stage of the SEND process.

Parents and carers may be involved through:

- Regular discussions with class teachers.
- Meetings with the SENDCo and other relevant staff.
- Reviews of Personalised Learning Plans (PLPs).
- Annual Reviews for pupils with Education, Health and Care Plans (EHCPs).
- Discussions regarding referrals to external professionals.
- Sharing information about progress, wellbeing and next steps.
- Contributing their views, aspirations and priorities for their child.

We also recognise the importance of listening to pupils and involving them, wherever possible, in decisions about their education and support. The views, wishes and feelings of the child are considered when identifying needs, setting outcomes and reviewing support. We encourage pupils to talk about their strengths, interests, aspirations and the support they feel works best for them.

Our aim is to develop confident, independent learners who understand their own strengths and are actively involved in their learning journey.

If parents or carers have questions or concerns at any stage, they are encouraged to contact their child's class teacher or the SENDCo. We believe that concerns are best addressed through early communication and collaborative working.

7. Working with Specialist Services

At Eltham Church of England Primary School, we work closely with a range of specialist services and professionals to ensure that pupils with Special Educational Needs and Disabilities (SEND) receive timely, appropriate and effective support. We recognise that some pupils may require additional assessment, specialist advice or targeted intervention beyond that which can be provided through the school's own resources.

Specialist services may become involved where further assessment, advice or intervention is needed to better understand and meet a pupil's needs. Their involvement helps school staff and families develop a clearer understanding of a pupil's strengths and areas of need and supports the planning of effective provision.

Some specialist services are commissioned directly by the school, while others are provided through the Local Authority, health services or partner agencies.

School-Commissioned Services

Where appropriate, the school commissions specialist services to provide additional assessment, advice and support. These may include:

- Educational Psychology
- Speech and Language Therapy (for pupils without quantified Speech and Language provision specified within an EHCP)
- Dyslexia assessments through Greenwich STEPS

Local Authority Outreach and Specialist Services

The school may access advice and support from a range of Greenwich Local Authority services, including:

- ASD Outreach Service
- Sensory Service for pupils with hearing or visual impairments
- Greenwich STEPS
- Other specialist teaching and inclusion services

These services may provide consultation, observations, assessments, recommendations, training and guidance for staff and families.

Health Services

Where appropriate, pupils may be supported by professionals from Oxleas NHS Foundation Trust and other health services, including:

- Community Paediatricians
- Speech and Language Therapists
- Occupational Therapists
- Physiotherapists
- Dietitians
- School Nursing Service

These professionals may assess pupils' needs, provide therapeutic support and advise families and school staff on strategies and adjustments to support learning, development and wellbeing.

Mental Health and Wellbeing Services

Where appropriate, the school works with services that support pupils' emotional wellbeing and mental health, including:

- Child and Adolescent Mental Health Services (CAMHS)
- CAMHS Outreach Services
- CAMHS Core Groups and multi-agency planning meetings
- Other mental health and wellbeing services as appropriate

These services may provide assessment, consultation, therapeutic support and advice to help pupils access education successfully and achieve positive outcomes.

How Do Specialist Services Support Pupils?

External professionals may support pupils by:

- Carrying out assessments and observations.

- Providing advice and recommendations for school and home.
- Supporting the development of effective strategies and interventions.
- Contributing to Personalised Learning Plans (PLPs).
- Supporting Education, Health and Care Needs Assessments and Annual Reviews, where appropriate.
- Providing training and guidance for school staff.
- Reviewing progress and advising on next steps.

Working Together

Parental consent will normally be obtained before referrals are made to external services. We work in partnership with parents, carers and professionals to ensure that specialist advice is implemented effectively, reviewed regularly and adapted as pupils' needs change over time.

This collaborative approach helps ensure that pupils receive the right support, at the right time, enabling them to access learning, participate fully in school life and achieve the best possible outcomes.

8. How Do We Monitor Progress and Review Support?

At Eltham Church of England Primary School, we carefully monitor the progress, attainment and wellbeing of all pupils to ensure that support remains effective and responsive to individual needs.

