



# Thames View Infants

## 2024 SEND Information Report

### Vision and Ethos for SEND

At Thames View Infants every child in our community should have the opportunity to reach their full potential. To this end we aim to provide a learning environment that is inclusive and adaptable to children's needs and a curriculum that is broad, balanced and differentiated. We endeavour to orchestrate a depth of provision with embraces personalised opportunities for all our pupils through high quality teaching and learning experiences.

We embrace and celebrate the fact that every child is different, and therefore, the educational need of every child is different. Whilst ensuring that there is equitable access for all we strive to treat our families as individuals based on our understanding of their needs, their wishes and their personal journey to this point.

### Rationale

The Special Educational Needs and Disability (SEND) Information Report is part of the School's [SEN and Inclusion Policy](#) and sits alongside a wide range of other policies including the Local Authority Offer.

The following information report sets out the wide range of support that is on "offer" for all children with Special Educational Needs or Disabilities (SEND) at Thames View Infants, however in line with the vision and ethos all children, their families and the community have equal access to this "offer".

The following information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

Thames View Infants is required, by law, to publish the "Information Report" on the school website and update it at least annually or sooner where necessary.

### Identifying Special Education Needs and Disabilities (SEND)

According to the Special Educational Needs and Disability Code of Practice: 0 to 25 years - Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities 2015, a child or young person has SEND (difficulty or disability) if they:

- Have a learning difficulty or disability which calls for special educational provision\* to be made for him or her
- Have significantly greater difficulty in learning than the majority of others of the same age.
- Have 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 or mainstream post-16 institutions.
- Have a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children, children with long term life limiting or terminal illness and young people and those with SEN.

*\*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.*

### Provision for SEND

As part of the information report Thames View Infants is required to set out the “types” of SEND that are provided for as some schools have specific “Additional Resources Provision” on site as part of the Local Authority Offer. Additionally Resourced Provisions such as these tend to cater for a specific need or disability like Autism, Language Development or Learning Needs. At Thames View Infants we provide an inclusive provision for all children. Below is an example of some of the needs that we provide for however, they are by no means comprehensive nor should they be considered a definitive list;

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, ADHD, anxiety, Attachment Disorders, selective mutism
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy, diabetes
- Moderate/severe/profound and multiple learning difficulties including global and development delay






It is important to note the following when addressing the “types” of SEND;

- In many cases children do not have nor do they require, any formal diagnosis of need
- Working with very young children and their families to seek support and explore any presenting need is an integral part of the offer available to all at Thames View Infants

- Children present with different needs at different times and these may or may not be diagnosable or long term
- SEND is, in the view of TVI, a need that is identified that is seeking to divert the child’s ability to thrive and succeed; the root cause may be internal (diagnosable need) or external (issues linked to school, home or other environmental factors).
- A child may present differently depending on situation both emotionally and geographically, i.e. school vs home, 1:1 vs in a small or large group.

### Our Inclusion Team

Our Inclusion and Family Support Team is made up of professionals with a range different expertise, experiences and skills that help us to “join up” provision at TVI.

Adam Dobson	Suzy Waters	Serena Lee	Emma Murphy	Donna Bonifacio
				
Inclusion Leader & DDSL Deputy HT	Special Educational Needs Co-ordinator (SENDCo) & DDSL	Attendance Officer & DDSL	DSL & Inclusion Officer	SEND Secretary

Any member of the team will do their best to help you if you have any questions. Often the DHTs, and Inclusion Officer are in the playground before and after school or come to the office and ask for them. You don’t need an appointment but you can make one if you want. Staff at Thames View Infants often talk informally to the Inclusion Team about the children in their class and things that they are noticing, sometimes a big “jigsaw puzzle” starts to emerge and it’s the role of the team within the school to make sure that all the information is shared and acted upon, that no child or family is missed or left without support.

### Staff Training

There is a wide range of experience within the staff at TVI from the office, through to the site team and the teaching staff. All staff at TVI acts as a whole to support the needs of the children and their families no matter what their formal job title.

In line with statutory requirements the SENDCo, Mrs Suzy Waters has completed the National Award in Special Educational Needs Co-ordination course.

