



Earlsmead Primary School SEND Report 2024/2025

The following information is an overview for parents/carers of what is currently on offer (2024/2025) 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:

<https://www.harrow.gov.uk/send-local-offer>

This information should be read in conjunction with the following policies: SEND policy, Equal Opportunities Policy, Medical Needs policy, Behaviour for Learning policy, Assessment for Learning, Safeguarding Policy and Curriculum Policy, which are all found on our school website.

This report should also be read alongside our Earlsmead school accessibility plan which outlines the ways in which we;

- Increase the extent to which pupils with disabilities can participate in our curriculum
- Improving our school's physical environment to increase the extent to which pupils with disabilities can take advantage of the education, benefits, facilities or services we provide and offer
- Improve the delivery to pupils with disabilities the information that is readily accessible to pupils without disabilities

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 works together with the whole school staff team 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.

The steps we take to prevent pupils with disabilities from being treated less favourably than other pupils.

At Earlsmead Primary School, we strive to make reasonable adjustments to ensure that our pupils with disabilities are not faced with disadvantages. To ensure that they are treated equally, we need to look at each child's needs individually and see how we might need to do things differently for them. To follow are some examples of the reasonable adjustments we have put in place;

- Children who have sensitivity to noise have the option to wear ear defenders during times such as assemblies or within the lunch hall.
- Children who have visual impairments use coloured and/or lined boards.
- Children who are easily distracted, can use quiet spaces to complete assessments/ key tasks.
- Children who have physical needs, can transition earlier to get from one place to another to avoid busy corridors/ staircases.
- Children who are at risk of falling/ tripping with stairs In Key Stage 2 continue to learn with their classes upon the ground floor

	<p>level.</p> <ul style="list-style-type: none">• Children with auditory processing disorder, hearing or visual impairments are seated at the front of their classes.
Staff Personnel and Training	<p>Key members of staff are as follows:-</p> <ul style="list-style-type: none">• Head teacher• SENCO• Assistant heads• Phase leaders• Pastoral Manager & Safeguarding lead• Learning mentors• ELSA trained support staff <p>Specialist staff who support and advise at Earlsmead primary school:</p> <ul style="list-style-type: none">• Educational psychologist• Speech and language therapist• Occupational therapist• Advisory teacher of Autistic Spectrum Disorder• Advisory Teacher for the Hearing Impaired

	<ul style="list-style-type: none"> • Advisory Teacher for the Visually Impaired • Close links to CAMHS – liaison and advice, care plans, strategies. • Close links to Social Services and Safer Schools. • SENARS • Harrow Virtual Schools. • Harrow Horizons • School nurse • Connect- ED, Mental Health Service for Schools <p>Staff are provided with specific training related to SEND. Training takes place on training days and during our curriculum meetings that take place after school on a Wednesday. Our SENCO may deliver training on specific targeted areas such as; inclusion, differentiation, autism, the learning environment or outside specialists (such as those listed above) may be called on for other training such as; total communication approach, zones of regulation or de-escalation strategies.</p> <p>All staff are encouraged to view others practice, for example spend time observing and working alongside the team within the additional resource provision and encouraged to read latest articles and updates on SEND.</p>
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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 a holistic view of your child. These may include; discussions with the child, TA's, SENCo, observations, teacher assessment, previous setting information, parent meetings and views of your child.</p> <p>If your child is not making the expected progress the following procedure will take place;</p> <ol style="list-style-type: none"> 1. The teacher will have a conversation with the parents/ carer during first parent evening or invite the parent/ carer in to show the child's work and discuss. The teacher ask for parents/ carers support to target some areas both at school and home and give a time period to see if these areas can enable the child to progress, for example 4- 6 weeks. 2. If the child continues to have difficulty the teacher will fill in a 'Cause for concern' (CFC) sheet which highlights the concerns alongside the strategies they have already tried and how the child has not progressed with these in place. 3. The CFC will be passed to the SENCo and they will then carry out an observation in a range of subject areas. 4. A meeting will take place between SENCo, teacher and the parents/ carers and the observations and suggested strategies will be discussed. The SENCo will also present target areas which will be agreed with parents/ carers and teacher. If not already on the SEN register and the individual targets will be added to our system called Edukey. A copy of the targets will be sent home and they will be reviewed termly. Everyone who works with the child will be aware of the individual targets and a copy of these will be kept for access in their classroom. If your child is of early years age (nursery or reception), an Early Years Support Plan will be filled out. Just like other year groups, this plan has an area for targets, however these will be reviewed half termly. The plan would be signed and copies sent home and this plan would continue for three cycles. 5. If appropriate, your child may be referred to additional services (e.g. speech and language) 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
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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.

If a child comes into Earlsmead primary school with an identified Special Educational Need or Disability (SEND), a meeting will take place very early on between the class teacher, parents/ carers and SENCo. If targets have been already set by previous setting, these will be transferred to our Edukey system (way of recording targets). If none have been set, after 4-6 weeks of a child starting, another meeting will take place and key target areas will be agreed. External professionals may already be involved, however if not, referrals with parent permission may be made.

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. The amount of support will depend upon the allocated banding stated within the child's EHCP. Following the targeted areas outlined in the EHCP, 3-4 will be typed onto Edukey and copies will be sent home. Everyone working with the child will be made aware about their primary need and the key targeted areas will be shared so that they can be worked on across all subject areas and with a range of staff to support the child to generalize. A 'Pupil profile' will be written, so that in school all staff have access to a quick overview of your child's needs, including for example; their areas of strengths, preferred ways of communicating, likes and dislikes. A copy will be sent home as these can also be given to outside agencies the child may access e.g. clubs.

If a child has an EHCP, an annual review will take place (a year to when the EHCP was written, or the last review took place) and parents and all professionals linked to the child will be invited to attend. Targets will be reviewed and the EHCP will also be reviewed and suggestions for amendments may be discussed, particularly if the child has received a diagnosis, additional professionals are now working with the child or the short term/ long term target areas identified are no longer applicable. Parents/ carers and the child will have their views represented as a questionnaire will go out prior to the meeting and the child will also be present for some of the meeting (unless this is too stressful for them or they would be unable to sit and attend). If a child has severe communication needs, the questionnaire will be presented in a way that they can access, for example using objects of reference, visual cards and emotion cards.

An early review may be called by the school and this would be in circumstances where the school feel they are not meeting the child's needs. Parents would already be aware of this from previous meetings and support from other professionals will have already taken place. Our school SEN advisor would be present and the EHCP would be reviewed alongside the most current reports and levels of support taking place in or outside of class. Specialist provision, such as special needs school may be discussed in this meeting.

All Edukey targets are monitored by the SENCo throughout the year and all children on the SEN register are discussed within pupil progress meetings which take place termly.

We will support pupils to access the assessment papers which are given at the end of each term. These may be adapted, for example enlarged or photocopied into sections, so the test looks more manageable. If needed, resources will be given for the child to use, the questions may be read to the child, the child may sit the papers in a different area to help them focus and/or more time might be allocated. For some pupils, they will access the assessment paper for the level they are working on and not the year group paper they

	<p>are working within. All the additional support will be noted on the assessment paper and parents would be informed. For some pupils the test papers would not be used as a means of assessment and this would be in circumstances where the child is not able to sit and attend and/ or they do not have the skills yet to access the paper. If this was the case, the class teacher would look at the child's work and other evidence to assess where the child was at within their learning.</p>
<p>Section 3: Partnership with Students and Families</p>	
<p>Partnership and Students and Student Voice</p>	<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 them best and how they would like to be supported. Their views will be consulted when creating their 'Pupil profiles and contributing to their annual review questionnaires.</p>

Partnership with Parents/Carers and Parent/Carer Voice	<p>'Parent/Carer Voice' is highly important to Earlsmead Primary School. As parents know their children best, concerns about 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>Class Dojo is a quick way for parents/ carers to message teachers and the teachers can give feedback which includes photographic evidence, so show progress and achievements.</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 intervention 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. Class Dojo also has the ability to translate messages.</p> <p>Prior to any annual reviews, for children who have EHCP's, the draft document will be sent out to read and parents/carers are asked to fill out a questionnaire to give their views.</p> <p>We welcome parents/ carers to come in at an agreed learning time to come and observe or work with their child in the classroom. We believe that it is important for the child to see the school and family working together in order for them to progress.</p>
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Section 4: SEND Provision at Earlsmead Primary School during 2024-2025