Class teachers are responsible for the ongoing assessment and monitoring of all pupils in their class. They regularly evaluate pupils' progress through observations, classwork, assessments and discussions with pupils and families. This information helps teachers identify strengths, address any emerging concerns and adapt support where necessary.

For pupils with SEND, progress is considered more broadly than academic attainment alone and may include:

- Progress towards individual outcomes and targets.
- Development of communication and interaction skills.

- Social, emotional and behavioural development.
- Independence and self-help skills.
- Participation in classroom learning and wider school life.
- Attendance, engagement and wellbeing.

Pupils receiving SEND Support will usually have a Personalised Learning Plan (PLP), which identifies their strengths, areas of need, outcomes and agreed support. PLPs are reviewed termly in partnership with parents and carers to evaluate progress, celebrate achievements and agree next steps.

The school follows the graduated approach outlined in the SEND Code of Practice through an ongoing cycle of Assess, Plan, Do and Review. This ensures that support is regularly evaluated and adapted in response to each pupil's changing needs and progress.

The SENDCo works closely with class teachers and school leaders to monitor the progress of pupils with SEND and the impact of the support provided. This may involve:

- Reviewing assessment information and progress data.
- Monitoring the implementation of support strategies and interventions.
- Observing pupils in the classroom.
- Reviewing PLPs and other support plans.
- Gathering feedback from pupils, parents, carers and staff.
- Considering advice from external professionals where appropriate.

Where a pupil has an Education, Health and Care Plan (EHCP), progress towards the agreed outcomes is monitored throughout the year and reviewed formally through the Annual Review process.

If concerns remain about a pupil's progress despite targeted support, the school may seek further advice from external professionals to help identify any additional needs and inform future provision.

Through regular monitoring, review and collaboration with families and professionals, we aim to ensure that support remains effective, appropriate and focused on achieving the best possible outcomes for every pupil.

9. Education, Health and Care Plans (EHCPs)

An Education, Health and Care Plan (EHCP) is a legal document issued by the Local Authority for children and young people whose special educational needs require support that is additional to, or different from, that which is normally available through SEND Support.

Most pupils with SEND have their needs met effectively through quality first teaching, reasonable adjustments and SEND Support. However, where a pupil has significant and complex needs, and despite appropriate support they are not making expected progress, the school may work with parents, carers and external professionals to request an Education, Health and Care Needs Assessment from the Local Authority.

The decision about whether to carry out an Education, Health and Care Needs Assessment is made by the Local Authority. If an assessment is agreed and the Local Authority determines that an EHCP is necessary, the plan will set out the pupil's strengths, needs, outcomes and the provision required to support them.

Where a pupil has an EHCP, the school will:

- Deliver the provision specified within the EHCP.
- Work collaboratively with parents, carers and external professionals.
- Monitor progress towards the agreed outcomes.
- Ensure appropriate support and reasonable adjustments are in place.
- Promote the pupil's inclusion, participation and independence.

The pupil's views, wishes and aspirations are central to the EHCP process. We seek to involve pupils, wherever appropriate, in discussions about their strengths, needs, outcomes and future goals.

EHCPs are reviewed at least annually through a formal Annual Review meeting. Parents, carers, school staff, the Local Authority and any professionals involved with the pupil are invited to contribute to the review. The purpose of the meeting is to consider the pupil's progress, review the effectiveness of the provision in place and discuss whether any changes to the EHCP are required.

For some pupils, particularly those in the Early Years or during periods of significant change, reviews may take place more frequently if required.

Our aim is to work closely with families and professionals to ensure that pupils with EHCPs receive the support they need to make progress, develop independence and participate fully in school life.

10.How Do We Evaluate the Effectiveness of SEND Provision?

At Eltham Church of England Primary School, we are committed to ensuring that SEND provision has a positive impact on pupils' learning, wellbeing, independence and participation in school life. We regularly evaluate the effectiveness of our SEND provision to ensure that support remains appropriate, responsive and meets the needs of our pupils.

