EARLSMEAD PRIMARY SCHOOL

SEND REPORT

SUCCESS *for* ALL

Written by	**C. Fennell**
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Dear parents and carers,

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

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website Earlsmead Primary School - Policies .

Note: If there are any terms we've used in this information report that you're 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?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

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

Our special educational needs co-ordinator, or SENCO

Our SENCO is Catherine Fennell.

They have 6 years' experience in this role, gained their National Award in Special Educational Needs Co-ordination and work within the leadership team as an assistant head. They are a qualified teacher and teach five mornings a week in our additional resource provision.

Our SENCO delivers relevant and up to date in house training to all staff at Earlsmead every year.

Our early years SENCO

Our EYFS SENCO is Claire Hill. They lead and work in our school nursery.

Class teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Teaching assistants (TAs)

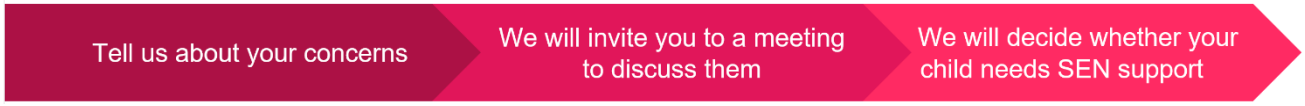
Our team of teaching assistants are supported and trained to work with the needs of our children here at Earlsmead school. We do not advocate 1-1 support but instead train our staff to promote independence within a child's journey here at Earlsmead.

External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- Autism advisors
- Early Help practitioners
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations

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



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

You can arrange a meeting via Class Dojo and message your child's class teacher

They will pass the message on to our SENCO, Catherine Fennell who will be in touch to discuss your concerns.

You can also contact the SENCO directly. Either ring the school office to arrange a time to discuss or send them an email at fennellc@earlsmeadprimaryschool.co.uk

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

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

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra support through targeted interventions to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil 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.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

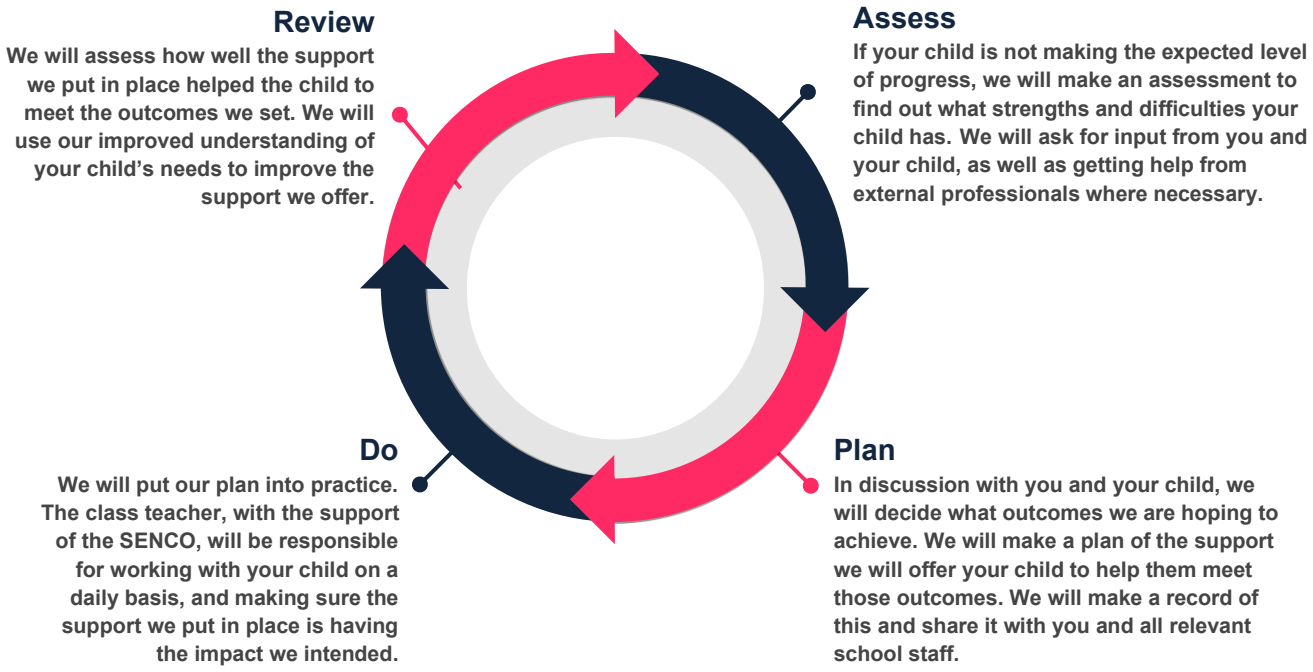
Based on all of this information, the SENCO will decide whether your child needs SEN support.

