

# SEND Information Report – October 2018

Dear Parents/Carers,

Government Legislation requires us as a school to publish a report called the SEN information report (clause 65 of the new SEN act). Here is Earlsmead's report for the last academic year.

The Governing Body at Earlsmead is proud of the school's inclusive ethos. We would like to share with you the following, which explains the way pupils with additional needs are identified and worked with to ensure they reach their full potential. We hope this helps you understand the process.

## **What kind of special educational needs provision is available for children at Earlsmead Primary School?**

Earlsmead Primary School is a fully inclusive school, which ensures that all pupils achieve their potential; personally, socially, emotionally and academically in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, physical ability or educational need. We have an additionally resourced for up to 12 children with moderate learning difficulties.

## **Admissions for pupils with additional needs**

Admissions for all pupils are managed by Harrow Council. If a pupil has an Education Health Care Plan (EHCP) or a Statement of Special Educational Needs, Harrow Special Educational Needs Assess and Review Service will support the family in finding a suitable school. If Earlsmead is able to meet the needs of the pupil then they will be offered a place. This includes admission into Saplings, our additional resourced provision for pupils with Moderate Learning Difficulties.

If a pupil with an additional need but without an EHCP or Statement is offered a place at Earlsmead, they will be admitted and welcomed. Once at Earlsmead, the level of need and therefore the support required is carefully assessed and put into place.

## **How does Earlsmead Primary School know if a child needs extra help?**

Individual children's needs are identified and assessed by the school in different ways. We know when pupils need help if:

- Concerns are raised by parents/carers, teachers or the child. When a concern is raised, a paper work trail is started to keep a record of concerns. These concerns often go away after a term. However, if the concern continues, or re-occurs, we have it documented to support us in supporting your child.
- Limited progress is being made in accordance with age related expectations.
- There is a change in the pupil's behaviour or progress.
- Concerns are raised by external agencies (e.g. GP, school nurse, Educational Psychologist).
- Information is provided from a previous setting (e.g. nursery setting).

### **What should I do if I think my child may have an additional educational need?**

If you, as a parent, have concerns regarding your child then you should make an appointment to see the class teacher. Where appropriate the concern will then be shared with the Inclusion Lead. Further discussions may then take place between all relevant parties to determine the best way forward for your child.

### **How will the school staff support my child?**

We support children using a variety of strategies. These may include:

- Quality first teaching – providing high quality education on a daily basis for all children; this includes adapting and differentiating the curriculum accordingly
- Appropriate specialist equipment may be given to your child e.g. writing slopes, pencil grips
- Small group or one to one support – targeted interventions to accelerate progress
- Sometimes children require a personalised timetable, a behaviour plan or access to individualised workstations both inside and outside of the classrooms, to help scaffold their learning.

We follow all recommendations set by outside agencies e.g. Speech and language therapist, Educational Psychologist. All adults working with a child have

a copy of these and plan them in to everyday activities. They are often small, achievable, short-term targets for the child to work towards.

Once we have put all of the above actions in to place, children often begin to make the progress we expect. However, sometimes, children need extra support and we in school need extra advice on how we can deliver appropriate provision. It is at this time, with parents' consent, we would ask to refer a child to an outside agency such as Speech and language therapy or the Educational Psychologist. There is a whole range of outside agencies that we can ask for support from.

All pupils are encouraged to take part in all aspects of school life, including events and visits off site arranged by the school. Where necessary, support for individual children will be agreed in collaboration with parents and relevant school staff prior to an event. Adjustments are made within the school building to ensure equality of access to all aspects of school life.

### **How will I know how my child is doing?**

We support and involve parents in their child's learning both formally and informally. This may include:

- Open door policy which provides parents with the opportunity for discussions face to face or on the phone
- Open afternoons every term
- Class events/assemblies
- Parents Evenings
- Telephone or email conversations
- Annual reports
- Annual review meetings (where applicable).
- Support from and meetings with the Inclusion Lead when appropriate
- Reports and/or meetings with any outside agencies involved with your child.

Additional appointments can be made with the class teacher or the Inclusion Lead. via the school office at any time you wish to discuss your child's progress

### **How will my child's needs be identified and the learning and development provision matched their needs?**

The majority of pupils needs can be met through quality first teaching and appropriate differentiation within the classroom environment. For children who have an outside agency involved in their education, they will have a list of recommendations that an adult will put in place for them. Sometimes children go through periods where they struggle to cope with the mainstream curriculum. Short term solutions to this can be a personalised curriculum to support the pupil to stay in school. Children with additional needs have a highly successful time at Earlsmead and are well supported by staff, parents and other agencies.

### **How is the decision made about how much support my child will receive?**

The level of support is decided on consultation with parents, teaching and support staff, and relevant external agencies; including the Local Authority.

The level of support will be constantly reviewed in order to identify when and where additional support may be needed.

### **How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?**

Information can be found on Harrow Local offer site. <http://www.harrow.gov.uk/localoffer/>

Who can I contact for further information?

Key Contacts:

Ms Marshall Head Teacher

Ms Nobbs, Deputy Head Teacher (Inclusion)

Miss Gregory, Deputy Head Teacher (CPD, Teaching and Learning)