In the academic year 2023 -2024 there has been the following training:

- In house Five to Thrive refresher and attachment awareness training
- On-going SLCN training from a qualified Therapist weekly
- Specific SLCN training from NELFT Therapists for individual children
- Universal SLCN training via the NHS
- Training for the use of Epi-pens (for children with Health Care Plans and severe allergies)
- Training for the management of diabetes
- Introduction to SCERTS for the SENDCo
- Autism Awareness Training
- Trauma Informed Schools Training
- Safeguard (online reporting)
- Child Protection Training including FGM, CSE, Prevent and key policies under the “umbrella” of Safeguarding.
- NSPCC – Child Protection, SEND and Safeguarding and Level 4 DSL training
- NASENCo Award (completed June 2022)

### Starting School at TVI – the importance of Early Notification and Identification

The processes and provision for “starting Thames View Infants” is an entitlement for all our families and is considered best practice. Starting school or transitioning from an alternative setting is important and given a high status as a key “moment in life” and our first opportunity to begin building the strong connections with families that ensures children thrive and reach their potential.

When starting EYFS home visits and drop in sessions at school, events like “Getting Ready for Reception” begin the process for all children. A multi-agency style “professionals meeting” is also held to “join up” different settings and services and share information to enable TVI to create a bespoke settling plan and provision for each child. It is often during these events that initial needs or worries are noticed or shared by parents, carers and professionals.

When joining KS1, at the point of admissions, a range of questions are asked and the child is invited to attend the school with the parent to begin the process of settling. Contact with previous settings is key as transfer forms are not shared. Parents are informed that previous settings, no matter where geographically, will be contacted. A copy of our admissions form is available by following this link.

In some cases, where children are already identified as having a “need” by a previous school/nursery, through the Child Development, Paediatric Team or Portage additional visits, transition and handover meetings will be arranged to ensure consistency of support.

### Identifying and assessing Progress of children with SEND

Once a child has started Thames View Infants, the teacher works with the parents/carers of all the children in their class/year group to ensure that connections are made and information regarding; settling, emotional health and well-being, attainment and progress is shared. Where there are concerns from parents, carers and staff the need for early and consistent conversations, checking in and joining up with the school's inclusion team is integral to the process.

At different times some children and their families require some extra help and support in order for them to thrive. Some children need support for a specific area for a short period of times; others may need longer term more specialised support and intervention from a range of services.

Children are assessed on entry whether joining mid-year or in September, progress and attainment is monitored formally for all children through termly pupil progress meetings between class teachers and year group leaders alongside SEND Reviews with class teachers and the SENDCo or Inclusion Leader. The information gathered through the school's data systems, including progress and attainment measures are part of the process of identification but more accurate is the knowledge of the staff and the family regarding the child and their behaviour.

Children are assessed in line with the EYFS Foundation Stage and the Early Learning Goals, in KS1 the TVI Developmental Stages are used to assess and monitor progress. If a child has needs that require much smaller steps in KS1 using the Engagement Model.

As patterns of progress and attainment evolve the teacher continues a dialogue with parents/carers and also the school's Inclusion Team (SENDCo, Inclusion Leader etc), to unpick the current provision in class and to identify any key areas of need for the individual.

At this point the child is placed on the SEND register and their progress and attainment alongside emotional health and well-being are monitored and assessed to ensure that any support is having a positive impact on their progress, attainment and overall development.

There are 3 main stages of support;

- **Monitor** – where a child's needs have initially been raised by the class teacher or parent, and there has been a dialogue with the SENCo/Inclusion Leader. Short term provision in class may be in place that does not, at this point, exceed "Quality First Teaching". This may include advice from the Family Support Team for interventions, additional support strategies, routines etc at home.
- **K – School Support\*** – this is a formal level of intervention – the school may put in place a range of additional strategies to support the child in and outside of the class such as group support, 1:1 with a TA for periods of time, additional "pre teaching" of concepts, vocabulary and skills. The child may have an "Individual Education Plan", (although this

is not a requirement), a “General Education Plan”, (where the child is part of a small group of children that are receiving similar support), or a “Target List”, (where children are working on targets at a significantly different stage to their peers or on targets beyond those within lessons). At this stage of SEND the school may seek, with parent’s consultation and permission, referrals to professionals such as Educational Psychologists, Child Development Teams, Speech and Language Therapists etc.