If your child does need SEN support, their name will be added to the school's SEND register, and the SENCO will work with you to create an early year's support plan/ individual education plan for them.

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

We will follow the 'graduated approach' to meeting your child's SEN needs.

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.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

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 a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

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

We will provide termly reviews of your child's individual learning plans in addition to our annual reports on your child's progress.

Your child's class teacher will meet you twice a year (autumn and spring terms) 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 extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

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 impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

If you have concerns that arise between these meetings, please contact your child's class teacher. You can either ring the school office to agree a time to meet the class teacher or message them directly via Class Dojo to arrange a time.

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 2 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
- Prepare a presentation, written statement, video, drawing, etc.
- Use a range of Widgit symbols/ visuals
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a pupil questionnaire

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

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing

- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants may support pupils on a 1-to-1 basis, however this is only for targeted learning and not full time as we promote children to be independent learners.
- Teaching assistants will support pupils in small groups and this group might have a common target such as; communication, turn taking, fine motor skills.

AREA OF NEED	CONDITION	EXAMPLES OF HOW WE SUPPORT OUR PUPILS
Communication and interaction	Autism spectrum disorder (ASD)	Visual timetables Social stories Role play/ peer modelling Bucket time Clear reward systems Modelling Word banks
	Speech and language difficulties e.g. speech sounds, Selective Mutism	Speech and language therapy targets Talk partners Communication core boards
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Lined white boards Coloured overlays Use of IT e.g. Speech to text Visuals e.g. sequence of steps/ task broken down and practical resources Back chaining Word banks/ vocabulary mats Additional reading
	Moderate learning difficulties	Visuals and practical resources Interactive environment Verbal and nonverbal cues demonstration and checking of understanding Use of different learning and multi-sensory approaches Pitched questioning Modelling of skills-high expectations Additional reading
	Severe learning difficulties	Allocated time across week for sensory rooms and outdoor learning with peers from class. Sensory stories. Objects of reference. Sensory exploration opportunities for learning.

Social, emotional and mental health	ADHD, ADD	Sensory circuits Quiet areas in class e.g. book corners Movement breaks OT Seat cushions Opportunities to stand to complete work, not just expectation to sit. Reward systems Social stories Learning mentor
	Adverse childhood experiences and/or mental health issues	Emotional literacy support (ELSA) Thrive Learning Mentor
Sensory and/or physical	Hearing impairment	Seating arrangements in class Awareness for positioning, voice and pace Use of technology Support staff checking instructions/ tasks been set
	Visual impairment	Markers for starting/ finishing work Limiting classroom displays Larger print Contrasting backgrounds for worksheets/ teaching slides
	Multi-sensory impairment	Allocated time in our sensory rooms Opportunities across week for sensory exploration. Flexible teaching and social arrangements for learning, unstructured times, movement between sessions
	Physical impairment	Accessible classroom/ school environment Lift is in KS2 building. Classes in KS2 building can remain on lower ground, if child has risk with stairs. Transitions of child moving within school are earlier than peers. Physically/ sensory clutter- free environment Storage for specialist equipment/ aids

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

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the SENCO

- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

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

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?

