



Khalsa
VA Primary School

Special Educational Needs and Disabilities (SEND) Information Report

Academic Year

2025-2026

Khalsa Primary School - Southall

Special Educational Needs and Disabilities (SEND) Information Report

This report is produced in accordance with section 65(3) of the Children and families Act 2014

Contents

Our school vision and our approach to teaching children with SEND

1. What kinds of needs can be supported at our school?
2. Who can I talk to about my child's needs?
3. How are children's needs identified?
4. How do we work in partnership with parents of children with SEND?
5. How do we enable children with SEND to make decisions about their education?
6. How do we help children when they move to our school?
7. How do we help children when they move to another school?
8. How do we help children when they move between classes and /or phases of education?
9. How are adaptations made to the school to help children with SEND?
- 10 . What skills and training do our staff have?
11. Do the school staff work with other agencies/ services?
12. How do we support the emotional and social development of all our children?
13. What do I do if I am concerned about the quality or effectiveness of support my child is getting?

Our school vision:

Knowledge

Khalsa Primary School provides all children with a broad, balanced and vibrant curriculum based on the National Curriculum. We teach children about, and encourage them to act in line with, both British values and the values inherent in the Sikh faith

We ensure this by rigorously monitoring, reviewing and revising teaching across the curriculum to make sure it is well-planned, engaging and inclusive for all.

Harmony

The school is committed to maintaining harmonious relationships within the school and wider community. By building these positive relationships we endeavour to represent our community in a positive way.

We ensure this by developing and maintaining good relationships with all stakeholders through clear and effective communication.

Ambition

At our school, we have high expectations of our children and our staff. We aim to employ or develop outstanding practitioners, who are passionate about helping children to achieve their full potential. Our governing body provides robust, supportive and strategic leadership to develop this ambition.

We ensure this by maintaining effective teamwork, solution-focused approaches and always striving for the best.

Learning

Our community fosters an inclusive teaching and learning setting which is focused on the achievement of everyone. Numerous opportunities are provided for children, parents, governors and staff to learn and celebrate academic success.

We ensure this by having appropriately qualified and well-trained staff and governors with ongoing professional development mirroring their responsibilities.

Spiritual

The key tenets of the Sikh Faith are immersed in all aspects of school life: by working hard (Kirat Karna), sharing and caring (Vand Ke Shakna) and remembering God (Naam Japna), the school is able to demonstrate Sikh practice in everyday life.

We ensure this by incorporating spirituality in daily communal prayers in the Darbar Sahib (prayer hall), assemblies and special occasions where the whole community join together and celebrate. We reward children who follow the golden rules.

Achievement

At Khalsa we provide pupils and staff opportunities to achieve their full potential within a happy, caring, safe and secure environment.

We ensure this by recognising and celebrating achievement of everyone through relentless focus on pupil progress and attainment.

‘Together We Shine’

Our approach to teaching children with SEND is embedded in our school aims

1. What kinds of needs can be supported at our school?

Children with every type of need are supported in our school and we make best efforts to ensure that every child in our school makes good progress and is well prepared for adulthood.

2. Who can I talk to about my child's needs?

- Class teacher
- Key Stage phase leaders
- SENCO

3. How are children's needs identified?

All children are different so at Khalsa Primary School we spend time identifying the needs of all children, whether they have a special educational need or not, before they enter school and throughout their school life.

How are children's needs identified before they start at our school?

As soon as we know that a child will definitely be attending our school we start to find out more about them, so we can plan for their needs and ensure that they settle into our school happily and make good progress in lessons.

- Completion of Pupil Additional Needs form
- Parent information meetings
- Work with previous schools or educational settings
- School or class visits before children start
- Home visits
- Talking to or reports from other professionals

How are children's needs identified when they are at our school?

By pupils telling us

- Talking to staff
- Circle time
- Feedback in books

By parents telling us

- Informally talking to staff
- Parents evenings
- Formal/ arranged meetings with staff
- Providing written reports/ information

By teachers' discussions, observations and using assessments

All pupils' progress and achievement are assessed by teachers in every lesson. Academic achievement and progress information is collected for each pupil termly, in order to ensure that all pupils are making good progress and will achieve their targets.

Regular staff meetings to discuss SEND are held when information is shared with staff and teachers can discuss concerns and consult others for advice.

Other information

We might also use other sources of information to ensure pupils are happy, making good progress and do not need any other support.

- Analysis of behaviour logs.
- Analysis of welfare logs.
- Pastoral records.

During a review of progress

Review meetings happen termly.

For pupils with Statements of SEND or Education, Health and Care plans (EHC Plan), meetings will be led by the SENCO with children, parents, support staff and teachers where possible.

4. How do we work in partnership with parents of children with SEND?

We make every effort to work closely with all our parents to ensure that all pupils are happy and make progress. Working in partnership with parents of children with SEND is even more important so we do the following things:

- Communicate regularly and informally through phone calls or letters and informal chats at the end of the school day.
- Parents can make appointments to see class teachers and SENCO when they are concerned and would like a longer discussion.
- Termly parents meetings allow for discussion, identification of needs and desired outcomes to be decided.
- The progress a child with SEND will be recorded in their annual report.
- Provide parents with a copy of the desired outcomes agreed for their child and the strategies and interventions set up in school to help them achieve them.
- Hold an Annual Review for any child with an EHC Plan.