*\*In order to implement “School Support” parental permission must be gained and evidence of the child’s rate of progress documented (this may be documented on the child’s special needs profile). It is important to record children’s strengths and achievements.*

- **EHC – Educational Health Care Plan** – where children have a long term or persistent need that requires a range of professionals to co-ordinate, offer advice and tailor the intervention that then become a statutory entitlement for that child. The EHC process is described in more detail in the SEN and Inclusion Policy and on the Local Authority Website as part of their “Local Offer”.
- **Health Care Plans (HCP’s)** – required when a child has a diagnosed and identified medical need that may require emergency procedures. This may be any of the following although this is an example list and by no means comprehensive:
  - Epilepsy
  - Anaphylaxis (extreme allergic reaction)
  - Haemophilia
  - Sickle Cell Anaemia
  - Diabetes

Health Care plans must be in place for the safety of the child which may delay admission or affect attendance following diagnosis in the short term. Health Care plans are written by medical professionals in the presence of and with the agreement of:

- the parent/carers
- the school
- social care (if involved)
- other agencies/support as required/involved

Once agreed plans are “published”:

- The School’s data management system is updated to reflect the medical need and identify the HCP.
- Key staff/first aiders are trained on implementing the HCP, named and trained staff are included within the text of the HCP.
- All HCP’s are stored centrally in the school office, labelled and boxed individually accessible to all staff
- Posters are displayed in the office, child’s class, year group and halls/kitchens/staffrooms to ensure that all staff are aware of the need.
- Reviews of HCP’s take place annually from the date they were published or when there are changes in medication, presentation of the medical needs.

### Social, Emotional and Mental Health and Well-being (SEMH)

According to the [Mental Health Foundation](#), “Mental health problems affect about 1 in 10 children and young people. They include depression, anxiety and conduct disorder, and are often a direct response to what is happening in their lives.” The Mental Health Foundation continues to explain that:

*“The emotional wellbeing of children is just as important as their physical health. Good mental health allows children and young people to develop the resilience to cope with whatever life throws at them and grow into well-rounded, healthy adults.”*

The Foundation goes on to say that:

*“Most children grow up mentally healthy, but surveys suggest that more children and young people have problems with their mental health today than 30 years ago. That’s probably because of changes in the way we live now and how that affects the experience of growing up.”*

Thames View Infants strives to ensure that every child and their family achieve their best, which can only be achieved when families are “emotionally and mentally well”. There is a consistent drive to understand the way in which young children develop secure and safe attachments to adults from birth at TVI. The way in which these attachments support a child’s ability to, learn, accept challenge, be resilient in the face of “whatever life throws at them”, and most importantly for our young children, to trust that the adults at TVI will treat them with kindness, be consistent in their approach, putting in place fair and clear boundaries regarding what is acceptable and “hold them in mind”.

Being “mentally well” involves more than being able to “talk about what is wrong”, again, the Mental Health Foundation give us the following indicators that are well embedded and consistently revisited at TVI:

- feeling loved, trusted, understood, valued and safe
- being interested in life and having opportunities to enjoy themselves
- being hopeful and optimistic
- being able to learn and having opportunities to succeed
- accepting who they are and recognising what they are good at
- having a sense of belonging in their family, school and community
- feeling they have some control over their own life
- having the strength to cope when something is wrong (resilience) and the ability to solve problems
- being in good physical health, eating a balanced diet and getting regular exercise
- having time and the freedom to play, indoors and outdoors
- being part of a family that gets along well most of the time
- going to a school that looks after the wellbeing of all its pupils

- taking part in local activities for young people\*

*\*Taken from the Mental Health Foundation Website*

The provision we have in place for children presenting with SEMH needs is part of the vision and ethos and embedded into many policies detailed at the end of this information report. In many cases it is the staff's knowledge of the child, their day to day behaviours, personality, their approach to learning, resilience and their relationships with others including adults in school and at home that raises concerns. A simple change in behaviour noticed by a member of staff is a first step to addressing a child's SEMH needs.