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

All pupils are encouraged to go on our school trips.

All pupils are encouraged to take part in sports day, class assemblies, school plays, special workshops and other school-based events.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

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

13. How does the school support pupils with disabilities?

Please refer to our schools 'Accessibility policy and plan' (see link below) to show:

- The steps we have taken to prevent disabled pupils from being treated less favourably than other pupils
- The facilities we provide to help disabled pupils access our school, including the provision of auxiliary aids and services
- The extent to which disabled pupils can participate in the curriculum
- How we improve the availability of accessible information to disabled pupils
- How we improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide

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

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- We provide extra pastoral support for listening to the views of pupils with SEN with the support of our learning mentor
- We have a 'zero tolerance' approach to bullying and our restorative justice approach to any behaviour supports all pupils to think about their own and others feelings as well as think of appropriate consequences/ actions to take.

- If needed we have trained staff in ELSA and Thrive. Pupils are referred for this support and this is discussed with parents/ carers.

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

Between years

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

- The current teacher and the next year's teacher attend a final meeting of the year when the pupil's SEN is discussed. The child's pupil profile is updated and shared with all relevant staff.
- Pupils are supported to complete and 'All About Me' visual with the support of our learning mentor. This outlines areas of what the child likes, does not like and resources/ activities that support them.
- Transition visuals are created and sent home with the child. This has photos of new staff/ classrooms and any other relevant information to support. If needed social stories are also created to explain 'why' they have to move from one class to another or have different adults teaching/ supporting them.
- We have a transition day where all pupils will spend a morning in their new class with the new staff. The morning involves fun, team building activities. Photos are taken so they can be used for their transition visuals. If needed pupils can have further opportunities to spend time or visit their news classes and adults working with them.
- Pupils will have additional times to experience new areas of the school for example, starting to have their play time in the new area or join different key stage assemblies.

Between schools

If your child is starting at Earlsmead, they and their parent(s) will be invited to come and view our school prior to their start date. They will have a tour and if permission given, photos will be taken, so that these can be used for their transition visual. This visual and if needed a social story about school changes, will then be sent to you and your child, so that it can be looked at and discussed prior to starting.

If your child is moving, we would ask the new school to create a visual booklet showing key information such as new teacher and classroom and send it to us, so that we can share with the child and also make a copy to go home.

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.

Between phases

The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Practising with a secondary school timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge

The SENCO will liaise with the secondary schools to try and arrange additional transition mornings/ days if the child needs more than what is already offered. Where possible a member of staff can be released to meet the child at the secondary school and support them during the transition.

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

Our designated safeguarding lead will work with our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

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

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Complaints about SEN provision in our school should be made to the Headteacher in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.
To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEND Code of Practice.
If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit:
https://www.gov.uk/complain-about-school/disability-discrimination

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

SEN mediation service – London Borough of Harrow

18. What support is available for me and my family?

If you have questions about SEN, 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 your local authority's local offer which is published on their website. Here are some links to the local authorities in our catchment area;

SEND Local Offer – London Borough of Harrow

SEND Local Offer | Ealing Families Directories

HELLO - SEND Local Offer – Hillingdon Council

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

Link to all local SENDIAS organisations in our catchment area.

Find your local IAS service

Follow the link below to find the local charities in Harrow that support families of children with SEN;

SEND support in Harrow

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

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN 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 SEN 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
- **ELSA –** stands for Emotional Literacy Support Assistant, a trained teaching assistant who supports pupil's emotional wellbeing through structured, supervised interventions delivered under the guidance of educational psychologists.
- **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 (EHC) 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
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- **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 that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. 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** – the statutory guidance that schools must follow to support children with SEND
- **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 that meets the needs of pupils with SEN
- **Thrive –** a trauma informed, evidence-based programme that helps schools support children's social and emotional development, improve behaviour, attendance and wellbeing.
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages