
Elmstead Wood Primary School

Special Educational Needs and Disabilities (SEND) Information Report 2026-2027

This report has been written in accordance with the legislative requirements for SEND Information Reports, set out in schedule 1 of the SEN and Disabilities (SEND) Regulations 2014 and paragraphs 6.79- 6.81 of the SEND Code of Practice (2015).

It was written by the Assistant Headteacher for Inclusion, Mrs Jacqui Brown in September 2026 and reviewed with feedback from staff, children and from parents/carers at a SEND information session on 09/09/2026.



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Our ethos

At Elmstead Wood Primary School we believe that:

- all children should be valued for what they bring to our community, regardless of their abilities or difficulties.
- all children are entitled to a broad and balanced curriculum which is adapted and/or differentiated to meet their individual needs.
- all teachers are teachers of children with SEND and are sensitive to a wide range of different learning needs and disabilities.
- all children can be enabled to fulfil their potential through effective teaching and learning, support and encouragement.
- effective assessment and provision for children with SEND should be secured with partnership between parents/carers, children, school, the Local Education Authority and any relevant outside agencies.
- Learning targets for all pupils should be challenging, aspirational and appropriate for each individual.

Our Vision and Values

Our Vision

Together, we strive to create an educational community of respect and inclusion, empowering all to embrace learning, achieve excellence and transform lives.

Our Values

'Learning, growing and succeeding together'

At Elmstead Wood Primary School, we believe that children want to feel successful and will do well if they can. We understand that all behaviour is a form of communication, and we have developed a nurturing environment that supports all children to behave appropriately and feel safe. Our school and trust values are:



Ambition



Collaboration



Equity

Our School - FAQ

What is the structure of the school day?

Pupils should arrive between 8:40 and 8:50 am when the main gates will be open. Our first lesson(s) of the day are between 8:50 and 10:25. Morning break is between 10:25 and 10:35. The second lesson(s) of the day are between 10:40 and 12:20. Lunchtime is from 12:20 -1:20. Our afternoon is from 1:20 until 3:20 for KS1 pupils and 3:25 for KS2 pupils..

Home Learning

Pupils are encouraged to read regularly at home with parents and carers. Homework tasks are planned to ensure all pupils can access them at their level.

Safeguarding

Safeguarding our children is at the heart of our ethos. We ensure that all policies embed the guidance from Keeping Children Safe in Education (September 2026) and Working Together to Safeguard Children (2026).

Pupil wellbeing

Children cannot thrive academically unless they are in an environment where they feel completely safe. Good mental health and wellbeing is an integral part of having a successful education, and we work hard to ensure this for all our children and to support those who are struggling. The school is committed to safeguarding and promoting the wellbeing of all our children and expects all staff and volunteers to share this commitment.

What support is there at play and lunchtimes for pupils who find these times difficult?

Staff throughout the school are available to talk with children who feel anxious or worried. We follow the Opal Programme at lunchtimes which is designed to improve play experiences and wellbeing. We operate a 'Quiet Lunch' room to support pupils who prefer a quieter environment.

Are children able to access breaks during lesson times?

If pupils require learning breaks this will be discussed with their parents and class teacher and a variety of strategies can be put in place to support them.

What do we mean by Special Educational Needs and Disabilities (SEND)?

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

- They have a learning difficulty or disability if they have: a significantly greater difficulty in learning than the majority of others of the same age,

or

- a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

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

What are the four main areas of Special Educational Needs and Disabilities (SEND)?

We offer provision to support children in all four main areas of SEND which are identified in the New SEND Code of Practice (DfE 2015). <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Main Area of Need- Examples of Presentations of need within each area
Communication and Interaction Speech, language and communication needs (SLCN) Autistic Spectrum Condition (ASC), Social Communication Difficulties (SCD)
Cognition and Learning Specific Learning Difficulties SpLD) e.g Dyslexia, Dyscalculia, Moderate Learning Difficulties (MLD)
Social, Emotional and Mental Health Poor emotional or mental well being (SEMH) needs, Anxiety and Depression, Attention Deficit Hyperactivity Disorder (ADHD), Tourette's Syndrome
Sensory and/or Physical Needs Hearing Impairment (HI), Visual Impairment (VI), Multi Sensory Impairment, Sensory Processing Difficulties, Physical Disability (PD), Medical Needs

Does my child have special educational needs?