The effectiveness of SEND provision is evaluated through a range of measures, including:

- Monitoring pupil progress, attainment and development.
- Reviewing progress towards individual targets, outcomes and EHCP outcomes where applicable.
- Evaluating the impact of interventions and additional support.
- Reviewing Personalised Learning Plans (PLPs) and other support plans.
- Gathering feedback from pupils, parents and carers.
- Seeking advice and feedback from external professionals.
- Monitoring attendance, engagement and participation in school life.
- Reviewing wellbeing, behaviour and inclusion outcomes where appropriate.

The SENDCo works closely with class teachers, senior leaders and governors to monitor the quality and impact of SEND provision across the school. This may include:

- Reviewing assessment information and progress data.
- Monitoring classroom practice and adaptive teaching.
- Observing pupils in lessons and around the school.
- Reviewing SEND records, provision maps and interventions.
- Discussions with pupils, families and staff.

- Evaluating the impact of training, resources and support programmes.

Information gathered through these processes helps us identify strengths, celebrate successes and identify areas for further development. The findings are used to inform school improvement planning, staff training and future SEND provision.

The Governing Body receives information about SEND provision and outcomes and works alongside school leaders to ensure that pupils with SEND are able to access high-quality education and achieve positive outcomes.

By regularly reviewing and refining our practice, we aim to ensure that SEND provision remains effective, inclusive and responsive to the changing needs of our pupils.

11.How Are Staff Trained to Support Pupils with SEND?

At Eltham Church of England Primary School, we recognise that skilled, knowledgeable and reflective staff are essential to ensuring that pupils with Special Educational Needs and Disabilities (SEND) receive high-quality support and achieve positive outcomes.

All teachers are teachers of pupils with SEND and are responsible for adapting teaching and learning to meet the needs of the children in their class. Staff are supported by the SENDCo, Inclusion Lead and Senior Leadership Team to develop their knowledge, confidence and expertise in inclusive practice.

Professional development is planned in response to the needs of pupils within the school and may include training related to:

- Autism Spectrum Condition (ASC)
- Speech, Language and Communication Needs (SLCN)
- Social, Emotional and Mental Health (SEMH) needs
- Dyslexia and other specific learning difficulties
- Sensory and physical needs
- Adaptive teaching and inclusive classroom practice
- Emotional regulation and wellbeing

- Supporting pupils with Education, Health and Care Plans (EHCPs)
- Safeguarding and supporting vulnerable pupils

Staff access training through a range of opportunities, including:

- Whole-school training and professional development
- Staff meetings and briefings
- Coaching and support from the SENDCo and Inclusion Lead
- Training provided by external professionals and specialist services
- Local Authority networks and training opportunities
- Research-informed practice and professional reading

Where pupils have more complex or specialised needs, external professionals may provide advice, guidance or training to ensure that staff can implement recommended strategies effectively and provide appropriate support.

Recent professional development undertaken during the 2025-2026 academic year has included training in Autism Spectrum Condition (ASC), Attention Deficit Hyperactivity Disorder (ADHD), Emotionally Based School Avoidance (EBSA), Lego Therapy, social communication, supporting pupils with SEND in the Early Years, adaptive teaching, phonics, literacy interventions (STEPS), trauma-informed practice and safeguarding. Training priorities are reviewed regularly and are responsive to the needs of pupils attending the school.

The SENDCo regularly engages in professional development to remain up to date with current legislation, guidance and best practice and shares relevant information and training with staff.

Through ongoing professional development and collaboration, we aim to ensure that all pupils with SEND are supported by skilled and confident staff who understand their needs and can help them to thrive both academically and personally.

12.How Is SEND Provision Funded?

At Eltham Church of England Primary School, funding for pupils with Special Educational Needs and Disabilities (SEND) is provided through the school's delegated budget and, where appropriate, additional funding from the Local Authority.

All mainstream schools receive funding to support pupils with SEND. This funding is used to provide high-quality teaching, additional interventions, specialist resources, staff training, reasonable adjustments and targeted support to help pupils access learning and participate fully in school life.

The school carefully allocates funding based on pupils' individual needs. This may include:

- Additional staffing and targeted support.
- Specialised resources and equipment.
- Staff training and professional development.
- Intervention programmes.
- Specialist assessments and advice.
- Support to promote pupils' wellbeing, inclusion and independence.

In some cases, the school commissions services directly to support pupils with SEND. These may include Educational Psychology, Speech and Language Therapy and dyslexia assessments through Greenwich STEPS.

For pupils with more significant or complex needs, additional funding may be provided through an Education, Health and Care Plan (EHCP). This funding is allocated by the Local Authority and is used to support the provision specified within the EHCP.

The SENDCo, Inclusion Lead, Senior Leadership Team and Governing Body regularly review SEND provision and resources to ensure that funding is used effectively and supports positive outcomes for pupils.

Our aim is to ensure that all pupils with SEND receive the support, resources and opportunities they need to thrive academically, socially and emotionally.

13.Supporting Emotional Wellbeing and Inclusion

At Eltham Church of England Primary School, we believe that emotional wellbeing is fundamental to successful learning and positive outcomes for children. We are committed to creating a safe, nurturing and inclusive environment where all pupils feel valued, respected and supported.

We recognise that some pupils may require additional support with their emotional wellbeing, social development or mental health at different points during their school journey. Support is tailored to individual needs and may be provided through classroom strategies, pastoral support, targeted interventions and specialist services.

Support available within school may include:

- Positive relationships with trusted adults.
- Emotional regulation support and strategies.
- Individual or small-group pastoral intervention.
- Support from our Emotional Literacy Support Assistant (ELSA).
- Support from our School Family Support Worker.
- Nurture and wellbeing activities.
- Social skills and friendship support.
- Adaptations and reasonable adjustments to support participation in school life.
- Liaison with external services where appropriate.

Where concerns arise regarding a pupil's emotional wellbeing or mental health, the school works closely with parents, carers and relevant professionals to identify appropriate support and ensure that pupils receive help at the earliest opportunity.

We are committed to ensuring that pupils with SEND are fully included in all aspects of school life. This includes access to:

- Educational visits and residential experiences.
- After-school clubs and enrichment activities.

- Collective worship and school events.
- Leadership opportunities and wider curriculum activities.
- Lunchtime and playtime provision.

Where necessary, reasonable adjustments are made to ensure that pupils with SEND can participate as fully as possible and enjoy the same opportunities as their peers.

Our aim is to help every child develop confidence, resilience, independence and a strong sense of belonging within the school community.

14.Accessibility

At Eltham Church of England Primary School, we are committed to ensuring that all pupils, including those with Special Educational Needs and Disabilities (SEND), can access learning, participate fully in school life and achieve their potential. We work proactively to identify and remove barriers to learning and inclusion wherever possible.

In accordance with the **Equality Act 2010**, the school makes reasonable adjustments to prevent disabled pupils from being placed at a substantial disadvantage compared with their peers. These adjustments are considered on an individual basis and are informed by pupils' needs, professional advice and discussions with families.

We aim to make the curriculum, learning environment, information and wider school experience accessible to all pupils through:

- Adaptive teaching and inclusive classroom practice.
- Reasonable adjustments to teaching approaches, resources and learning activities.
- Specialist equipment and resources where appropriate.
- Adaptations to the physical environment where possible and necessary.
- Individual support plans and risk assessments where required.
- Access arrangements for assessments and statutory tests in line with national guidance.

- Support from external professionals and specialist services where appropriate.

We are committed to ensuring that pupils with SEND can participate as fully as possible in all aspects of school life, including:

- Educational visits and residential experiences.
- Clubs, enrichment activities and extra-curricular opportunities.
- Sports activities and competitions.
- School performances, celebrations and events.
- Leadership and pupil voice opportunities.

Information for parents and carers can be provided in alternative formats upon request. We will work with families to ensure that information is accessible and that any communication needs are appropriately supported.

