



**St Mary Magdalene C of E School
with
Christ Church C of E Primary School**

**Inclusion Information
(SEND Information)
Report
2025-2026**

Our Mission Statement:

**“Do unto others, as you would have them do unto
you.” –Luke 6:31**

Updated February 2026

Our Aims for all of our pupils are:

"Do unto others, as you would have them do unto you."

Luke 6:31

In the Koinonia Federation we strive for excellence and high standards through:



A Koinonia student will go out into the world happy, courageous, resilient, motivated with a lifelong love of learning, fully equipped to make a positive contribution to society.

Welcome to our Inclusion information report.

At the Koinonia Federation we are committed to working together with all members of our school community. We work in partnership with parents, children and relevant outside agencies to ensure every child receives a happy, supportive and successful learning journey with us.

This report will provide information on our key members of staff, our provision, agencies that support us and answers to frequently asked questions by parents and children.

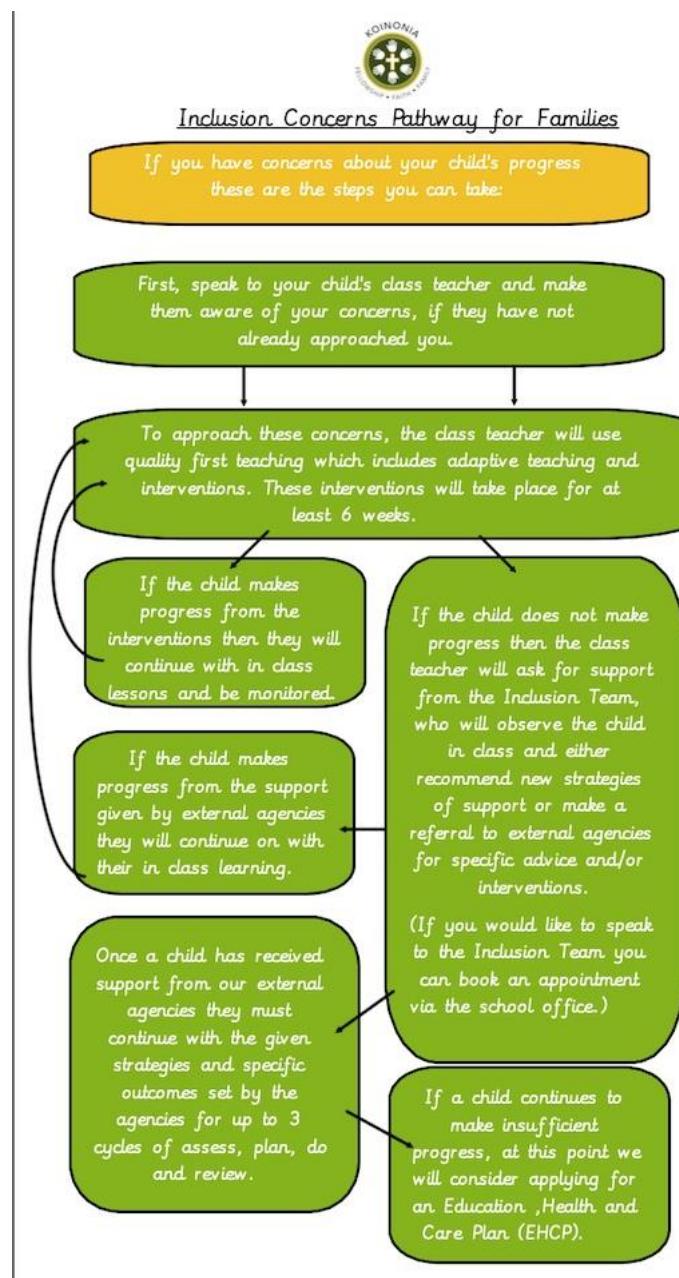
What is meant by the term Special Educational Needs and Disability?	<p>The Code of Practice [2014] states that a child or young person has a special educational need or disability if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.</p> <p>A child of compulsory school age or a young person has a learning difficulty or disability if he or she has:</p> <ul style="list-style-type: none">• 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 of making use of educational facilities of a type generally provided of others of the same age in mainstream schools. <p>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.</p>
The kinds of SEND that are provided for	<p>The different kinds of SEND that our federation provides for:</p> <p>Children's SEND according to the SEND Code of Practice 2014 fall into four broad areas of need</p> <ol style="list-style-type: none">1. Communication and Interaction2. Cognition and Learning3. Social, Emotional and Mental Health