Area of Need	Whole school ethos and practice	Focused support for small groups	Highly individualized support for children with or without an EHCP plan
Social, emotional and mental health, including autism	<ul style="list-style-type: none"> - Use of Class Dojo rewards. - Use of Zones of regulation - Use of Bubble time. - Consistent application of the school's behaviour policy. - A focus on positive reinforcement of expected behaviour. - 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. 	<ul style="list-style-type: none"> - Small group play times using Saplings play area. - 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"> - ELSA programme - 'Pupil profiles' - Variety of visuals e.g. now and next, timetable symbols, break cards - Work with parents to refer to CAMHS and other external agencies. - Targeted intervention to promote social skills. - Individual reward programmes. - Adaptations to physical environment e.g. workstations or calm spaces. - Monitoring and support in unstructured time e.g. 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

	<ul style="list-style-type: none"> - 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, flexibility and social interaction. - 		<ul style="list-style-type: none"> changes in routine. - Self-occupancy and/ or Fidget resources. - High motivators with tasks broken down into smaller steps e.g. work for 5-10 mins then 3 mins with quiet activity of their choosing (Lego, Play Doh, colouring).
<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. - 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, Objects of reference, talking buttons. - Makaton trained TA - Social stories - Variety of visuals e.g. now and next, individual timetable with symbols - Sensory rooms to develop turn taking, social interaction and key language e.g. on/ off, up/down, wait, stop, go.

<p>Cognition and Learning</p>	<ul style="list-style-type: none"> -Differentiation of the curriculum and teaching. -Teaching resources are accessible and appropriate. -Multi-sensory approach to learning. -Active learning strategies and 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 - 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 math's. - 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. - Tasks broken down into smaller chunks. - Worksheets differentiated and altered e.g. one task presented instead of a variety.
<p>Sensory and physical needs, including independence.</p>	<p>Curriculum is adapted to enhance strengths and provide opportunities for reducing curriculum requirements to ensure accessibility.</p>	<ul style="list-style-type: none"> - Modified learning environments. - 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. - Local walks within community to focus on road safety. - Back chaining targets 	<ul style="list-style-type: none"> - Use of the sensory circuit trolley. - Sensory rooms (sound and lighting and soft play) - Similar resources brought in from home, for example toilet training seat - Individual protocols and plans for children with significant physical and/or medical needs, including individual risk assessments. - Additional resources to reduce individual barriers to learning e.g. enlarged print texts/ contrasting coloured backgrounds - Access to external advice and assessment. - Modified exam papers and access arrangements for Exams. - Additional specialist training for staff where needed. - Referrals to Harrow Hearing Impaired Service or Visual Impaired Service. - Provision of specialised equipment e.g. hearing loop, calm box or magnifiers. - Seating position within class prioritised.