The school has an Accessibility Plan, which sets out how we will continue to improve access to the curriculum, the physical environment and written information for pupils, parents and visitors with disabilities. The Accessibility Plan is available on the school website.

We are committed to creating a welcoming, inclusive and accessible environment where every pupil feels valued, supported and able to participate fully in school life.

15.Supporting Transitions

At Eltham Church of England Primary School, we recognise that transitions can be an exciting but sometimes challenging time for children and families, particularly for pupils with Special Educational Needs and Disabilities (SEND). We work closely with pupils, parents, carers and professionals to ensure that transitions are carefully planned and supported.

Starting School

We work in partnership with parents, carers, nurseries, pre-schools and Early Years services to ensure a smooth transition into Reception. This may include:

- Information sharing between settings.

- Transition meetings with parents and professionals.
- Visits to the school and classroom.
- Additional transition visits where appropriate.
- Individualised transition plans for pupils with additional needs.

Moving Between Classes

We recognise that changes in staff, routines and learning environments can be challenging for some pupils. To support successful transitions between year groups, we may provide:

- Transition meetings between staff.
- Sharing of SEND records and support plans.
- Visits to new classrooms.
- Social stories, photographs and visual supports.
- Additional opportunities to meet new staff and become familiar with routines.

Transition to Secondary School

We work closely with secondary schools, families and external professionals to ensure that pupils are well prepared for the next stage of their education. Transition arrangements may include:

- Meetings between primary and secondary staff.
- Sharing of SEND records, assessments and support plans.
- Additional transition visits.
- Enhanced transition programmes.
- Support from specialist services where appropriate.

- Attendance at borough transition events and planning meetings.

Pupils with an Education, Health and Care Plan (EHCP) will have transition arrangements discussed as part of their Annual Review process, alongside their aspirations and support needs for the next stage of education.

Developing Independence and Preparing for the Future

Throughout their time at Eltham Church of England Primary School, pupils are encouraged to develop independence, resilience, communication skills and self-advocacy appropriate to their age and stage of development. We aim to equip all pupils with the confidence, skills and strategies they need to manage change, participate fully in school life and prepare successfully for their future education.

By working closely with families, schools and support services, we strive to ensure that every transition is positive, well-planned and tailored to the individual needs of each child.

16. Admissions Arrangements

At Eltham Church of England Primary School, we are 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 against pupils on the basis of their SEND.

Admissions to the school are managed in accordance with the school's Admissions Policy and the admissions arrangements determined by the Royal Borough of Greenwich. Pupils with SEND are admitted using the same admissions criteria as other pupils.

Where a child has an Education, Health and Care Plan (EHCP), the Local Authority will consult with the school as part of the placement process. The school will work closely with the Local Authority, parents, carers and relevant professionals to determine whether it can meet the child's needs and make any reasonable adjustments required.

Before a pupil with SEND joins the school, we may:

- Meet with parents and carers to discuss the child's strengths, needs and aspirations.
- Liaise with previous educational settings and professionals involved with the child.
- Review relevant reports and assessments.
- Plan any support, resources or reasonable adjustments required.

- Arrange additional visits or transition opportunities where appropriate.

Our aim is to ensure that every child has a positive start to their education at Eltham Church of England Primary School and feels welcomed, supported and included from the outset.

Further information about school admissions can be found in the school's Admissions Policy, which is available on the school website.

Admissions Policy: <https://www.elthamcoeschool.co.uk/key-information/admissions>

17. Further Information and Support

We recognise that navigating SEND services and support can sometimes feel overwhelming for families. In addition to the support available through school, there are a range of local services, organisations and sources of advice available to children, young people and their families.

Greenwich Local Offer

The Greenwich Local Offer provides information about services and support available for children and young people with Special Educational Needs and Disabilities (SEND) aged 0-25 and their families living in the Royal Borough of Greenwich.

The Local Offer includes information about:

- Education, health and social care services.
- Education, Health and Care Plans (EHCPs).
- Early years, school and post-16 provision.
- Short breaks and leisure activities.
- Support groups and parent services.
- Preparing for adulthood.
- Advice, guidance and support available within the local area.