	<p>4. Sensory and/ or Physical Needs</p> <p>We use our best endeavours to provide special educational provision for all pupils who require it.</p>
<p>Contact details for the Inclusion team (SENCo)</p>	<p>To contact a member of the Inclusion team, please email or call the campus that your child attends.</p> <p>Christ Church Primary campus – 0208 858 3974 sao@koinoniafederation.com</p> <p>Peninsula St. Mary Magdalene Primary campus – 0208 858 1309 peninsulaadmin@koinoniafederation.com</p> <p>Peninsula St. Mary Magdalene Secondary campus – 0203 873 5555 Info.secondary@koinoniafederation.com</p> <p>Woolwich St. Mary Magdalene Primary campus -0208 854 3531 woolwichadmin@koinoniafederation.com</p> <p>Deputy Headteacher for Primary Inclusion: Ms. Hoon</p>  <p>Assistant Headteacher for Primary Inclusion, Miss Graham</p>  <p>Lead Practitioner for Primary Inclusion, Ms. Laird Yu</p> 

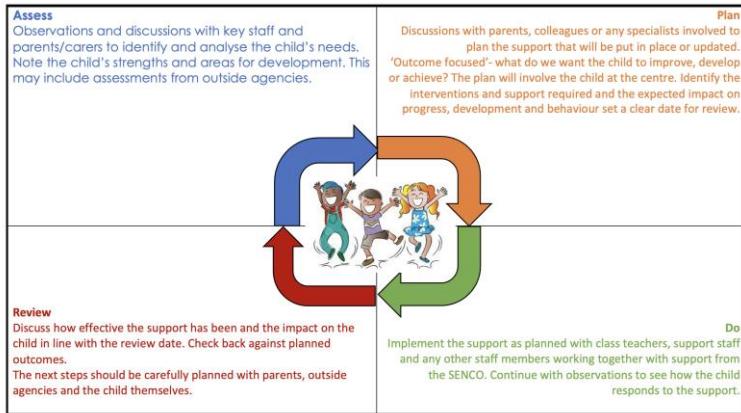
	<p>Woolwich Primary Inclusion Assistant, Ms. Gayle</p>  <p>Peninsula Primary Inclusion Assistant, Miss St. Marie</p>  <p>St Mary Magdalene Secondary SENCO, Ms. Pinto</p>  <p>St. Mary Magdalene Secondary Assistant SENCO, Mrs. Smith-Spencer</p> 
<p>The Federations' contribution to the local offer and where the LA's local offer is published.</p>	<p>All Greenwich maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.</p> <p>All of our Koinonia campuses are as inclusive as possible, with the needs of pupils with a Special Educational Need/s being met in a mainstream setting wherever possible, where families want this to happen.</p>

