



Earlsmead Primary School SEND Report 2018/2019

The following information is an overview for parents/carers of what is currently on offer (2018/19) at Earlsmead Primary School for students with Special Educational Needs and/or Disabilities. Please also see the Local Authority Offer from the London Borough of Harrow at the following web address: www.harrow.gov.uk/sendlocaloffer This information should be read in conjunction with the following policies: SEND policy, Equal Opportunities Policy, Medical Needs policy, Behaviour for Learning policy and Assessment for Learning policy, Safeguarding Policy and Curriculum Policy, all found on the school website.

Section One: Key information for parents/carers

Our Philosophy and Approach	Earlsmead Primary School prides itself on being an inclusive school. The school welcomes pupils of varying abilities and backgrounds and we believe that each pupil has individual and unique needs. Our motto is “Success for All” and teachers have high expectations of all pupils, regardless of their current ability, and are required to set challenging tasks for pupils. Pupils are encouraged to develop tolerance and mutual respect and to recognise that no ceiling can be placed on achievements when coupled with hard work and effort. The SENCo and her team work together with subject staff to provide pupils who have additional needs with a high level of quality support. When planning interventions and support programmes, it is acknowledged that what works for one pupil doesn’t necessarily work for another. Earlsmead Primary School will aim to work with pupils and families to find a package of support that works well for each individual child, within the appropriate resources/facilities of the school.
Staff Personnel and Training	<p>Key members of staff are as follows:-</p> <ul style="list-style-type: none">• Ms T Nobbs – Deputy Head Teacher (Inclusion)• Ms J Stangroom (Learning Mentor)• Miss S Redmond (Learning Mentor) <p>Specialist staff on site this academic year:</p> <ul style="list-style-type: none">• Ms T Nobbs PGCE, (MA(Ed), Dip (Psych)• Ms E Shaw (Educational Psychologist, LB Harrow)• Ms Cinn Teng To (Senior Speech and Language Therapist, London North West Healthcare NHS Trust)• Ms M Melei (Advisory Teacher of Autistic Spectrum Disorder, LB Harrow)• Ms M Devine (Advisory Teacher for the Hearing Impaired, LB Harrow)

	<ul style="list-style-type: none"> • Ms H Chalkley (Advisory Teacher for the Visually Impaired, LB Harrow) • Close links to CAMHS – liaison and advice, care plans, strategies. • Close links to Social Services and Safer Schools. • Ealing SEN Assessment and Review Team • Harrow Virtual Schools. • Harrow Horizons <p>During 2017-18, all staff were provided with specific training related to SEND, including training about reading development, literacy and numeracy skills, speech, language and communication needs and differentiation. Planned training for 2018-19 includes training for unqualified and newly qualified teachers about ‘meeting the needs of all learners in the classroom’, and further training for all staff on differentiation to meet the needs of all learners.</p> <p>All Learning Support Assistants receive regular, planned training in a wide variety of SEND areas. Topics covered this year include: cued articulation, objects of reference, bucket time, behaviour management, safeguarding updates and differentiation.</p>
Section 2: Early Identification, Assessment and Attainment	
Assess, Plan, do, Review cycle	<p>Identification and Assessment</p> <p>On entry to Earlsmead Primary School, the class teachers gather information from lots of different sources to gain an holistic view of your child. If a need is identified, this will be discussed with you and support will be put in place. This will be reviewed regularly to ensure that the needs are successfully being addressed. Hopefully this be sufficient to ensure your child makes good progress but if further support is found to be needed, this will be provided. Where the class teacher cannot meet the needs of the child through their own knowledge and resources, they will seek guidance from the SENCo who will arrange further support if necessary. If appropriate, your child may be referred to additional services (eg occupational therapy) for specialist advice and support. If all these steps have been followed and there continues to be evidence of needs beyond those which the school could usually be expected to meet, an Education, Health and Care Plan (EHCP) may be requested in order to obtain additional specialist advice and support so that all of the child’s needs will be met.</p> <p>Where there is already an identified Special Educational Need or Disability (SEND), we will arrange to meet with you to talk about ways in which we can support your child. If your child already has an EHCP, we will meet with you to discuss your child’s needs to ensure the required support is in place and to enable us to seek specialist guidance and training if necessary. Your child’s progress will continue to be reviewed regularly to ensure that they are making good progress from their starting points.</p>
Section 3: Partnership with Students and Families	
Partnership and Students and Student Voice	<p>‘Pupil Voice’ is at the heart of everything we do at Earlsmead Primary School. Pupils often have clear ideas about how they would like to be supported and what works well for them. Where additional, individual support is deemed necessary, the pupil will be consulted about the strategies that are likely to help best and how they would like to be supported.</p>
Partnership with	<p>‘Parent/Carer Voice’ is also highly important to Earlsmead Primary School. As parents know their children best, concerns about</p>