Children do not necessarily need to be assessed as having special educational needs in order to access some additional support in school for a subject/ subjects they are finding challenging. Many children access additional support during their school lives for many different reasons and yet do not have special educational needs.

The SEND Code of Practice 2015, states that:

- A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - has a significantly greater difficulty in learning than the majority of others of the same age,or
 - has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

What should parents/ carers do if they are concerned about their child's progress or think that they may have Special Educational Needs? Who should they contact?

1) Class Teacher

Your child's class teacher should always be your first point of contact if you want to discuss any issues regarding your child's learning.

They are responsible for:

- Having the highest possible expectations for your child and all pupils in their class.
- Planning for, delivering and evaluating high quality teaching which is adapted to respond to strengths and needs of all pupils.
- Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve providing different resources adapted to your child.
- Putting in place specific strategies to enable your child to access all areas of school life.
- Checking on the progress of your child and identifying and planning for any additional support.
- Contributing to devising class and individual provision maps to focus on the next steps required for your child to improve learning.
- Applying the school's SEND policy.

What should parents/ carers do if they are concerned about their child's progress or think that they may have Special Educational Needs? Who should they contact?

2) AHT for Inclusion/ SENCo - Mrs J Brown

If you have concerns about your child, you should speak to your child's class teacher. You may then be directed to the SENCo.

They are responsible for:

- Coordinating provision for children with SEND and developing the school's SEND policy
- Ensuring that parents are involved in supporting their child's learning, kept informed about the range and level of support offered to their child and how their child is doing and consulted about planning successful movement (transition) to a new class or school
- Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties
- Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.

Contact details:

inclusion@elmsteadwoodprimary.co.uk

admin@elmsteadwoodprimary.co.uk

Telephone: 020 8857 1504

What should parents/ carers do if they are concerned about their child's progress or think that they may have Special Educational Needs? Who should they contact?

3) Head Teacher - Mrs C Lewis

She is responsible for:

- The day to day management of all aspects of the school, including the provision made for pupils with SEND

Contact details:

admin@elmsteadwoodprimary.co.uk

SEND Trustee - Mr B James

He is responsible for:

- Making sure the school has an up to date SEND policy.
- Supporting the school to evaluate and develop quality and impact of provision for pupils with SEND across the school.

Who else is responsible for overseeing the provision for pupils who have been identified as having SEND?

Mrs R Sampson - Deputy Headteacher, Behaviour Lead

Mrs T Arnold - Pupil Support Lead, Emotional Literacy Support Assistant (ELSA)

Mrs J Shafak - Play Worker, Pupil Support, ELSA, SEN administrative assistant

Ms E Lok, Ms B Chan and Mrs N Moss - our speech and language team from Momenta Connect

Bromley Local Offer

Parents and carers can view the Bromley Local Offer to read about the support that is available in Bromley for children who have special educational needs.

The Bromley SEND Local Offer brings together information, advice and support for children and young people with special educational needs and disabilities (SEND) aged 0 to 25, their families, carers and professionals.

[Visit Bromley's new SEND Local Offer website](#)

There you will find information about education, health and social care services, preparing for adulthood, local activities, support groups, advice and guidance, and a dedicated Adult Learning Disability Hub.

Identifying pupils who may have special educational needs

Early identification of special educational needs is key to improving long term outcomes and all staff at Elmstead Wood Primary School want to work with and alongside parents and carers as we begin the process of identifying and delivering the support that each child needs.

We recognise that this can be a worrying and challenging time for our parents and carers and we are always happy to meet with them to answer questions, provide information or simply sit and have a cup of tea and a chat.

How do we meet children's needs?

Assessment, planning and review

- How can I find out how well my child is doing?

Initially, additional provision will usually be planned and delivered by the class teacher through their normal in-class provision. If appropriate, additional support will be put into place. This may take the form of adaptive teaching, additional or adapted resources, targeted group support or paired/individual support. The aim of the support will always be to accelerate progress and overcome barriers to learning. If appropriate, children with particular needs may be added to the school's SEND Register. For these pupils, any additional support is documented in a Provision Map.

- What happens if my child is continuing to have difficulties?