	<p>Please click on the link below to view the Borough of Greenwich's Local Offer.</p> <p>https://greenwichcommunitydirectory.org.uk/children-young-people-additional-needs</p>
<p>Policies for identifying pupils with SEND and assessing their needs.</p>	<p>Please click on the link below to view the Koinonia Federation Special Educational Needs and Disability Policy, which can also be found on our school website.</p> <p>Special Education Needs and Disability Policy</p>
<p>Arrangements for consulting pupils with SEND and their families and involving them in their child's education.</p>	<p>We endeavour to involve our pupils and their families in decision making at all stages of their learning. All parents are invited to open afternoons throughout the school year. Where possible, the Campus SENCOs are available at these meetings.</p> <p>Concerns about a student's progress are highlighted to parents at the earliest possible opportunity and they are regularly updated with changes in provision. At all stages, this is in line with the latest SEND Code of Practice (2014).</p> <p>We work closely with children and young people with SEND and their parents to agree outcomes and how we will all work towards achieving these outcomes. We will do this via regular meetings, phone-calls and through pupil voice.</p>
<p>Arrangements for assessing and reviewing pupils' progress towards outcomes.</p>	<p>Parents, Carers, class teachers and the pupils themselves may raise concerns about insufficient progress after receiving in class intervention as part of Quality First Teaching provision.</p>

Please see the Inclusion Concerns pathway.



Once a student is recognised as having a special educational need, we undertake an ASSESS-PLAN-DO-REVIEW cycle (SEND Code of Practice pg100-102) in order to plan and monitor the provision of their support and as a

	<p>result the progress that the student is making.</p> <div data-bbox="477 256 1218 669" style="border: 1px solid black; padding: 10px; text-align: center;">  <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;"> <p>Assess Observations and discussions with key staff and parents/carers to identify and analyse the child's needs. Note the child's strengths and areas for development. This may include assessments from outside agencies.</p> </div> <div style="text-align: center;"> <p>Plan Discussions with parents, colleagues or any specialists involved to plan the support that will be put in place or updated. 'Outcome focused'- what do we want the child to improve, develop or achieve? The plan will involve the child at the centre. Identify the interventions and support required and the expected impact on progress, development and behaviour set a clear date for review.</p> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;"> <p>Review Discuss how effective the support has been and the impact on the child in line with the review date. Check back against planned outcomes. The next steps should be carefully planned with parents, outside agencies and the child themselves.</p> </div> <div style="text-align: center;"> <p>Do Implement the support as planned with class teachers, support staff and any other staff members working together with support from the SENCO. Continue with observations to see how the child responds to the support.</p> </div> </div> </div> <p>If a student's learning needs have been approached using our ASSESS-PLAN-DO-REVIEW cycle multiple times and progress is still insufficient, then our Inclusion team may discuss with parents/carers and the pupil the option of requesting assessment from the Local Authority for an Education, Health and Care Plan.</p>
<p>Arrangements for supporting pupils moving schools, between phases of education and preparing for adulthood.</p>	<p>We recognise that 'moving on' can be difficult for all children and take steps to ensure that any transition is as smooth as possible;</p> <p>Where possible, transition meetings are arranged between the previous educational setting, our Inclusion team and the student's parents to share the best ways to support their needs.</p> <p>If your child is moving to another school, we will contact the new school's SENCo and ensure he/she knows about any special arrangements or support that needs to be made for your child. We will make sure that all records about your child are passed on as soon as possible.</p> <p>When moving classes in school all of our pupils are prepared for transitions through targeted work and visits to</p>

	<p>their new classrooms. Your child may be provided with a transition photo book to help prepare them for their new school year.</p> <p>In preparation for secondary transfers, our Inclusion team attend the Greenwich Primary Transition Day to discuss the specific needs of children with SEND.</p> <p>Your child may benefit from a transition intervention, to support their understanding of the changes ahead. Where possible your child will visit their new school and in some cases staff from the new school will visit your child.</p> <p>We offer a bespoke secondary transition programme specifically designed for vulnerable students progressing from our primary to secondary federation phases.</p>
The approach to teaching pupils with SEND, including adaptations made to the curriculum and learning environment.	<p>All children in our schools, including those with SEND, are supported in their learning by Quality First Teaching. Our teachers have high expectations for all children and put in place different ways of teaching so that your child is fully involved in their learning. This may include specific group work, interventions or 1:1 support to target particular learning difficulties.</p> <p>Our learning environments are structured to accommodate the needs of all of our students. This is done in many different ways including:</p> <ul style="list-style-type: none"> • Individual workstations in the classroom • Individual and whole class visual resources • Coloured overlay resources to reduce visual stress • Coloured papered books to reduce visual stress

