

Special Educational Needs (SEN) Information Report

**Harefield Infant School
&
Harefield Junior School**

March 2023

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, please read our SEND policy, which is available on the school websites.

Note: If there are any terms we have used in this information report that you are unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

The Department of Education: SEND Code of Practice: 0-25 years, provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014, associated regulations, and applies to England. Please see the link below for a copy of the document.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

For some children, SEND can be identified at an early age. However, for other children and young people difficulties become evident only as they develop.

We encourage our children to be honest, healthy, independent and successful members of our school and the wider community. We will make all reasonable adjustments to include children and remove barriers to learning to prevent disadvantage, promote equality of opportunity and foster good relations.

2. Which staff will support my child, and what training have they had?

Our Special Educational Needs Co-ordinator (SENCO) is Mrs Trainor.

She is a qualified teacher with significant experience of working with children with additional needs. Our schools are currently involved with the Hillingdon Inclusion Commitment programme, which includes training, support, advice and guidance from Hillingdon Schools Advisory Service (SAS). Staff receive regular training to support children with SEND through a variety of methods.

Teachers

All our teachers receive in-house and external SEND training, and are supported by the SENCO to meet the individual needs of pupils with SEND.

Learning Support Assistants (LSAs)

We have a team of Learning Support Assistants (LSAs) that are trained to deliver SEN provision.

Our LSAs are carefully utilised to ensure that children who require additional and/or different support receive it from the most appropriately trained adult to work with. For

example, we have staff trained to specifically to support children with developing phonic and reading knowledge.

The effectiveness of the school's provision for children with SEND is evaluated, reported to governors and monitored by Ofsted.

External agencies and experts

Our schools have regular contact with outside agencies that provide ongoing training tailored to meet our children's needs.

We have access to a range of Hillingdon services that include:

- Education psychology team
- Speech therapy
- Occupational and physiotherapist service
- SEND Advisory Team (SAS)
- Social Care services
- School nurses and health visitors
- Pediatricians
- Child and Adult Mental Health Services (CAMHS)

3. What should I do if I think my child has SEN?

We firmly believe and understand that parents/carers know their child best and are their first educators. Research illustrates that schools working in partnership with families provides continuity and better outcomes for children.

If you think your child might have a SEN, the first person you should talk to is your child's teacher.

You can also contact the SENCO via the school office.

4. How will the school know if my child needs SEN support?

Class teachers plan for children through ongoing observation and assessment of their learning and development. All children's progress is monitored through termly 'Pupil Progress Meetings' that are held between the class teacher, SENCO and Head of Schools.

Children identified at risk of delay or who may appear to have a learning difficulty will be offered additional teaching or other rigorous interventions. The impact of interventions on children's progress is reviewed regularly through tracking and assessment. Children who do not have SEN usually make progress quickly once the gap in their learning is closed.

If the child is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

If we come to a decision that your child needs SEN support, we will discuss this with you and your child will be added to the school's SEN register. The SENCO and class teacher will create a Personalised Education Plan (PEP). The PEP sets out specific targets and

strategies for the child to aim towards achieving in a given time. Targets are reviewed termly.

5. How will the school measure my child's progress?

Where a child is identified as having SEN we immediately put in place support in the form of a four-part cycle of 'Assess, Plan, Do, Review', through which decisions and actions are revisited, and revised with a growing understanding of the child's needs and what supports the child in making progress and securing good outcomes. This is known as the 'graduated approach'. It draws upon more detailed approaches with more specialism and expertise in order to match interventions to meet the needs of the child.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows your child has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and further targets, strategies and provisions will be put in place.

6. How will I be involved in decisions made about my child's education?

There is a range of ways you can be involved in decisions about your child's education.

Your child's class teacher will meet with you to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress

- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide additional support, advice and guidance.

We want to make sure you have a full understanding of how we are working to meet your child's needs, so that you can support your child more and offer suggestions that you think will help your child's learning and development.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is affecting your child outside of school.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to attend meetings to discuss their progress and outcomes and or discuss their views with a familiar member of staff.

8. How will the school adapt its teaching for my child?

The school has high aspirations for all children and through frequent training and monitoring, ensure that teachers offer quality first teaching.

Class teachers provide differentiated access to the curriculum tailored to meet children's individual needs. Together with a team of learning support assistants, they work with children through whole class, small groups or 1-1 sessions.

The SENCO works with class teachers to ensure children with SEN receive the appropriate support and interventions.

