



*Safe, happy &  
successful together*

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# **Special Educational Needs and Disability (SEND) School Information Report**

<b>Reviewed By</b>	Karen Coxon and Nadia Quillfeldt
<b>Reviewed During</b>	Spring Term
<b>Approved by Governors</b>	08/05/2019
<b>To be Reviewed</b>	Annually



**All Harrow schools will have a similar approach to meeting the needs of pupils with Special Educational Needs and/or Disabilities to ensure that they make the best possible progress in school.**

**All Schools must:**

- **Identify children with SEND and ensure provision is made in accordance with the SEN and Disability Codes of Practice**
- **Appoint a SENDCO**
- **Invest in whole school and targeted training for staff.**
- **Ensure inclusive teaching and support practice is embedded throughout the school and that all teachers understand that they are 'Teachers of SEND'**
- **Provide information on school arrangements for SEND to parents and governors**
- **Consider pre-emptive (appropriate in advance) arrangements for pupils present and future with a disability**
- **Publish on a school website the school SEND policy and a description of the arrangements and specialist provisions made for children with SEND- including the accessibility plan.**

## **Our commitment and aspirations**

Pinner Park 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, sexual identity, physical ability or educational needs).

This document is intended to give you information regarding the ways in which we ensure we support all of our pupils, including those with Special Educational Needs (SEN) and disabilities (D), in order that they can reach their full potential. It may not list every skill resource and technique we employ in order to achieve this as these are continually developed and used to modify our provision to meet the changing requirements for individual children.

Children are identified as having SEND when their progress has slowed, or stopped, and the interventions and resources put in place do not enable improvement because of the nature of their additional needs. Once this occurs, we generate (alongside parents and pupils) SEN support plans and pupil passports which help support their development and accelerate progress.

We aim to ensure that children with SEND at Pinner Park Primary School make good progress, ensuring they reach their full potential and achieve in line with other schools nationally. We ensure effective communication with parents and carers in order to work collaboratively and secure the best possible outcomes for all our children. Termly SEN support plan meetings allow parents and teachers to meet in order to discuss their child's outcomes and next steps. Children's views are also critical in ensuring the right provision is implemented in order to meet their needs. We work hard to ensure that reasonable adjustments are made to overcome barriers to learning. We have good relationships with outside agencies (including Educational Psychology Service, Speech Therapy and Occupational Therapy Services etc), who assess children, as appropriate, and advise parents and schools.

Other detailed documents such as our Special Educational Needs and Disabilities Policy (SEND Policy) and Single Equality Policy are available on the school website. If you would like further information about what we offer here at Pinner Park Primary School then please do not hesitate to contact us directly.

Please also refer to the Harrow LA local offer at

<http://www.harrow.gov.uk/localoffer>

## Who are the best people at school to talk to about my child's SEN?

- **Class teacher** who is responsible for planning a differentiated curriculum, monitoring your child's progress and liaising with other members of staff who work with your child. They are responsible for developing your child's personal, social and health education (PSHE). The class teacher is your first point of reference on a day to day basis.
- **Teachers in charge of SEND - Acting Deputy Headteacher-Inclusion – Mrs Karen Coxon and the Acting Special Educational Needs and Disabilities Coordinator (SENDSCO) - Mrs Nadia Quillfeldt** are responsible for co-ordinating all the support and intervention in the school, keeping parents informed, holding the SEND reviews and liaising with all outside agencies involved with your child. They are responsible for referring children to outside agencies, if appropriate, with the consent of their parent/ guardians. Ordering and ensuring resources and equipment is available to support children with Special Educational Needs or disabilities.
- **Co-Headteachers – Mr Dominic English and Miss Margaret Tait** are responsible for the day to day aspects of the school and all the arrangements for children with SEND. The Co-Headteachers report to the Governing Body on all aspects of SEND in the school.
- **SEND Governor - Mrs Bhumika Mehta** is responsible for making sure the necessary support is made for every child with SEND who attends the school.

## Leadership of SEND Provision

The Acting Deputy Headteacher and Acting SENDSCO co-ordinate support and interventions across the school, and from outside agencies. They ensure that provision is made in accordance with the SEN and Disability Code of Practice.

The Code sets out the following expectations:

- High quality teaching, differentiated for individual pupils, should be available to the whole class.
- Class teachers being responsible for planning the curriculum and assessing your child's progress, even if they have additional needs.
- High quality teaching, which includes effective assessment and target setting, will identify pupils making less than expected progress.
- Where progress continues to be less than expected the class or subject teacher, working with SENDSCO, will assess whether the child has SEN.
- Where a Special Educational Need is established, the school, in partnership with parents/carers and pupil, will work through a four step graduated response: **assess, plan, do, review**, which is cyclical – termly reviews involving teachers,

SENDCO, parents and pupils lead to revisions in SEN support plans and interventions. Pupil passports help include pupils views and agreements.

- Where a pupil with SEND is reaching a point of transition (entry into Nursery or Primary School, Primary School to Specialist Provision or Primary School to Secondary School), the school will work with the parents and pupil to ensure a smooth and successful transition.
- Most pupils with SEND have their needs met as part of the high quality teaching at the school. Where there is sufficient evidence that a pupil's needs are still not being met through the graduated response and school's own resources (including funding), a decision, in consultation with parents, may be agreed to request a Local Authority assessment for an Education, Health and Care Plan (EHCP).
- EHCP's are integrated support plans for children and young people with Special Educational Needs and Disability (SEND), from 0 – 25. An EHCP will specify and coordinate additional funding and provision. The plan is focused on achieving outcomes and helping children make a positive transition to adulthood, including paid employment and independent living. Please refer to School SEND Policy regarding meeting the needs of pupils with EHCP.
- The school will annually monitor and evaluate the effectiveness of its provision for pupils with SEND in the Annual Information Report to Governors.

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

In the school we have:

- An 'open door policy' - parents are welcome to make an appointment at any time.
- Partnership between parents and teachers – the school will communicate regularly and will offer termly parent's consultation meetings.
- Regular meetings between class teachers and leadership team, including the SENDCO, will track pupil's progress. Any concerns, interventions or changes of interventions will be discussed with parents by the Acting Deputy Headteacher-Inclusion and /or the Acting SENDCO
- If your child has an EHCP there will be an Annual Review where progress is recorded and reported to the Harrow SEN Assessment and Review Service.

**The different types of support that may be available for children at this school is set out below:**

## What are the different types of support that may be available for children at this school?

Area of needs	Whole school ethos and practice	Possible focussed support for some children's additional needs	Possible support and intervention for a small number of children who may or may not have an EHCP
Social, mental and emotional health needs	<ul style="list-style-type: none"> <li>● Consistent application of the school's behaviour policy</li> <li>● A positive, supportive and nurturing environment</li> <li>● Circle time/PSHE curriculum</li> <li>● Playground Charter</li> <li>● Rights Respecting-Class Charter</li> <li>● Visual supports</li> <li>● Early Intervention Services – Parent workshops</li> <li>● 'Buddy' support</li> </ul>	<ul style="list-style-type: none"> <li>● Early Identification and assessment in school</li> <li>● Additional advice and support from outside agencies</li> <li>● Adaptations to the curriculum to secure engagement</li> <li>● Support to build relationships and engage-circle of friends</li> <li>● Focussed support through social skills groups</li> <li>● Provision of a trained play therapist and /or counsellor /learning mentor with parental consent</li> <li>● Differentiated behaviour management strategies and reward systems</li> <li>● Prior warning of changes in routine/ transition support-photo books / 'Now and Next' boards</li> </ul>	<ul style="list-style-type: none"> <li>● Interventions are implemented, reviewed and revised</li> <li>● Work with parents to refer to Child and Adult Mental Health Service (CAMHS)</li> <li>● Targeted intervention to promote social skills and emotional resilience</li> <li>● Adaptations to physical environment</li> <li>● Monitoring and support in unstructured time eg breaks/ lunch</li> <li>● Behaviour Management Plan/Pastoral Support Plan</li> <li>● Social stories and cartooning</li> <li>● Individual workstation.</li> <li>● Outside agency support /recommendations</li> </ul>
Speech, language, communication and interaction	<ul style="list-style-type: none"> <li>● Training for staff to meet the diversity of communication language skills</li> <li>● Strong emphasis on speaking and listening</li> <li>● Communication friendly learning environment</li> <li>● Visual supports-colourful semantics</li> <li>● Mindmapping</li> <li>● Talking partners</li> <li>● Vocabulary banks</li> </ul>	<ul style="list-style-type: none"> <li>● Elklan trained learning support via school Inclusion Team</li> <li>● Colourful semantic strategies</li> <li>● Personalised support within the class</li> <li>● Language monitoring systems upon entry to Reception and follow up provision</li> <li>● SALT interventions delivered by the school Inclusion Team</li> <li>● SALT and school delivered Parent Workshops</li> <li>● Support to build relationships and engage-circle of friends</li> </ul>	<ul style="list-style-type: none"> <li>● Access to small teaching and learning groups</li> <li>● Additional in class TA support</li> <li>● Alternative communication systems</li> <li>● Access to ICT/ adapted ICT Equipment (as appropriate)</li> <li>● Speech &amp; Language Therapy delivered or programmes planned by qualified therapist, Programmes delivered by Elklan trained school staff</li> <li>● Advice and support via Autism Outreach Team (EHCP)</li> </ul>