- Engaging classroom displays
- iPads to support children with visual needs
- Sensory Circuits
- Occupational Therapy resources such as pencil grips, wobble cushions, weighted cushions, easy-grip scissors, sensory resources and handwriting slopes
- Eating and drinking aids
- Access to disabled toilets including electronic hoists
- Outside learning areas that offer sensory opportunities
- Forest Schools
- Sensory Rooms
- Calming nurture spaces
- EVAC chairs
- CENMAC resources
- A federation mini-bus to transport our children on school day trips
- Computer reading devices
- Hearing impaired specialists
- Dictaphones
- Lifts
- Smartboard technology in all classrooms

Our St Mary Magdalene sites offer full access in all areas for wheelchair users. We have numerous disabled toilets and a disability bathroom with a mobility hoist for toileting. Our buildings are serviced by a lift.

	<p>When other resources would benefit our students we will endeavour to find additional funding to support these needs.</p>
<p>Additional support for learning that is available for pupils with SEND.</p>	<p>All pupils are invited on school trips, including trips abroad and residential, and are invited to join our after-school clubs.</p> <p>All pupils are given the same opportunities to run for student leadership positions such as School Council, Pupil Faith Team, House Captains and Vice-Captains, and Junior Travel Ambassadors. All students participate in school events such as Sports Day, themed days and Enrichment weeks. Activities included in these events are adapted as necessary to enable participation of all.</p> <p>Across our Federation, we have provided many additional learning opportunities for pupils with SEND including:</p> <ul style="list-style-type: none"> • Dance therapy students from Goldsmiths University. • Therapeutic music and art Interventions. • Off-site outdoor learning experiences. • School counselling • Travel training
<p>The expertise and training of staff to support pupils with SEND, including how specialist expertise will be secured.</p>	<p>Across our Federation we have an on-going programme of training in place to ensure that all staff have appropriate skills and knowledge to support provision for students with SEND.</p> <p>The Inclusion leads across both primary and secondary schools have completed the National Award in Special Educational Needs Coordination.</p>

	<p>Our SENCos actively engage in a range of opportunities to share best practice and keep well informed of current local and national initiatives and policies to support pupils with SEND.</p> <p>The school routinely seeks advice and guidance from external agencies who also provide regular training for staff to meet the needs of children with a variety of learning needs.</p> <p>The Koinonia Federation does not implement interventions and approaches such as ABA (Applied Behavioural Analysis) or Lovaas Interventions. We believe that these interventions limit a child's ability to generalize skills taught to other environments as well as excluding them from the curriculum being taught.</p> <p>As we have an inclusive approach, we work closely with our local services. We greatly value their professional advice and believe that a working partnership with these services supports an inclusive and effective learning environment.</p>
<p>How equipment and facilities to support children and young people with SEND will be secured.</p>	<p>At the Koinonia Federation, 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.</p> <p>We have a team of support staff who are funded from our SEND/Schools budget. They offer both 1:1 and group support through different programmes matched to children's needs. The budget is allocated on a needs basis. The children who have the most complex needs are</p>