5. How do we enable children with SEND to make decisions about their education?

We encourage all children, including those with SEND, to make decisions about their education. All children at age appropriate levels are expected to evaluate their own learning success and discuss their needs with their teacher. We do this in school through:

- Asking questions in lessons
- Asking questions/making comments in books
- Setting targets
- At termly reviews

Children with SEND support

In addition, children with SEND support have a plan that outlines the support needed to achieve additional agreed outcomes to help them become better prepared for adulthood. These outcomes are decided with pupils and parents during termly review meetings. The outcomes and additional support needed to help the children achieve them are recorded termly using Pupil Profiles. A date for reviewing the success of these plans will be set termly. Please make sure that you come to the meeting with your child as this is the best way we can work together with you. If you need help to attend the meeting (e.g. a translator) please let us know, so we can try to find one.

Children with an EHC Plan

Once per year, in place of a termly review we hold an Annual Review meeting. We work with the parents and pupils and invite all the professionals needed in order to review the progress made against the outcomes in the EHC Plan. We aim to include the children's views in this meeting as much as possible. Staff work with pupils and parents to develop an 'All about me' presentation or an up to date 'one page profile' that is presented at the meeting at the beginning of any discussion. This will include any information that the child wishes to share with the adults' involved and important information about their happiness and aims in life. Children can attend the whole of the Annual Review meeting if they wish – or just state their views.

6. How do we help children when they move to our school?

Before any child moves school we try and find out as much about them as possible to help them settle in quickly. All our new children have the opportunity to come and visit the school and see their classroom.

Once we know that a child has SEND we will meet with parents to decide on the desired outcomes we are working towards and develop a plan to support each child to achieve these aims. A copy of this plan will be shared with parents as soon as possible after the meeting. If needed some plans may detail a 'transition plan' to help a child settle into school easily and happily. The transition should only take a short amount of time and will be decided upon during the initial meeting.

7. How do we help children when they move to another school?

Whenever any child moves to another school we always pass on school records to a new school.

If a child has SEND we also:

- Pass on SEND records to the new school including SEND support plans or EHC Plans.
- Liaise with the SENCO of the new school to clarify any information necessary.
- If needed we can include suggested ways to support a child to ensure they settle quickly in their new school (e.g. through their SEND support plan or EHC Plan. For example we may organise some extra visits to the school or do some work to help prepare them for transition – e.g. drawing maps of the new school and/or working on a new one page profile for the new school).
- If possible we invite the new school to the last review of a child with an EHC Plan and a transition plan can be set up as part of this meeting.

8. How do we help children when they move between classes and /or phases of education?

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher. All plans will be shared with the new teacher.
- Children will be able to visit their new class session.

9. How are adaptations made to the school to help children with SEND?

- Class teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.
- Specific resources and strategies will be used to support your child individually and in groups.

- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.
- We run the following interventions to support learning:
 - Speech and language groups
 - Lego Therapy
 - ELSA
 - Colourful Semantics
 - Pre-teaching
 - Social Thinking
 - Zones of Regulation
 - Need specific targeted sessions
 - Whole Body Listening
 - Bucket
 - Box Clever

10. What skills and training do our staff have?

	Training completed	Staff members
All staff	<ul style="list-style-type: none"> • Introduction to speech and language needs • Improving SEND Provision 	
Teaching assistants	<p>We have a number of skilled teaching assistants who support children with SEND.</p> <p>A range of staff are trained in the following areas:</p> <ul style="list-style-type: none"> • SLT programmes • Catch up literacy • Talking partners • Catch up Maths • Social skills • Positive behaviour management • Colourful Semantics • Zones of regulation • Whole body listening • Bucket • Box Clever • Social Stories • Making Sense of Autism • Supporting selective mutism • Topic Maintenance 	
Teachers	<ul style="list-style-type: none"> • Social skills in the classroom • SLT in the classroom • Bilingual children in the classroom • Colourful Semantics • Zones of Regulation • Whole Body Listening 	
SENCO	<ul style="list-style-type: none"> • NASENCo accreditation • Range of SLT programmes • Making sense of Autism 	

11. Do the school staff work with other agencies/ services?

The school works with lots of different agencies and professionals to support children's needs. These are some we have worked with this year:

- Speech and Language Therapy Service
- Occupational Therapy Service
- Educational Psychology Service
- School Nursing Service
- Social Services
- SAFE Team (Supportive Action for Families in Ealing)
- Special Educational Needs Service
- Outreach workers from Special needs schools
- Primary Behaviour Service

12. Where can I find out about the local authority's offer of services and provision for children and young people with SEN?

Detailed information about the provision and services available for children with special education needs can be found using the following link:

https://www.ealing.gov.uk/info/201020/children_and_families/2110/special_educational_needs_and_disability/1

How do we support the emotional and social development of all our children?

The school's positive behaviour management policy can be found on the website
We also teach children strategies to help them socially and emotionally in the following lessons.

- PSHE
- Circle time
- Assemblies
- Small group interventions

Where needed we also support children's social and emotional development through the use of targeted, coping strategies. This school uses therapeutic support through:

- Primary Behaviour Service

13. What do I do if I am concerned about the quality or effectiveness of support my child is getting?

All schools check the quality of the support for each child and report the effectiveness of provision to the governors.

But if you are concerned at any time please contact the school in this order:

- Class teacher
- Key Stage leaders
- SENCO
- Head teacher
- Chair of Governors

The school's complaints' policy can be found on the school's website