	<ul style="list-style-type: none"> <li>● Targeted questioning techniques</li> <li>● Time to process</li> </ul>		
Autistic spectrum	<ul style="list-style-type: none"> <li>● Structured day-visual supports</li> <li>● Positive behaviour management</li> <li>● Management strategies</li> <li>● Learning style recognised and understood</li> <li>● Differentiation within lessons</li> <li>● Visual supports</li> </ul>	<ul style="list-style-type: none"> <li>● Curriculum modified to take account of learning styles</li> <li>● Attention Autism strategies-Bucket games.</li> <li>● Individual coaching and support from the class teacher and Inclusion Team</li> <li>● Use of appropriate resources e.g. visual timetables, social stories, cartooning, work stations</li> <li>● Quiet areas</li> <li>● Sensory equipment</li> </ul>	<ul style="list-style-type: none"> <li>● Small group targeted intervention</li> <li>● ICT used to reduce barriers</li> <li>● Alternative communication systems – Makaton, PECS</li> <li>● Attention Autism strategies-Bucket games</li> <li>● Advice and intervention from Harrow Outreach Autism Service (EHCP)</li> <li>● Individual workstation</li> </ul>

<p>Cognitive and Learning/Moderate Learning Difficulties</p>	<ul style="list-style-type: none"> <li>● Quality First teaching strategies</li> <li>● Differentiation of the curriculum and multisensory teaching</li> <li>● Teaching resources accessible and appropriate</li> <li>● Multi-sensory approach to learning</li> <li>● Read, Write, Inc spelling programme</li> <li>● Interactive environment</li> <li>● Small group phonic support</li> <li>● Visual supports</li> <li>● Modelling</li> <li>● Small focus groups-reinforcement/ consolidation</li> </ul>	<ul style="list-style-type: none"> <li>● Curriculum adapted to meet the needs of pupils</li> <li>● Targeted intervention programmes</li> <li>● Small group focused support</li> <li>● 1:1/1:2 precision teaching</li> <li>● Specific goals- short steps</li> <li>● Differentiated resources provided as appropriate</li> <li>● Modelling activities</li> <li>● Learning support via in school Inclusion Team</li> <li>● 1:1 reading alongside intervention programmes</li> <li>● Access to ICT/adapted ICT equipment for alternative methods of recording, as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>● Access to small teaching and learning groups</li> <li>● Modelling activities-hand over hand</li> <li>● Additional in class TA support</li> <li>● Additional specialist teaching support</li> <li>● Educational Psychology assessment / support</li> <li>● Access to ICT/ adapted ICT equipment, as appropriate</li> </ul>
<p>Sensory and physical needs (e.g. hearing, visual impairment, multi-sensory, physical needs.</p>	<ul style="list-style-type: none"> <li>● Referrals to Harrow Hearing Impaired Service or Visual Impaired Service</li> <li>● Provision of specialised equipment as appropriate - lap weights, sloping boards, wobbly cushions, overlays etc.</li> <li>● Small group focused support</li> <li>● Curriculum adapted</li> <li>● Seating position within class prioritised</li> <li>● Small focus groups-reinforcement/ consolidation</li> <li>● Medical support – visual and hearing aids</li> </ul>	<ul style="list-style-type: none"> <li>● Modified learning environment</li> <li>● Learning support via our Inclusion team</li> <li>● Occupational Therapy and Physiotherapy from experienced TAs &amp; inclusion Team working from Therapy plans</li> <li>● Mobility and care plan management with appropriate resources</li> <li>● Liaison with a range of medical professionals as needed</li> <li>● Assistance via School Nursing Team</li> <li>● Medical support – visual and hearing aids, FM systems</li> </ul>	<ul style="list-style-type: none"> <li>● Individual protocols and plans for children with significant physical and or medical needs</li> <li>● Additional modifications to the school environment</li> <li>● Additional resources to reduce individual barriers to learning</li> <li>● Occupational Therapy and Physiotherapy from qualified therapists and therapy assistants</li> <li>● Access to external advice and assessment</li> <li>● Advice and outreach from Children’s Sensory Team</li> <li>● Adapted ICT programmes and equipment as advised</li> </ul>