Parents/Carers and Parent/Carer Voice	<p>progress are always taken seriously. We communicate with parents/carers regularly to discuss the way in which we can effectively support the pupils. We also make ourselves available as a team through regular telephone and email correspondence.</p> <p>Parents/carers are welcome to contact us at any time. Parents can expect to be consulted, either by telephone, letter or face to face meeting, about the appropriateness of any individual support. Where children are invited to participate in booster groups and support groups, parents will often be invited to attend information meetings about these groups and letters will be sent home confirming arrangements for group participation. Language should not be a barrier to communication with school and we make use of interpreters and community support groups as much as possible, to enable parents of all languages to have a voice.</p>
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Section 4: SEND Provision at Earlsmead Primary School during 2017-2018

Area of Need	Whole school ethos and practice	Focussed support for small groups	Highly individualised support for children with or without an EHCP plan
Social, emotional and mental health, including the autism spectrum	<ul style="list-style-type: none"> - Consistent application of the school's behaviour policy. - A focus on positive reinforcement of expected behaviours. - High expectations of behaviour across the school. - Carefully planned PSHE curriculum, including issues such as bullying, mental health awareness, internet safety, crime, tolerance, equal opportunities. - Swift and effective dealing with bullying incidents. - Supportive network of peer support, including a buddy system and play-makers. - Staff training, in order to raise awareness about issues such as sensory overload, change and flexibility and social interaction. 	<ul style="list-style-type: none"> - Learning mentor support for social skills. - Focus on assessing underlying difficulties driving behaviour. - External agency involvement when required. - Adaptations to the curriculum to secure engagement. - Programmes of support to reduce anxieties and build self-esteem. - Carefully planned transition programmes. - Exam support, such as small, quiet room, rest breaks, mentoring in the lead up to exams and Y6 breakfast. 	<ul style="list-style-type: none"> - Work with parents to refer to CAMHS and other external agencies. - Targeted intervention to promote social skills. - Individual reward programmes. - Adaptations to physical environment eg work stations or time out. - Monitoring and support in unstructured time eg Saplings playground. - Behaviour Management Plan/Pastoral Support Plan to provide tailored support for children at risk of exclusion. - Advice from advisory teaching service where appropriate. - Social stories to prepare children for changes in routine.

<p>Speech, language, communication and interaction, including the autistic spectrum and elective mutism</p>	<ul style="list-style-type: none"> - Training, by SENCo and/or SALT, for staff to meet the needs of students with speech, language and communication difficulties. - Differentiation within lessons. - Clear information provided to teaching staff about student strengths and difficulties on entry. - EYFS curriculum with a clear focus on language development. - Language and vocabulary rich teaching environment, including pre-teaching of topic-specific vocabulary. - Visual timetables. - Varied learning styles catered for in tasks set. 	<ul style="list-style-type: none"> - SALT support for pairs or small groups on targeted activities. - Personalised support within the class. - Individually Differentiated tasks. - Daily practice for SALT targets. - SALT targets integrated into curriculum planning. 	<ul style="list-style-type: none"> - Individual SALT support plus advice and guidance for school staff. - Access to paired or 1:1 language development programmes. - Additional in-class TA support. - Alternative communication systems, such as PECs and talking buttons. - Makaton trained TA. - Social stories.
<p>Cognition and Learning</p>	<p>Differentiation of the curriculum and teaching.</p> <ul style="list-style-type: none"> - Teaching resources are accessible and appropriate. - Multi-sensory approach to learning. - Active learning strategies and varied learning styles. 	<ul style="list-style-type: none"> - Curriculum is adapted to meet the needs of individual/groups of children, including reduced curriculum where appropriate and booster classes. - Targeted intervention programmes, including Phonics, Rapid Maths, 1st class at Number, AcceleRead, AcceleWrite, Alpha to Omega, Toe-by-Toe, Plus 1, Power of 2 and Code X. - Differentiated resources are provided as appropriate. - Small group teaching. 	<ul style="list-style-type: none"> - 1:1 and/or paired work for reading, writing and maths. - Individualised planning of tasks and support. - Access to personal ICT to enable alternative methods of recording. - Additional in class TA support. - Additional small group support. - Educational Psychology assessment / support. - Exam arrangements and access arrangements for exams, such as reader and scribe where permitted.
<p>Sensory and physical</p>	<p>Curriculum is adapted to</p>	<ul style="list-style-type: none"> - Modified learning environment. 	<ul style="list-style-type: none"> - Individual protocols and plans for children with