In some cases, children with identified needs will continue to find aspects of school life challenging. Because of this the provision put in place by the school is designed to help the children to better manage their challenges on a day-to-day basis. If your child is continuing to have significant difficulties which affect their ability to make appropriate progress in line with their peers, external expertise may be requested. Additional funding may be available for children who meet the statutory higher needs criteria. For some children, it may be necessary to apply for an Education, Health and Care Plan (EHCP). All support plans will identify targets which will be agreed against measurable outcomes over time. Where external agencies are involved, their advice and recommendations are included accordingly. Regular review meetings will be held so that parents can understand both their child's needs and how well they are doing. Guidance will also be provided on how to support at home and how home and school can work together to support pupils. Where necessary, external agencies will be invited to attend such meetings and contribute suggestions to the support that is being provided.

How do we meet children's needs?

- How will teaching be adapted to meet the needs of my child?

Teachers are trained to adapt teaching to meet the many different needs of pupils in each class. Daily planning takes into account individual pupil's needs and requirements. Adaptations may be approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning. Additional adults are used flexibly to help groups and individual pupils, with the long term goal of all children being independent learners. Monitoring takes place to avoid pupils becoming over reliant and dependent on adult support. Additional interventions take place for targeted groups of children at different times during the day to support progress in Phonics, Writing and Numeracy as well as areas such as fine and gross motor skills, speech and language and social skills.

- How do we adapt the curriculum and learning environment?

The curriculum may be adapted to take into account specific areas of difficulty. Teaching and learning strategies are informed by professional advice, for example from the speech and language team or the Educational Psychologist. Additional Individual or small group teaching sessions are provided for short periods with a focus on core skills. Children with SEND have access to support from an additional adult in the classroom. For some children with a high level of need, individual resources or programmes are provided and managed by the class teacher. All of our classrooms are Dyslexia friendly and children with SEND have access to a range of resources to support them such as Chromebooks, visual supports, coloured overlays, coloured reading rulers, wobble cushions, writing slopes.

How do we meet children's needs?

- How do we assess and review pupils' progress towards their outcomes?

The Senior Leadership team and class teachers will consider all the information from across the school about each pupil's progress, alongside national data and expectations of progress. The school uses a graduated approach:

- **Assess:** this stage should take account of detailed formative assessment to identify individual barriers to learning. This may involve assessment in school or assessments carried out by an external agency. Where appropriate, this stage may include a diagnosis.
- **Plan:** advice and recommendations are incorporated into Provision Plans or support plans written by the SENCo and Class Teachers in consultation with the Inclusion Team, parents and outside agencies.
- **Do:** adaptations and interventions are put in place, following recommendations. These will be time limited and discussed at the termly Pupil Progress Review meetings carried out by staff in school. They will also be discussed with parents at parent-teacher consultation meetings.
- **Review:** the effectiveness of current provision is monitored and any interventions are adapted to meet individual needs. Further advice is sought where necessary

How do we meet children's needs?

- How do we evaluate the effectiveness of our SEND provision?

The school evaluates the effectiveness of its SEND provision in a variety of ways. Ongoing assessment information which feeds into the school's tracking systems is analysed half-termly to ensure that pupils are making the progress that would be expected.

As well as this 'summative' data analysis, formative assessment information drawn from the class teacher's observations and the school's in-house monitoring of day-to-day learning is also used to assess progress and evaluate the quality of provision.

The school also evaluates the progress that pupils make as a result of interventions based on identified criteria specific to the support being provided. Progress against identified individual targets is also used to evaluate the quality of provision. The effectiveness of provision over time is also measured by comparing outcomes for SEND pupils at the end of Key Stage 1 and 2 and comparing these to national outcomes.

Practical resources that may support children in the classroom

Area of need	Practical resources which can support needs	
Communication and Interaction	• Visual timetables- class and individual • Communication boards • Communication books/ cards • Objects of reference/ photo and picture cards	• Sentence strips and visual prompt cards • Social stories and emotion check-in boards • Comic strip cartoons • AAC devices • Talk buttons / recordable sound buzzers
Cognition and Learning	• Multi-sensory maths manipulatives (Numicon, Dienes blocks, counters) • Word banks, sentence starters, prompt sheets • Coloured overlays and reading rulers	• Now and next boards • Task management boards and visual step-by-step checklists • Graphic organisers and story mapping templates • Timers
Social, Emotional and Mental Health Needs	• Calming resources eg weighted blankets,emotion fans • Fidget tools • Visual break cards / "I need a break" passes • Guided breathing or mindfulness visual prompt cards	• Zones of Regulation resources • Timers • Resistance bands on chair legs
Physical and Sensory Needs	• Wobble cushions and therapy balls • Noise-canceling headphones (ear defenders) • Chewable pencil tops / sensory chew jewelry	• Slanted writing boards and ergonomic pencil grips • Theraputty • Pencil grips and specialised pens and pencils

What interventions can we deliver to support children who have SEND?