Medical needs	<ul style="list-style-type: none"><li>● Provision of specialised equipment, as appropriate</li><li>● Opportunities for snack to regulate blood sugar levels as needed</li><li>● All reasonable adjustments to the environment as appropriate eg access to cool or shaded environment</li><li>● Positioning within class as advised</li></ul>	<ul style="list-style-type: none"><li>● Liaison with a range of medical professionals, as needed, and assistance via School Nursing Team / Specialist Nursing teams at pupil's hospital</li></ul>	<ul style="list-style-type: none"><li>● Individual protocols and plans for children with medical needs - Individual Health Care Plans.</li><li>● For rare medical conditions, in accordance with the pupil's health care plan and following training, first aid trained staff will administer medication</li></ul>
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## **What happens if my child with SEND makes very little progress at school?**

- Parents are encouraged to make an appointment with the class teacher if they have concerns about attainment, achievement, progress or happiness in school.
- Where a child with SEND continues to make little progress despite the support provided by the school's SEN provisions, including external support and advice, and there is evidence that the child has severe and complex needs that cannot be met within the resources ordinarily available to school, we will ask the Local Authority to undertake a statutory assessment of the child's SEND, either as set out in the SEND Code of Practice or through a request for an Education Health and Care Plan (EHCP). Parents are offered support by the SENDCO and are also referred to other support services via Harrow local offer and [www.family-action.org.uk/harrowsemdias](http://www.family-action.org.uk/harrowsemdias)  
0208 428 6487
- If a child with an Education, Health and Care Plan (EHCP) continues to make little progress, Educational Psychologist advice will be sought and an Early Annual Review may be called. Support will be offered by the SENDCO regarding the possibility of a child needing a specialist educational setting. Parental views will be paramount and, in consultation with parents, the LA will make the final decision about any change in placement.
- Governor Involvement: All schools have a designated SEND Governor responsible for making sure the necessary support is available for every child who attends the school. An Annual Report to Governors evaluates the effectiveness of the School SEND Policy and gives recommendations for review and modifications to this policy.

## **If you need to complain**

Parents have the following rights of redress, should the school, Governors or LA fail in its duty to provide, or if the parent disagrees with a decision or feels that there is discriminatory practice:

- The school or LA complaints procedure
- An appeal to The SEN and Disability Tribunal (LA decision)
- A claim against the responsible body (Chair of Governors or LA) for disability
- To the SEN and Disability Tribunal for discrimination
- A complaint to the LA Ombudsman (Schools and LAs)