Parents and carers can access the Greenwich Local Offer at:

<https://www.royalgreenwich.gov.uk/send>

Greenwich SEND Information, Advice and Support Service (SENDIASS)

SENDIASS provides free, confidential and impartial information, advice and support to children, young people and parents relating to Special Educational Needs and Disabilities.

SENDIASS can provide support with:

- Understanding SEND processes and procedures.
- Education, Health and Care Plans (EHCPs).
- Annual Reviews.
- School meetings.
- Rights and responsibilities relating to SEND.
- Resolving concerns and disagreements.

<http://greenwichsendiass.uk>

Further Support

Parents and carers are encouraged to contact the school if they would like advice about SEND provision or support available for their child. We will always aim to work collaboratively with families and signpost them to appropriate services where further support may be beneficial.

If you would like to discuss your child's needs, please contact your child's class teacher or the SENDCo through the school office.

18.Concerns and Complaints

At Eltham Church of England Primary School, we value positive relationships with pupils, parents and carers and are committed to working collaboratively to address any questions, concerns or difficulties as early as possible.

If parents or carers have concerns about their child's Special Educational Needs and Disabilities (SEND) provision, they are encouraged to discuss these initially with their child's class teacher. Many concerns can be resolved quickly through open communication and partnership working.

If concerns remain, parents and carers may contact the SENDCo, who will work with the family and relevant staff to explore the issue and identify appropriate solutions.

Where concerns cannot be resolved informally, parents and carers may wish to speak with a member of the Senior Leadership Team or refer to the school's Complaints Policy for information about the formal complaints process.

We are committed to listening to the views of pupils and families and welcome feedback about SEND provision. Feedback helps us to continually review and improve our practice and ensure that pupils receive the support they need.

Parents and carers may also seek independent advice and support from the Greenwich SEND Information, Advice and Support Service (SENDIASS), which provides free, confidential and impartial information, advice and guidance on SEND matters.

The school's Complaints Policy is available on the school website.

Complaints Policy: <https://www.elthamcoeschool.co.uk/key-information/policies>

19.Related Policies and Documents

This SEND Information Report should be read alongside other key school policies and documents, which provide further information about the school's approach to inclusion, safeguarding, teaching and learning, and pupil wellbeing.

The following documents are available on the school website:

- SEND and Inclusion Policy
- Accessibility Plan

- Admissions Policy
- Complaints Policy
- Behaviour Policy
- Safeguarding and Child Protection Policy
- Equality Information and Objectives
- Supporting Pupils with Medical Conditions Policy
- Attendance Policy

These policies outline how the school meets its statutory duties and supports pupils to access education, participate fully in school life and achieve their potential.

Accessibility of Information

If you require this SEND Information Report or any other school information in an alternative format, please contact the school office. We will make reasonable efforts to provide information in a format that is accessible to parents, carers and pupils.

School Office

Telephone: 020 8850 1528

Email: SAO1@elthamce.greenwich.sch.uk

20. Our Commitment to Inclusion

At Eltham Church of England Primary School, we believe that every child is unique and should be valued, supported and encouraged to flourish. We are committed to providing an inclusive, nurturing and ambitious learning environment where all pupils are able to participate fully in school life and achieve their potential.

We recognise that children have different strengths, interests and needs, and we work collaboratively with pupils, parents, carers, staff and external professionals to ensure that appropriate support is provided at the right time. We are committed to removing barriers to learning, promoting independence and helping every child to develop confidence, resilience and a love of learning.

As a Church of England school, our values underpin everything we do. We strive to create a community where every individual is treated with dignity, respect and compassion, and where diversity is celebrated and embraced.

We view parents and carers as valued partners and believe that positive relationships between home and school are essential in supporting children to thrive. By working together, we aim to ensure that every pupil feels safe, included, successful and able to make meaningful progress.

If you would like further information about SEND provision at Eltham Church of England Primary School, or wish to discuss your child's needs, please contact the SENDCo directly or through the school office.