The staff and Inclusion Team at Thames View Infants have a range of expertise and, if required agencies to support children and families including but not limited to:

- Comprehensive "starting school" package for all children, especially those in EYFS and those new to school in KS1
- Five to Thrive (based on training from Kate Cairns/Hertfordshire)
- Attachment awareness training for staff (internal CPD)
- PSHE/Circle Time as part of the curriculum
- Adults act responsively to support children in seeking resolutions
- Staff build strong relationships with parents/carers allowing honest and open conversations around emotional wellbeing and mental health
- Inclusion Team well placed to receive sensitive, sometimes personal and traumatic information when seeking to explore children's emotional wellbeing and mental health
- LA Behaviour Team
- Inclusion Officer
- School Nurse
- Referrals to CAHM's/Mental Health Support Team (MHST)
- Links to local GP's
- Working closely with Children's Services to ensure families that involved, including Children in Care (Looked after Children), with Special Guardianship, Residence Orders, in temporary or private fostering and those adopted from care, are supported effectively
- Working closely with other agencies through the CAF process, ensuring that other professionals are held accountable when staff at TVI are in the position of "Lead Professional"
- Effective use of TA support – targeted, matching skills of the TA with the needs of the child when considering emotional well-being and mental health

For all children, to encourage a sense of empowerment and ownership, to develop pride, confidence and a community spirit, there are a range of opportunities:

- School Leaders scheme
- School Council



- Talk4Learning
- Buddies between Year Groups
- Nurture Groups
- Social skills and Play skills Groups
- Staff are known by their first names
- Open door policy – children are taught to “knock and enter”
- Children taught the communication and language skills to resolve issues that make them unhappy
- Children are taught to seek a resolution and to be persistent
- Children are taught to challenge and ask questions, to make mistakes and seek solutions independently
- Personalised and independent learning outside of the class and outside to encourage self-motivation and self sufficiency
- School leaders, school council, School Directors and Local Advisory Board members seek the opinions of children regarding their views of the school and its leadership
- Children give and receive focussed feedback as part of day to day teaching and learning
- Children greet and give tours to key visitors (where appropriate and with staff support)
- Children know when to whistle-blow when “something isn’t right” where for themselves or one of their peers

TVI seeks to ensure that children are mentally and emotionally prepared for the future in a world where the “now” changes very quickly and the pressures on young children from social media, the education system, families and communities and peers are increasing and often beyond the experience of the adults who love and care for them.

### Teaching and Learning for children with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is always the first step in responding to pupils who have SEND.

Within day to day, high quality teaching, TVI offers many different forms of support to meet the individual needs of all children:

- High ratio of Teaching Assistants working in classes
- Trained TA working across the school supporting Language Development
- Leaders within school (SENCO, Inclusion Leader/Deputy, Headteacher and Year Group Leaders have a high commitment to teaching in class to ensure that there is a shared knowledge of individual children, their needs, progress and attainment
- Teachers plan a range of differentiated activities within the class for each and every lesson
- Teachers plan a range of personalised learning opportunities for individuals
- Helping families to support learning and behaviour at home
- A range of after school clubs are offered to inspire and extend children’s love of learning

- The role of Inclusion Officer is to encourage and support families at Thames View Infants to work together, thrive and succeed.

In the first instance support for children with SEND is managed within the class as part of the schools Inclusion Policy. Teachers differentiate and personalise learning as part of “normal” provision.

Children should be differentiated for if;

- The child experiences or presents as having problems with their social, emotional and mental health, relationships with staff and peers or attitudes, engagement in learning
- The child scores significantly below the borough average in the Baseline Assessment carried out in EYFS
- The child is not achieving learning intentions
- The child is targeted as a result of their score in specific assessment tasks i.e. Miscue Analysis, Writing Assessments, National Curriculum Levelling and mathematics Assessments (key stage assessments)

Alongside this Thames View Infants offers many different forms of support to meet the individual needs of children identified with a Special Education, Health, Emotional Need or Disability. This includes;

- Small group interventions supporting Literacy (Reading and Writing) and Numeracy
- Small group interventions covering a wide range of individual and identified needs:
  - Fine and gross motor support
  - Nurture groups (supporting social and emotional development)
  - Behaviour groups
  - Language groups
  - Lunch Club
- Targeted support in class from the teacher/TA
- Individual support for Reading
- Small group provision, outside of class for children identified with a high level of need including complex diagnosed needs and learning difficulties (Bumble Bees).
- Small group provision outside of class for children within Year 2 whose attainment is low and who are identified as needing a higher adult/child ratio to provide a more nurturing provision (Lions).

This support and the interventions detailed above are offered for short periods of time. They are regularly reviewed and impact on the child’s learning is assessed by school staff. Once reviewed children can either continue with a different or adapted intervention or they may no longer need any further support.

If a child’s class teacher believes that a child would benefit from any intervention or additional support, they will discuss those needs with parents/carers as soon as they are identified. Often,

additional support at home, extra reading, learning tricky words, writing sentences etc makes all the difference.