needs	<p>enhance strengths and provide opportunities for reducing curriculum requirements to ensure accessibility.</p> <ul style="list-style-type: none"> - Referrals to Harrow Hearing Impaired Service or Visual Impaired Service. - Provision of specialised equipment eg hearing loop, calm box or magnifiers. - Seating position within class prioritised. 	<ul style="list-style-type: none"> - Care plans for individual children. - Close liaison with external agencies e.g. OT, Hearing Impaired Teacher, school nurse. - Close liaison with the Welfare Team in school. 	<p>significant physical and/or medical needs, including individual risk assessments.</p> <ul style="list-style-type: none"> - Additional resources to reduce individual barriers to learning eg enlarged print texts. - Access to external advice and assessment. - Modified exam papers and access arrangements for Exams. - Additional specialist training for staff where needed.
Additional Resourced Provision	<p>Earlsmead Primary School has an additional resourced provision for up to 12 children with moderate learning difficulties. Children who access this provision will have an EHCP that specifies the primary need as being moderate learning difficulties and would typically be working at a level at least 2 years behind that of their peers. Children for whom we are applying for an EHCP may occasionally access the provision on an assessment basis.</p> <p>The provision offers two classes in a small group setting each morning that enables us to give highly individualised support to these children for their learning needs. The main focus is on the development of maths and literacy skills, as well as meeting any speech and language, occupational therapy, physiotherapy or other needs the child may have. As well as the two specialist classrooms, we have access to a sensory room and a soft play room and we were recently granted funding to create a sensory garden.</p>		
Bullying	<p>The Staff at Earlsmead Primary School are aware of national research which shows children with SEND are more susceptible to bullying. Special interventions are put in place to support students who have been, or are at risk of being, the victims of bullying and/or are participating in bullying. Strategies are both reactive and preventative, and include social skills training in assertiveness, empathy -building, successful relationships and self-affirmation and self-esteem. Projects such as circle time, a circle of friends and peer mentoring take place where appropriate. Minority student groups are encouraged to feel valued and have a voice, for example through representation on the School Council. Assemblies and circle time and PSHE activities support awareness of, and acceptance of, difference and individuality. Each class uses 'Bubble Time' where children have the opportunity to request to speak to an adult at any point in the day if they need to.</p>		
Transition	<p>At Earlsmead Primary School, we have a strong transition programme. We work closely with nurseries and childcare providers to ensure that children coming into Reception have all the support that they need in place when they arrive. Additional visits to the school are encouraged where needed to ensure a smooth transition.</p> <p>For high school transition we work closely with the high schools to ensure they are well informed about the needs of the children. Additional visits to the high school to help children orientate themselves and get to know key staff take place to ensure they are well</p>		

	<p>prepared for this new phase of their education.</p> <p>We also work hard to support children with transitions within school. Children who need it will have an individual transition programme when they move to a new class or year group and will have extra time to visit their new classroom and get to know their teacher and TA.</p> <p>Some children may require transition support on an everyday basis as they move around the school and transition from home to school and vice versa. The use of transition objects and additional adult support are used to help children to achieve these transitions with minimal anxiety.</p>
<p>Section 5: Other Information</p>	
<p>Partnerships with Stakeholders</p>	<p>Earlsmead Primary School liaises on behalf of students and families with the following support services and charities:</p> <ul style="list-style-type: none"> • Special Education Assessment and Review Service – London Borough of Harrow. • London Borough of Harrow Educational Psychology Service. • Speech and Language Therapy Service – NPH, North West London Health NHS Trust. • Child and Adolescent Mental Health Service (CAMHS) • Early Intervention Service (Harrow Social Services) • Sensory and Communication Team (SACT, including Visual and Hearing Impairment teams) • ADHD and Autism Support group, Harrow • The Wish Centre • John Lyon Charitable Trust • Dyslexia Action • Mind in Harrow • IDVA • Young Carers <p>Earlsmead Primary School currently have the following bids in place:</p> <ul style="list-style-type: none"> • John Lyon Charitable Trust – bid currently going through for Parent Ambassadors. • We recently made a successful bid to secure funding to create a sensory garden for the school and other local childcare providers. It is planned for this project to be completed by September, 2019. • We are also looking to secure support from local contractors to construct an enclosed walkway between Coppice building and the main school.
<p>Complaints</p>	<p>Should students or parents / carers be unhappy with any aspect of provision they should discuss the problem with the class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to</p>

	<p>Speak to the SENCo. For a problem that might need time to explore fully, parents / carers should make an appointment. In the event of a formal complaint parents are advised to contact the headteacher in the first instance. If they are unsatisfied still, they are then advised to contact the governing body. The LEA Parent Partnership Service is available to offer advice.</p>
Link to Local Offer	<p>Support Services and useful charities in Harrow for parents:</p> <ul style="list-style-type: none">• Mind in Harrow http://www.mindinharrow.org.uk/• The Wish Centre http://thewishcentre.org.uk/• Harrow Carers https://www.harrowcarers.org/• ADHD and Autism Support Harrow http://www.adhdandautism.org/• Frustrated Communication http://www.frustrated-communication.org.uk/ <p>Other helpful websites nationwide:</p> <ul style="list-style-type: none">• National Autistic Society www.autism.org.uk/• Prof. Association of Teachers with Specific Learning Difficulties https://www.patoss-dyslexia.org/ Dyslexia Action www.dyslexiaaction.org.uk/• National Health Service Education and Advice www.nhs.uk/• Young Minds www.youngminds.org.uk/ <p>Please also see the Local Authority Offer from the London Borough of Harrow at the following web address: http://www.harrow.gov.uk/localoffer/</p>