Examples of extra support that the school may feel appropriate to support pupils with SEND in overcoming barriers to learning are shown below:

Communication and Interaction	Cognition and Learning	Social, emotional and Mental Health	Sensory and Physical
- Support from school staff i.e Teachers, SENCo, teaching assistants - Whole class and personalised visual timetables and other visual support materials - Small group and 1:1 interventions - Advice from outside agencies - NHS and Private Speech and Language Therapist assessments, interventions and advice - Use of personalised social stories	- Whole school 'Dyslexia friendly' learning environment - Targeted Literacy and Numeracy programmes e.g IDL, Nessy. - A range of Literacy and Numeracy software - Support materials, visuals in the classroom - Educational Psychologist assessments - Personalised arrangements for SATs, 11+ and transition	- Support from school staff i.e Teachers, SENCo, TAs, Pupil Support Lead, ELSAs - CAMHS specialist support via NHS - Educational Psychologist assessments - CAF support and TAF meetings - My Happy Mind - Use of personalised support plans where appropriate	- Support from school staff i.e Teachers, SENCo, TAs, - Occupational Therapy and Physiotherapy - Sensory Circuits intervention - Sensory aids and resources to support learning in the classroom - Liaison with medical professionals as appropriate - Medical Care plans via the school nursing team - ICT and assistive technology - Personalised arrangements for SATs, 11+ and transition

How are staff trained to support children with SEND and to meet the needs of pupils?

The training needs of staff, including support staff, are regularly reviewed and planned for, so that all staff are able to meet the needs of pupils with the most common barriers to learning. Where pupils present with rarer difficulties, staff access training and support from specialist teachers, outside agencies or from online providers such as The Key, STEPLAB. All staff are actively encouraged to take advantage of training and development opportunities. All teaching and support staff undertake induction training when taking up their post. The SENCo regularly attends the Local Authority SENCo Forums in order to keep up to date with local and national updates in SEND.

Examples of recent training delivered to staff are:

- Adaptive teaching strategies
- Use of differentiation and additional resources to meet pupils' needs within the classroom
- The role of supporting adults within the classroom
- Supporting pupils who have Education, Health, Care Plans (EHCPs)
- Provision Mapping
- A number of staff have also trained in Intensive Interaction, Makaton, The Curiosity Programme

How do we work with other organisations or specialists to meet the needs of pupils with SEND and support their families?

Agency	Nature of the support
Bromley Speech and Language Service Private Speech therapists	Speech and Language Therapy helps children with their understanding and talking. We work with children, families, carers and staff in pre-schools and schools, to help children's communication skills. We give practical advice and support through training for families, teachers and staff. We also provide support for children with swallowing difficulties.
Community paediatricians- Paediatric services based at the Phoenix Centre	The paediatrician assesses a child's development and reports their findings to the school. Parents can access the Paediatrician via their GP. The Educational Psychologist usually makes the recommendation to involve the paediatrician as necessary
School nursing team	The school nursing team support schools with advice about medical needs and support in collating care plans.
Bromley Wellbeing	Bromley Wellbeing is a self-referral service which is a single point of access for the emotional wellbeing of young people under the age of eighteen living in Bromley. These teams help us to support pupils overcome difficulties that they may be facing.

How do we work with other organisations or specialists to meet the needs of pupils with SEND and support their families?

CAMHS Phoenix Children's Resource Centre, Bromley	CAMHS see families and treat families as a unit where there are pupils presenting mental health concerns
Inclusion Support Advisory Service (ISAT)	The ISAT support and advise the parents and staff.
SENDAT	SENDAT (Special Educational Needs Advisory Team) provides specialist teacher advice and support for children and young people (CYP) 4-25 years of age with an education, health and care plan (EHCP) in mainstream schools and specialist sectors.
Bromley Wellbeing	Bromley Wellbeing is a self-referral service which is a single point of access for the emotional wellbeing of young people under the age of eighteen living in Bromley. These teams help us to support pupils overcome difficulties that they may be facing.
Bromley Children's Project	The project is a borough wide service that supports families living in Bromley to create a safe, secure and happy environment for all children, by reaching out to expectant parents, current parents and young people aged up to 18 years; particularly those who are struggling and are in need of additional help. BCP co-ordinate different parenting courses for different needs.