If a parent/carer or other professional believes that a child would benefit from additional support in or out of class, they are advised to come and speak to the Class Teacher as soon as possible.

In some cases, children may present with a Special Education, Health, Emotional Need or Disability that requires support from agencies and professionals outside of the school, if this is the case Thames View Infants offers the following:

- Referrals to a range of Professionals for example – Educational Psychologist, Speech and Language Therapist, Child and Adolescent Mental Health Service, Family Support, School Nurse. These are just a few of the professionals and agencies that the school work with from across the LA and the NHS – if a parent/carer has any questions or require support in engaging agencies and professionals they should come and speak to a member of the Inclusion Team.
- Early Help/Family in Need (FIN)/Common Assessment Framework (CAF); there is a great range of support for families prior within this threshold. Depending on the needs and the professionals involved a category of support will be identified. Often, this is self or school directed, however in some cases, a “step down” from a high threshold such as “Child in Need” will identify support within a CAF or following a MARF and an assessment, support within “Early Help” will be indicated rather than a Child in Need plan. In many cases the lead is a member of the school “Social and Educational Inclusion Team”. The support offered has clear outcomes and directed actions for each member of the team including families. These are monitored and revisited, further actions may be identified. When outcomes are met and embedded the support plan is closed.
- Support and advice during the process of identifying children’s specific needs – especially when these may be more long term
- Sign-posting and networking with other supporting agencies that work with families i.e. Parents and Carers of Autistic Children Together (PACT)
- Specific and targeted 1:1 support for children with complex learning, developmental, emotional or medical needs/disabilities
- Intensive, small group support for cohorts of children identified as having more complex needs such as ASD, Global Developmental Delay, complex Social and Communication needs (*this provision changes year on year, see the School Development Plan*)
- Making a request to the Local Authority for an Education, Health and Care Plan to ensure that the child receives specialist assessment and the provision to which they are entitled.

- To ensure that children's needs are met by consistently working in partnership with:
  - Parents/carers
  - Local Authority Advisory teachers
  - Professionals and agencies
  - Other settings (in the case of transitions/shared and dual registration/before and after school care provision)

### Equitable Access to Provision

As an inclusive school all children have equal access to the provision in place at TVI, from visits, clubs, lessons and celebrations. Each child's experience is adapted to suit their individual needs and parents/carers are included in this process.

Where children access Bumble Bees, an additional class provision for children with more complex and long term needs, provision is equitable, children access whole class teaching sessions where appropriate, free-flow (in the case of EYFS) all visits, visitors and celebrations – where needed additional TA support alongside parent/carer support is requested.

### Specialist Equipment and Facilities

Where it is clear that a child requires an adaptation to the physical space, specialist equipment or visual resources then TVI will ensure that it is in place prior to the child starting or in good time once the need is identified. In the case of a professional advising of specialist equipment/facilities the same procedure will be followed.

Equipment and Facilities available are:

ICT Technologies – iPads, PCs

Accessible toilet and changing areas

Ramps to ensure accessibility to all areas of the school building,

Appropriate space and rooms available for Professionals to work with children.

In some cases, it is clear that a child may need such adaptations that TVI is no longer considered a suitable or accessible provisions, in this case an EHC assessment will be sought from the Local Authority to ensure that the child's needs are met either within TVI or at an alternative or specialist provision.

### Supporting pupils moving between phases and preparing for adulthood

At the point of transition, the links between settings are key to the successful settling of a child and their family. Conversations with SENCo's, Class teachers, Headteachers and other professionals ensure that information is passed on in a way that is often missing in a simple "file transfer".

Permission is sought at the point of admission regarding the sharing of information with other settings and agencies. However, reminders and specific permission is sought from parent's carers unless, in the case of Children's Services, we are directed not to inform where a child is at risk of "serious harm".

Children who are transferring, entering into or rolling off a dual registration will need transitional visits. New and existing staff should be released to visit and meet with parents/carers and new settings, strategies should be shared, staff and parents/carers should also expect to accompany the child and put in place any "transitional plans" put in place by professionals or from the knowledge of the child, for example photo books from the visits, visual plans and timetables or check lists. All documentation and files should be shared, and at the point of transition, sent to the new setting via recorded delivery and not through the parent/carer. In line with statutory requirements documented with "[Keeping children safe in education Statutory guidance for schools and colleges](#)" (September 2024), all documents transfers are logged and signed for, when documents are posted a confirmation and return document is included, it is requested that these are signed and returned electronically on receipt.