<p>Additional Resourced Provision</p>	<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 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 (half a term/ 6 weeks).</p> <p>The additional resource provision has two classes (Saplings 1 and Saplings 2). Children are taught within the resource base in the mornings and are integrated with their mainstream class from lunchtime onwards. This enables them to receive highly individualised specialist teaching for literacy, numeracy, speech and language and any other additional needs (such as physiotherapy or occupational therapy) in the mornings, while being able to integrate with mainstream peers whenever possible for other subject areas. Saplings children are also fully involved in all aspects of school life. For example, they participate in class assemblies, educational trips, workshops, PE lessons, ICT lessons and swimming lessons alongside their mainstream friends. There is a strong emphasis on the children generalising their skills and the curriculum includes community walks to the local shops so that money and road safety skills can be worked on and aspects of music, cooking and gardening are also included, where maths, sequencing, reading and communication are supported.</p> <p>Every day both classes have 'circle time' which enables the children to share news or any worries/ concerns they may have in a safe and small environment.</p> <p>As well as the two specialist classrooms, we have access to a sensory room, a soft play room and a play area where children have a visual rota to encourage turn taking, team building and gross motor skills.</p> <p>Each term, parents are invited in to come in and work alongside their child. This is a great opportunity for the child to see us all working together, for the child to share their work with their parents and for the parents to see how the work is presented to support their child's individual needs so that they can do the same at home.</p>
<p>Bullying</p>	<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> <p>Within all classes the use of 'Bubble time' is embedded which enables the child to place their named peg on a bubble visual which indicates to the teacher they want to say something. The choice of saying it within the whole class or an individual basis will be given.</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>We work at the child's pace and if they are finding it difficult to transition into Earlsmead a reduced timetable of hours attending may be established, which over a period of time the child can then work up to full time.</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. If a child has an EHCP, they will have a transition review in year 5 where parents/ carers will be encouraged to look at the local offer of Secondary SEN provision and visit a range of school settings. The transition process to high school will also be discussed.</p> <p>In year 6, if secondary schools are known, the SENCo from the school will be invited to the child's annual review.</p> <p>Additional visits to the high school to help children orientate themselves and get to know key staff take place to ensure they are well prepared for this new phase of their education.</p> <p>Transition booklets, supported by the SALT are established and the children themselves contribute to these.</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>Children who have individual targets on Edukey will always have these reviewed termly and at the end of the academic year, these will be reviewed and new ones will be set, so that in September the new class team can begin on the targets straight away. Amendments might be required if the child has made progress over the summer holidays or they have regressed from not having any learning and repetition over the 5 weeks. Any amendments will always be discussed with parents/ carers.</p> <p>Any SEND records will be passed to the new school setting and our SENCo will always liaise with the new school SENCo.</p>
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Section 5: Other Information	
Partnerships with Stakeholders	<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 –(SENARS) 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) • Children’s Sensory Team (CST) • Centre for Autism and ADHD • Autism Advisory service • Partnership for Inclusion of Neurodiversity in Schools (PINS Project)
Complaints	<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 speak to the SENCo.</p> <p>For a problem that might need time to explore fully, parents / carers should make an appointment.</p> <p>In the event of a formal complaint parents are advised to contact the head teacher in the first instance.If they are unsatisfied still, they are then advised to contact the governing body.</p> <p>The LEA Parent Partnership Service is available to offer advice.</p>
Link to Local Offer	<p>Please see the Local Authority Offer from the London Borough of Harrow at the following web address: SEND Local Offer – London Borough of Harrow</p> <p>Support Services and useful charities in Harrow for parents:</p> <ul style="list-style-type: none"> • Harrow Children and Young People’s Advocacy Service • Harrow Association of Disabled People • Harrow Citizens Advice Bureau • Harrow Family Information Service • Harrow MENCAP • Harrow Parent Forum • Harrow SEND Information, Advice and Support Service (formerly Harrow Parent Partnership Service) • HELIX Education Centre (formerly Harrow Tuition Service)

- [Kids Can Achieve](#)
- [Centre for ADHD & Autism Support](#)

Other helpful websites nationwide:

- 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/

Glossary of terms

ADHD	Attention Deficit Hyperactivity Disorder
APD	Auditory Processing Disorder
Back Chaining	Whole task is taught starting with the last task and working your way backwards to the first task. Progress from one step to the next is only made when the individual can successfully complete all prior steps.
Bubble Time	Visual communication system our children use to indicate to staff that they have something important they need to talk about.
CAMHS	Child and Adult Mental Health Service
CFC	Cause for Concern
CST	Children's Sensory Team
EHCP	Education Health and Care Plan
ELSA	Emotional Literacy Support Assistant
EYSP	Early Years Support Plan
HI	Hearing Impaired
MLD	Moderate Learning Difficulty
PECS	Picture Exchange System
PINS	Partnership for Inclusion of Neurodiversity in Schools
PSHE	Personal Social Health Education
SALT	Speech and Language Therapist
SEN	Special Educational Need
SENARS	SEN Assessment and Review Service
SENCo	Special Educational Needs Co-coordinator
SEND	Special Educational Needs and Disabilities
SLD	Severe Learning Difficulty
SSP	SEN Support Plan
TEACCH	Treatment and Education of Autistic and related Communications Handicapped Children
VI	Visually Impaired
ZOR	Zones of Regulation