How do we work with other organisations or specialists to meet the needs of pupils with SEND and support their families?

Occupational Therapy	This service offers child-focused assessment and practical advice and therapy to children and young people who experience difficulties with their daily occupations due to a physical and/or learning disability.
Physiotherapy	We offer assessment, advice and therapy for children and young people with physical difficulties or disabilities. This can include support, instructions and consultations for parents and carers and others that may be involved with you or your child (such as teachers and other health professionals).

Transition

- How do we support pupils moving between different phases of education?

The transition process is an important consideration every year but particularly starting Nursery or in Reception and between both KS1 and KS2 (Year 2 to Year 3) and KS2 to KS3 (Year 6 to Year 7) and these are managed very carefully. Transitions can be challenging for all pupils, whether they have identified SEND or not and so every care is taken that, where particular needs have been identified, these are clearly communicated to all professionals involved in transition. Key staff, including the SENCo, meet with teachers at our feeder nurseries and pre-schools to discuss children who have identified needs, including all children currently on the SEND Register and other pupils who might be considered vulnerable. Similarly, once places have been allocated, staff meet with Year 7/SEN staff from the relevant secondary schools to discuss the needs of the pupils that will be transferring at the end of the academic year. In the case of all transitions, all relevant supporting documentation is passed to the receiving school.

Pupil passports are written for all pupils on the school SEND register to ensure key facts are passed clearly on to all staff who will be working with the pupils.

Preparing for adulthood (PfA)

- How do we support pupils preparing for adulthood and future careers?

At Elmstead Wood Primary School, we believe preparation for adulthood begins from the earliest years. We support pupils with SEND to develop the skills, confidence, and independence required for a positive future, aligned with the four PfA outcomes.

Independent Living: We encourage autonomy by promoting self-care, building emotional resilience, and developing life skills such as managing personal belongings, understanding routines, and fostering self-regulation.

Community Inclusion: We foster inclusive opportunities for pupils to build friendships, work collaboratively, and participate in community activities to develop social skills and a sense of belonging.

Health & Wellbeing: We promote healthy lifestyles, emotional health, and self-awareness, including supporting pupils to understand their own needs and communicate when they need help.

Employment: We work with pupils and families to ensure smooth transitions between year groups and schools, fostering high aspirations and exploring interests that lead toward future educational or career paths.

Parental Involvement: We work in partnership with parents and external professionals to co-produce plans that focus on individual strengths and aspirations.

Supporting parents

- How do we handle concerns from parents of children with SEN regarding provision made at the school?

Concerns should, in the first instance, be directed to the school's SENCo who will look into the matter and respond accordingly. If your concern is not resolved to your satisfaction, then you should contact the Headteacher. The school's Complaints Policy is available to view on the school website.

Supporting parents

- What support services are available to parents?

- Information, Advice and Support Service: iass@bromley.gov.uk / 01689-881024/023 - The Information, Advice and Support Service (IASS - formerly Parent Partnership) offers information, advice and support, for parents and carers of: Children with special educational needs (SEN) or disabilities from birth to 25. Young people with SEN or disabilities aged 16-25; all children (regardless of SEN) on their child's transition from primary school to secondary school. Further information can be found at: http://www.bromley.gov.uk/info/200071/parental_support/64/information_advice_and_support_service_ias
- Choice Service: choiceservice@bromley.gov.uk - Free advice for all parents and carers with the moves from preschool to primary school and on to secondary school.
- Bromley Parent Voice: Tel: 0208 315 4749 Mon/Tues / 0208 776 3170 Wed-Fri / info@bromleyparentvoice.org.uk Contact k.moore@bromley.gov.uk. (Bromley Parent Participation)
- Burgess Autistic Trust: Tel: 020 8464 2897 / info@burgessautistictrust.org.uk / <http://www.bromleyautistictrust.co.uk/>
- MENCAP: Tel: 020 8466 0790 / Email address: jasmine.berry@bromleymencap.org • Caspa Bromley: <https://www.caspabromley.org.uk/>
- Additional information available for parents/ carers about support and services for pupils and their families can be found in: • The Local Authority SEN Information Report : <http://bromley.mylifeportal.co.uk/lbb-local-offer.aspx>
- The DfE Code of Practice: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf



Ambition



Collaboration



Equity

Thank you



No Barriers to Excellence