	<p>given the most support, often involving individual adult provision.</p> <p>Each campus has a SEND resource budget which is spent on specific equipment to support pupils to access the curriculum.</p>
How the effectiveness of the provision made for pupils with SEND is evaluated.	<p>Across all our phases, teachers monitor all students' progress regularly using 'Assessment for Learning.' This means that they are continually assessing gaps in learning and adapting their planning to meet these gaps.</p> <p>Students' progress is monitored termly over the academic year.</p> <p>The effectiveness of SEND provision is evaluated in two ways. First, the views of parents and pupils are considered on how successful the provision has been in enabling them to attain their outcomes. Then progress and attainment levels of those children with SEND are evaluated termly during pupil progress meetings, or more often if appropriate.</p> <p>This data will be shared termly through governor and Inclusion team meetings.</p>
Support for improving emotional and social development.	<p>As a staff we offer an open-door policy to support students with social, emotional and mental health needs. Students are encouraged to speak to a trusted adult if they are experiencing difficulties. We have the following support available for students in our schools:</p> <ul style="list-style-type: none"> • Home link worker • CAMHS link workers • School Counselling • School Chaplain Reverend Dominic • Pastoral support teams

	<ul style="list-style-type: none"> • ELSA programme • Student Welfare officers • Student lead mental health ambassadors • School nursing team • CENMAC • MEDIQUIP • Zones of Regulation • Dance movement psychotherapy (Goldsmith College) <p>Our school motto 'Do unto others as you would have them do unto you' helps us to think about our actions and try to look for peaceful and productive ways to solve conflict. When considering a situation, we may also consider what we think Jesus may have done. (WWJD – What Would Jesus Do)</p> <p>Please see our Anti-Bullying policy on our federation website for further information regarding our steps towards preventing bullying in our schools.</p>
Working with external agencies.	<p>In our federation we work closely with the following services:</p> <ul style="list-style-type: none"> • ASD Outreach • Social Communication Project • Greenwich Educational Psychologist team • Speech and Language Therapy • Waterside Outreach Service • Greenwich Local Authority Services • STEPS • Oxleas (School nurses and Occupational Therapists and Physiotherapists)

	<ul style="list-style-type: none"> • Volunteer Readers • Virtual Schools • Greenwich Sensory Team • Community Paediatricians • Interneurodevelopment team • Greenwich SEND officers
Arrangements for handling complaints.	<p>When concerns arise regarding a child's learning needs, please follow the federation's Parental Inclusion Concerns Pathway and talk to your child's class teacher as a first point of call.</p> <p>If concerns continue and it is necessary please arrange a meeting with the Inclusion team via the school's office administration team.</p> <p>We always endeavour to support our families through their child's education and address the concerns they may have but, if you feel that your concerns have not been addressed by following the Inclusion Concerns Pathway, then please refer to the federation's Complaint Policy for further guidance.</p>
Contact details of support services for parents of pupils with SEND.	<p>Support for our families is available through the Greenwich local services, which can be found via the Greenwich Local Offer.</p> <p>https://greenwichcommunitydirectory.org.uk/children-young-people-additional-needs</p> <p>If you would like to speak directly with the professional(s) working with your child at school please find their contact details on their latest report or contact the school Inclusion team.</p>

The arrangements for the admission of disabled pupils.

The Koinonia Federation has a distinctive Christian ethos, which is at the heart of our schools. It provides an inclusive, caring and supportive environment where children learn and flourish in a setting shaped by Christian values. We welcome applications from all members of the community and we ask all parents to respect the Christian ethos of our school and its importance to our community.

Please see our Federation admission policies for details regarding admissions for disabled pupils or pupils with other specific needs.

St. Mary Magdalene Woolwich Primary Phase:

https://www.koinoniafederation.com/_site/data/files/users/woolwich/admissions/5AB686B8507634F29ECF8378056D08AA.pdf

St. Mary Magdalene Peninsula Primary Phase:

https://www.koinoniafederation.com/_site/data/files/users/peninsula%20primary/admissions/5AB686B8507634F29ECF8378056D08AA.pdf

St. Mary Magdalene Secondary Phase:

https://www.koinoniafederation.com/_site/data/files/users/peninsula%20secondary/admissions/34271CCD40307BBF7EF43F6313988F9A.pdf

Christ Church Primary Phase:

https://www.koinoniafederation.com/_site/data/files/users/christchurch/admissions/531728F61E4482BFE012604A52C13985.pdf