Please see our Equalities Objectives & Information report on our websites

9. How will the school evaluate whether the support in place is helping my child?

We regularly evaluate the effectiveness of provision through:

- Reviewing their progress towards their goals each term
- Monitoring of the practice of the interventions
- An annual review if the child has an Education, Health and Care Plan (EHCP)

10. How will school resources be secured for my child?

The Executive Head, Head of Schools and Governing Body establish a strategic approach to allocating resources. Our school has a SEND budget for the purpose of securing

additional staffing, equipment and any additional facilities that we may need to ensure the inclusion of all children.

11. How will the school make sure my child is included in activities alongside pupils who do not have SEND?

We make whatever reasonable adjustments required ensuring the inclusion of all children with SEND.

All our extra-curricular activities and school visits are available to all our children, including our before and after-school clubs.

All children are encouraged to go on our school trips.

All children are encouraged to take part in all aspects of school life and children with SEND are given priority.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

For information on our admission arrangements, please see the admission criteria and arrangements for Hillingdon local authority community infant and junior schools.

<https://www.hillingdon.gov.uk/schooladmissions>

13. How does the school support children with disabilities?

We work in close partnership with outside agencies to ensure the physical environment is accessible to children with disabilities such as, Assistive hearing systems, Braille touch system, Ramps, and easy access to bathroom facilities.

14. How will the school support my child's mental health and emotional and social development?

Children's well-being is of the utmost importance to us. This is because children who feel good about themselves and are well, are more likely to be active learners, be motivated and enjoy new challenges. We work closely with parents/carers to ensure children's well-being continues from home to school. Parents may be signposted to services that support families in the home.

We promote positive behaviour and attitudes for learning through quality first teaching and effective classroom management.

Children are taught personal, social, health, and economic education discreetly throughout the day and through focused teaching sessions. For example, to think about how their behaviour and words can affect others, and how to protect themselves from cyber bullying. Some children have access to specific interventions such as Lego Therapy, Book of Beasties and Drawing and Talking Therapy.

For children who may require additional and different support to regulate their feelings, emotions and behaviour, there is a range of interventions available in both schools with our Pastoral Officers. Additional professional help is available through Child and Adolescent Mental Health Service (CAMHS) and other outside agencies.

We have recently introduced The Happy Confident Schools' 'Feel It!' programme. This is a social, emotional literacy programme that will lead to increased self-awareness and awareness of others, building better collaboration and thus improving relationships. The programme is taught daily in all classes.

We follow the statutory guidance '*Supporting Pupils at School with Medical Conditions*' December 2015 to provide the best possible care for children with medical conditions. We have a nominated person who is responsible for ensuring those children with medical 'needs receive their treatments and or medication accurately. We liaise with parents/carers and children and draw up personal care plans tailored to meet the child's needs. All Learning Support Assistants are pediatric trained.

Wherever possible, the child is supported to manage their own medical needs.

15. What support will be available for my child as they transition between classes or settings?

Transition for all children is planned for and parents/carers are involved in this process. This includes preparation before a child moves to another year group or another setting/school and, when a child joins our schools.

For children with SEND, we support the transition from our school to a new school seeking agreement from parent/carers to share information to enable the receiving school to plan accordingly to meet the child's needs.

We work to gain as much information as is available in preparation for children coming to us. This may include, a professionals meeting, and or an interpreter.

Between years

To help pupils with SEND be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend information hand over meetings where the child's SEN is discussed and planned for.
- Schedule lessons with the incoming teacher towards the end of the summer term

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Staff from secondary schools visit our school to meet children and the teachers. They discuss the needs of all the children who are receiving SEN support.

Children will be prepared for the transition with a transition programme that begins in the summer term.

16. What support is in place for looked-after and previously looked-after children with SEN?

Our Designated teacher for Looked After Children is Mrs Trainor. She works in partnership with the foster carers, Virtual Schools and social workers to ensure the best outcomes for the child.

Children who are looked-after or previously looked-after will have a personal education plan.

17. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should in the first instance, be made to the class teacher and or SENCO.

Our complaints policy is available on our websites.

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at the information available through Hillingdon's Local Offer <https://www.hillingdon.gov.uk/send>

National and local charities that offer information and support to families of children with SEND are:

Hillingdon SENDIASS, a free, confidential and impartial support service for parents and carers, children and young people up to 25 years where the child or young person has or may have special educational needs. <https://www.hillingdonsendiass.co.uk/>

Independent Provider of Special Education Advice <https://www.ipsea.org.uk/>

SEND family support <https://careandsupport.hillingdon.gov.uk/Services/209>

NSPCC <https://www.nspcc.org.uk/>

Family Action <https://www.family-action.org.uk/>

Hillingdon Autistic Care and Support <https://www.hacs.org.uk/>

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan

- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice: 0-25 years** – the statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life