As an infant provision we are charged with ensuring that the very youngest children are given the best start in life. Our provision is underpinned with the belief that every child only gets one chance and it is our duty to ensure that they receive an "outstanding" experience that prepares them not only for the next step in their education but also creates a strong, broad and balanced foundation on which to build. A love and thirst for learning that stays with them into adulthood. This entitlement is for all children no matter what their need, starting point or journey to date. This vision is achieved with an inclusive provision, consistent high quality teaching, personalised learning, and strong connections alongside the following:

- A high status given to communication and language skills
- Talk4learning a key part of every lesson from Nursery to Year 2 ensuring that key skills are built upon and language is extended
- Ensuring that all children learn to read
- A focus on resilience and persistence when learning
- Encouraging children to work independently on personalised learning projects, directed initially by teachers, but self-sustained and self-directed

### Evaluating the effectiveness of provision for children with SEND

We evaluate the effectiveness of provision for pupils with SEND in line with the school's procedures of overall effectiveness:

- Lesson observations both formal and informal
- Leaders have a commitment to teaching
- Impact of interventions monitored through pupil progress meetings, half termly) and SEN reviews termly

- Annual reviews of EHC's (formal)
- Seeking children's views during Learning Walks, School Council questionnaires
- Reviewing individual progress towards targets (set by external professionals and through internal formative and summative assessments by teachers)

### Complaints about SEN provision

We strive to provide a good education for all our children. The Headteacher and staff work very hard to build positive relationships with all parents and stakeholders and to offer exemplary customer service. However, Thames View Infants, as an Academy, is required by law to have, and to publish to parents their complaints procedure. The policy and procedure for complaints is available on our website in the policy section you can also click on [this link](#).

Good communication is valued as part of the partnership between home and school. Cooperation between parents, staff and governors leads to a shared sense of purpose and a good atmosphere in the school.

From time to time parents and carers will have normal and legitimate concerns about their child's progress, achievement, behaviour or welfare, or about other matters connected with school.

In most cases it is always better to raise any issue or worry straight away with the child's teacher to begin with. Any misunderstandings are often completely unintentional and teachers will listen to you and do their best to resolve the matter.

### Contact details of support services for families of pupils with SEN

There are a range of support agencies for families of pupils with SEN and we are able to refer to and signpost to these through our family support and inclusion team. Some of which are detailed below:

- From the Local Authority Offer section of the [www.lbbd.gov.uk](http://www.lbbd.gov.uk) website a wide range of links to support agencies, website and further guidance is available:
  - [Schools and Learning including SEND provision in LBBD](#)
  - [The Local Offer for children, young people and their families with Barking and Dagenham](#)
  - [Carers of Barking and Dagenham \(IASS\)](#)

A list of services within the Local Authority can be found here:

[Information, Advice and Support - Barking and Dagenham SEND Local Offer \(lbbd.gov.uk\)](#)



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If you have any questions, need help accessing services or want to talk about what is available locally then please come and talk to a member of the Inclusion and Family Support Team.

### Contact details for raising concerns

If you have details regarding your child, their needs or behaviour then speak to the class teacher as soon as possible. You can also come to the office and ask for a member of the Inclusion and Family Support team who can help too. In the first instance a face to face conversation is always best and more responsive, however if you require further contact details:

The school number is: 020 8270 4317

The Inclusion Leaders email is: [Adam.Dobson@thamesviewinfants.org](mailto:Adam.Dobson@thamesviewinfants.org)

The SENDCo's email is: [Suzy.Waters@thamesviewinfants.org](mailto:Suzy.Waters@thamesviewinfants.org)

You can also email the office: [office@thamesviewinfants.org](mailto:office@thamesviewinfants.org)

The SEND Director is: Currently the Chair of Directors – Jamie Joyes.

Staff at TVI will aim to reply to your emails with a maximum of 48 hours.

Should you have any concerns around the safety and well-being of a child, whether at TVI, within your close or extended family or not then it is your duty to inform statutory services that can offer the family support and assistance and ensure that the child is safe from harm both physical and emotional. This can be done through the NSPCC, by calling Children's Services or, in urgent cases the Police or other emergency services.

### [NSPCC](#)

If you think a child is in immediate danger - Don't delay – call the police on 999, or call the NSPCC on 0808 800 5000, straight away.

