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SPECIAL EDUCATIONAL NEEDS AND DISABILITY INFORMATION REPORT FOR PARENTS AND CARERS

ADOLYGWYD REVIEWED	*July 2026*
CADARNHAWYD RATIFIED	*September 2026*
CYLCH ADOLYGU	Blynyddol / *Annual*

REVIEW CYCLE	

Ysgol Gymraeg Llundain / London Welsh School

SEND School Information Report (SEND School Offer)

Our Aims

Ysgol Gymraeg Llundain/London Welsh School believes that every child should reach their full potential in all areas of the curriculum regardless of gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs. We work hard to ensure all children access the curriculum in a safe, nurturing and inclusive environment.
Identifying Additional Needs

We aim to identify, at the earliest possible opportunity, all children who need additional or differentiated support to progress. We work collaboratively with parents to decide on next steps and to implement the additional support needed. We believe that strong home-school relationships are essential for children's development and progress. Parents are always informed of children's development and are encouraged to reinforce learning at home, to accelerate progress.

Inclusive Learning

Where possible, we aim to provide inclusive learning for all children. At times, we offer small group or 1:1 support for pupils with additional needs so that they are able to reach their targets. Interventions and provisions are personalised to ensure barriers to learning are removed and that progress is achieved.

Parent Information

Statutory documents for reference:

- DfE: SEN Code of Practice 0-25 years
- Equality Act 2010
- Children and Families Act 2014
- Special Educational Needs and Disability Regulations 2014

Listed below are useful documents which are available on our website for further information. If you would like any other information about our school offer, please do not hesitate to contact us directly.

- YGLl Special Educational Needs and Disability Policy
- YGLl Accessibility and Disability Policy

Mrs Jane Jones is the named SENDco, contactable through

info@ysgolgymraegllundain.co.uk

Ealing

Ealing Local Authority describes their Local Offer for children with Special Educational Needs and Disabilities (SEND) in Ealing schools at
http://www.ealing.gov.uk/info/200994/special_educational_needs_and_disability

In accordance with Ealing, we have outlined the provision that the school provides for children with additional needs. These needs are termed Special Educational Needs and Disability (SEND) in the document for consistency with the Local Offer. This document should provide information regarding how we aim to support all pupils, including children with SEND. It is intended as an overview of the provision to meet the needs of every individual pupil within the school, rather than a list of all resources, skills or schemes used by the school to support SEND, as these are modified and reviewed regularly according to the variety of needs.

Please see below for our School SEND Offer.

1. *How can I let the school know I am concerned about my child's progress in school?*
Please raise any concerns you may have about your child's progress with the class teacher. We believe it is important to have an open and honest communication and relationship between parents/carers and staff members. The class teacher may suggest you meet with the school SENDCo for further discussion and if there are any needs to be addressed.
2. *How will the school let me know if they have any concerns about my child's learning in school?*
Should there be any concerns about your child's progress, the school will arrange a meeting to discuss them and to outline next steps. Please take this opportunity to voice any concerns you may have and to ask for advice on any additional support and referrals you could provide for your child at home. We might also take the opportunity at this time to discuss referrals to outside professionals to support your child's learning if appropriate.
3. *How is extra support allocated to children and how do they move between the different levels?*

Our Headteacher and SENDCo regularly review each child's support within the school. They decide what resources and training is needed. Training and support is offered every term to all teaching staff, with access to Ealing training programmes. They are reviewed regularly and adapted as needed.

The school only receives allocated money from Ealing LA for supporting children with an Educational Health Care Plan (EHC Plan). If additional funding is required, over and above the budget allocation, the matter would be considered by the Governing Body.

4. *Who are the other people providing services to children with SEND in this school?*

Depending on need, children with an EHC Plan can gain access to additional services, such as Speech and Language Therapy, Educational Psychology Service, Physiotherapy and Occupational Therapy. The school works with the services to deliver and implement the specific recommended interventions.

5. *How are the teachers in school helped to work with children with SEND and what training do they have?*

It is the role of the SENDCo to support the class teacher in planning for children with SEND and to ensure that they are providing adequate support in the classroom. The school also

has regular training to improve teaching and learning. This includes whole staff training and/or individual training on SEND issues such as ASD and Speech and Language difficulties. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

6. How will the teaching be adapted for my child with SEND?

Teaching staff aim to address the differing needs of all children in the class through adaptation. Should your child need additional or differing support to access the curriculum, then staff work together to adapt and modify planning and lessons to deliver specially selected support programmes which are delivered individually or in groups. These are constantly monitored and adapted to ensure that your child's needs are met.

If staff believe there are home support strategies you can use to complement the learning
in school you will be informed of any specific resources and strategies during a Pupil Passport meeting (formerly known as an Individualised Education Programme).

7. How will we measure the progress of your child in school?

Pupil progress is monitored and reviewed regularly in consultations between the class teacher and SENDCo. The teacher and teaching staff will also check that your child is making good progress within any individual work and in any group that they take part in. For all pupils, progress in Literacy and Maths is formally assessed, and data is recorded and tracked termly.

A child receiving SEND Support will be added to our SEND register and will receive a pupil passport. The Pupil passport will be reviewed every term or when appropriate with your involvement. Next steps will be discussed and implemented following the discussion. If your child has an EHC Plan, this is formally reviewed at an 'Annual Review', where all agencies are invited to discuss the child's progress.