### [London Borough of Barking and Dagenham Children's Services](#)

Ground Floor, Roycraft House, 15 Linton Road, Barking, IG11 8HE  
020 8227 3811 ✉ [childrenss@lbbd.gov.uk](mailto:childrenss@lbbd.gov.uk)

The London Borough of Barking and Dagenham has information on their website regarding their support and provision for children with SEND:

[Home - Barking and Dagenham SEND Local Offer \(lbbd.gov.uk\)](#)

### Links with other policies and documents

There is a great deal of "cross over" between this policy and others at TVI, the link below will take you to the policy section of the website where these are published.

<http://thamesviewinfants.org/about-us/our-school/policies/>



# Thames View Infants

## 2024 SEND Information Report

Anti-Bullying Policy  
Attendance Guidance and Policy  
Behaviour Policy  
Child Protection Policy  
Collaborative Partnership between TVI & Riverside Secondary  
Community Cohesion Policy  
Concerns and Complaints Policy  
E-Safety Policy (Including Acceptable Use Policy)  
Educational Visits Policy  
Equal Opportunities Policy  
Equality Plan  
Exclusion – Guide for those with Legal Responsibilities  
Exclusion Policy  
Health and Safety Guidance and Policy  
Intimate Care Policy  
Learning and Teaching Policy  
Medicines Policy  
PE and Physical Activity Policy  
Policy for Inclusion and SEND  
School SEND Information Report  
PSHE Policy  
Safeguarding Policy  
Whistleblowing Policy 2016  
Whole School Food Policy  
Whole School Risk Assessment

Please let us know if you would like a paper copy of any of the documentation within this website. We do not make a charge for this service.

### Further Reading and Statutory Documents

There is a great deal of information regarding children with SEND and their families, often, helping families to find their way through the statutory documents and the “google search” library of documents is part of the support on offer at TVI. Please follow the links below to some useful documents and websites:

[Special Educational Needs and Disability \(SEND\) Code of Practice](#)

[Part 3 of the Children and Families Act 2014](#)

[The Special Educational Needs and Disability Regulations 2014](#)





# Thames View Infants 2024 SEND Information Report

## Council for Disabled Children

Their vision is a society in which disabled children and young people’s rights are respected, their aspirations supported and life chances are assured. They have a resource hub that offers a range of advice, signposting and support for families and professionals.

<https://councilfordisabledchildren.org.uk/information-advice-and-support-services-network>

## Independent Provider of Special Education Advice (known as IPSEA)

A registered charity operating in England, IPSEA offers free and independent legally based information, advice and support to help get the right education for children and young people with all kinds of special educational needs and disabilities (SEND). They also provide training on the SEND legal framework to parents and carers, professionals and other organisations. By law, children with SEND are entitled to educational support that meets their individual needs. Since IPSEA was formed in 1983, they have helped to improve educational support for thousands of children with all kinds of SEND. IPSEA do this by providing free and independent legally-based information, advice and casework support.

<https://www.ipsea.org.uk/sen-and-disability-statute-law-regulations-and-guidance>

## Homestart

Home-Start is one of the leading family support charities in the UK. We help families with young children deal with whatever life throws at them.

[https://www.home-start.org.uk/?gclid=EAlaQobChMIz2P2dnU2QIVKlftCh259A8jEAAYASAAEgJtUPD\\_BwE](https://www.home-start.org.uk/?gclid=EAlaQobChMIz2P2dnU2QIVKlftCh259A8jEAAYASAAEgJtUPD_BwE)

## Information, Advice and Support Services Network for SEND Children and Young People

A service to support young people (aged 25 or under) who are disabled or need extra help with learning and their parents/carers. Information, support and advice are based in local hubs and is confidential and unbiased. You can contact them in a variety of ways, please check the website for details.

<https://cyp.iassnetwork.org.uk/>

The Carers group within LBBD is linked here: <http://www.carerscentre.org.uk/>

<b>Written by:</b>	Claire Smith <i>DHT Inclusion Leader</i>	<b>Date:</b> 23 <sup>rd</sup> September 2020
<b>Approved by:</b>	Directors	<b>Date:</b> 9 <sup>th</sup> December 2020
<b>Last reviewed on:</b>	19th September 2024	
<b>Next review due by:</b>	September 2025 Suzy Waters (SENDCo)	