8. What support do we have for you as a parent of child with SEND?

The school is always mindful of ways in which we can help and support parents. The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well strategically at school and at home. Pupil passports will be reviewed with your involvement each term or when appropriate.

Should you also wish, the SENDCO is available to meet to discuss your child's progress and any concerns you may have. We can also help you gain access to parental support groups and other agencies.

9. What support is there for my child's overall wellbeing?

We pride ourselves on being a caring and nurturing team who work hard to ensure that children feel safe and supported in school.

The class teacher has overall responsibility for the pastoral, medical and social welfare of every child in their class and is the parents' first point of contact. If further support is required, the class teacher liaises with the SENDCo for advice and support. This may involve working alongside outside agencies such as Health and Social Care, and/or specialist educational services.

10. How does the school manage the administration of medicines?

The school has a Health and Safety policy and a Medical Needs Policy which includes a section on the administration and managing of medicines on the school site. Parents need to contact the class teacher if medication is recommended by Health professionals to be taken during the school day, and to complete the Administer Medication Form for our records. As a staff we have regular training and updates on conditions and medication affecting individual children so that all staff are able to manage medical situations.

11. How is Ysgol Gymraeg Llundain/London Welsh School accessible to children with SEND?

The school is on the first floor and plans within the building for accessibility can be found on the school website with the 3 year Accessibility Plan. In line with the accessibility plan, we ensure that teaching resources and equipment used is accessible to all children regardless of their needs. After school and extra-curricular provision is available to all children. The school is aware of the BB93 (acoustics) and the BB90 (lighting) standards requirements and will be reviewing these accordingly.

12. *How will we support your child when they are leaving this school? OR moving on to another class?*

As a small school, with only two classes, we offer seamless transitions due to weekly integrated activities between the two key stages. We recognise that transitions can be difficult for a child with SEND and take steps in conjunction with parents to ensure that any transition is as smooth as possible.

Upon moving to another school, we ensure that the SENDCo is contacted and is well informed of any arrangements of support needed. All records are passed on as soon as possible.

When your child leaves in Year 6, there will be focused learning sessions on all aspects of transition to support their understanding of the changes ahead. Wherever possible your child will visit their new school on several occasions. We liaise closely with staff when receiving and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood. If your child has an EHC Plan, an Annual Review will be planned as a transition meeting during which we will invite staff from both schools to attend.

13. How will my child be able to contribute their views?

Children are encouraged to express their views on all aspects of school life and teachers aim to take into account their opinions where feasible, ensuring that pupils feel safe and secure sharing their worries with their peers and staff. In particular, it was the children's idea to set up a worry box, regularly checked by the class teacher and acted upon, alongside the 'Happy Chairs' where children seeking help can take time out.

Pupil voice is also important in terms of their education. All children discuss targets with their class teacher, and these are included in their pupil passport. If your child has an EHC Plan, their views will be sought before any review meetings and they will be invited to attend if this does not distress them.

14. What support is there for behaviour, avoiding exclusion and increasing attendance?

We encourage positive behaviour in all pupils at all times. Should a behavioural incident occur, we expect the child to reflect on their behaviour with an adult. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour. If a child has continual behavioural difficulties, an Individual Behaviour Management Plan (IBMP) will be written, in consultation with the child and parents, to identify the specific issues. Targets are set and reviewed.

Attendance of every child is monitored on a daily basis. Lateness and absence are recorded, in accordance with government directives and monitored by the Headteacher.

15. How will my child be included in activities outside the classroom including school trips?

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful. A risk assessment is carried out prior to any off-site activity to ensure everyone's health & safety will not be compromised.

16. How are the school's resources allocated and matched to children's SEND needs?

We ensure that all children who have special educational needs have their needs met to the best of the school's ability with the funds available.

We have teaching assistants who are trained to deliver provisions and support needs for children with SEND.

17. What specialist services and expertise are available at or accessed by the school?
External services and assessments, such as educational psychologists, speech & language therapists, visual impairment specialists, teacher for Deaf/Hearing Impaired Children, physiotherapists and occupational therapists, can be accessed through a GP referral via the parent. If your child has an EHC Plan, these services can be funded by the associated budget. Support from Social Services, including locality teams and contact details can be accessed via the school or home.
18. What training has the staff supporting children with SEND had or is currently having?
All members of staff have regular training for a range of SEND needs. Relevant staff have also received training in ASD, delivering speech & language programmes as recommended by Speech & Language Therapists. We also follow programmes such as Emotional ABCs, Healthy Minds, Alpha to Omega, Talking Tables and Box Clever. All our TAs have had training in delivering reading, spelling and phonics programmes.
19. *What if I need to complain?*
If I have a complaint about SEN provision made for my child, these are our recommended steps : Initially speak to your child's teacher and SENDCo. Hopefully they will be able to address your concerns. Should you continue to be dissatisfied with provision, contact the Headteacher, who may direct you to the Chair of Governors. Should you wish to make a further complaint, please refer to the School's Complaints Policy.

ARWYDDWYD GAN: SIGNED BY:	
G Roberts	Cadeirydd Bwrdd y Cyfarwyddwyr *Chair of the Board of Directors*
Rhian Hughes-Ahmad	*Pennaeth* *Headteacher*
Jane Jones	SENDco