



Special Educational Needs and Disability Offer **(As required by the CoP July 2014)**

At Harmondsworth Primary School we believe that each person is special. Our educational aims are the same for all pupils, including those with Special Educational Needs to realise their full potential. We have high expectations and set suitable targets for all children.

Our Inclusion Team consists of:

Mrs Dowding (Head Teacher /Designated Safeguarding Lead)

Mrs Galko (SENCo)

Mrs Nicholson (Deputy Head Teacher/ Designated Safeguarding Lead)

Mrs Read (Gifted and Talented)

Miss Johnson (Welfare Officer)

Sally Wood (Family Support Worker)

Terms

SEN refers to a Special Educational Need:

- A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - has a significantly greater difficulty in learning than the majority of others of the same age, or
 - has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Disabled children:

- Many children and young people who have SEN may have a disability under the Equality Act 2010 - that is '...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities'. 'Long term' is defined as a 'year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy, and cancer.

- We support pupils with individual learning needs across the 4 areas of SEN:
 1. Communication and interaction - Speech, Language and Communication Needs, ASD
 2. Cognition and learning - Moderate Learning difficulties, Severe learning difficulties, Profound and multiple learning difficulties, Specific learning difficulties.



3. Social, Mental and emotional health difficulties - Attention Deficit, Attention Deficit Hyperactive Disorder, Attachment Disorder
4. Sensory/physical - visual impairment, hearing impairment, Multi-sensory impairment, physical disability

Please see Appendix 1 for a glossary of the most used SEN terms.

Children and Families Bill 2013

The Children and Families Bill takes forward the Coalition Government's commitments to improve services for vulnerable children and support strong families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The Bill will reform the systems for adoption, looked after children, family justice and special educational needs. The Government is transforming the system for children and young people with special educational/ disability needs (SEN), including those who are disabled, so that services consistently support the best outcomes for them. The Bill will extend the SEN system from birth to 25, giving children, young people and their parents/carers greater control and choice in decisions and ensuring needs are properly met.

It takes forward the reform programme set out in *Support and aspiration: A new approach to special educational needs and disability: Progress and next steps* by:

- replacing statements and learning difficulty assessments with a new birth- to-25 Education, Health and Care Plan, extending rights and protections to young people in further education and training and offering families personal budgets so that they have more control over the support they need;
- improving cooperation between all the services that support children and their families and particularly requiring local authorities and health authorities to work together;
- requiring local authorities to involve children, young people and parents in reviewing and developing provision for those with special educational needs and to publish a 'local offer' of support.

What is the Local Offer?

The Local Offer was first introduced in the Green Paper (March 2011) as a local offer of all services available to support disabled children and children with SEND and their families. This easy to understand information will set out what



is normally available in schools to help children with lower-level SEND as well as the options available to support families who need additional help to care for their child."

What will it do?

- The framework will allow the Local Offer to provide parents/carers with information about how to access services in their area, and what they can expect from those services. With regard to Education, it will let parents/carers and young people know how school and colleges will support them, and what they can expect across the local settings. During the last year, the Local Offer Steering Group has developed questions for schools, and trialled them with a small number of settings.
- There are 14 questions, *devised in consultation with parents/carers and other agencies*, which reflect their concerns and interests. These will be answered by agencies, schools and colleges to provide information to parents and carers to enable them to make decisions about how to best support their child's needs.

Frequently Asked Questions

How does Harmondsworth Primary School know if children need extra help?

We know when pupils need help if:

- concerns are raised by Parents/Carers, Teachers, Teaching Assistants, the pupil's previous school, nursery or playgroup
- concerns are raised through liaison with external agencies e.g. Health team - paediatricians, speech and language therapists
- there is lack of progress
- a child is performing below age expected levels
- there is a change in the pupil's behaviour or any behaviour concerns
- a pupil asks for help

What should I do if I think my child may have special educational needs or needs extra help?

- If you have concerns then contact your child's teacher or the school's SENCO to discuss your concerns

How will I know how Harmondsworth Primary School supports my child?

- Each pupil's education programme will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class.
- If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, Numeracy & Literacy skills etc. then the



pupil may be placed in a small focus group. This will be run by a teacher or teaching assistant. The length of time of the intervention will vary according to need but will generally be for 10 weeks. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.

- Any additional support a child receives is recorded on the school provision map. All additional support is planned in accordance with the SEN Code of Practice's 'Assess, Plan, Do, Review' model and individual progress is tracked through an Individual Provision Plan.
- If you have any queries related to interventions please do not hesitate to contact the class teacher.
- Pupil Progress Meetings are held each term. This is a meeting where the class teacher meets with the Headteacher to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned.
- A pupil may need more expert support from an outside agency such as the Speech and Language Therapy Team, Occupational Therapy etc. Referral forms are then completed in conjunction with parents/carers and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.
- The Governors of Harmondsworth Primary School are responsible for entrusting a named person, to monitor Safeguarding and Child protection procedures. At Harmondsworth the Deputy Head is responsible for the monitoring and correct administration of the Disclosure and Barring service procedures and the school's Single Central record.
- Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the accessibility plan and all other statutory policies as defined by the DfE.

How will the curriculum be matched to my child's needs?

- All work within class is pitched at an appropriate level so that all children are able to access according to their specific needs. Typically this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this can be individually differentiated.
- The benefit of this type of differentiation is that all children can access a lesson and learn at their level
- Teaching Assistants may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs.
- If appropriate specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencils grips or easy to use scissors.



How will I know how my child is doing?

- We offer an open door policy where you are welcome any time to make an appointment to meet with either the class teacher or a member of the Inclusion team and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home
- You will also be able to discuss your child's progress at Parents Evenings.
- Your child's class teacher will be in the playground at the end of each day if you wish to raise a concern. Appointments can be made to speak in more detail to the class teacher or a member of the Inclusion team by visiting the school office.
- If needed a pupil may be given a communication diary in which messages can be exchanged between adults working with your child in school and yourself.
- If a pupil has an Individual Education Plan these will be reviewed with the pupil, teacher and parents each term and new targets will also be agreed at this meeting.

How will you help me to support my child's learning?

- The class teacher may suggest ways of supporting your child's learning through messages, at parents' evenings or at the end of the school day.
- A member of the Inclusion Team may meet with you to discuss how to support your child. This would normally follow on from when a child has been assessed in some way.
- The class teacher may meet with you to discuss strategies to use if there are problems with a child's behaviour/emotional needs.
- If outside agencies or the Educational Psychologist have been involved suggestions and programmes of work/activities are normally provided that can be used at home.
- Parent/carer workshops are arranged throughout the year to encourage an open and relaxed forum where advice and ideas can be exchanged

What support will there be for my child's overall well-being?

The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties. These include:

- Members of staff such as the class teacher, teaching assistants, Inclusion Team are readily available for pupils who wish to discuss issues and concerns. Where appropriate mediation sessions are carried out.
- Where necessary social skills groups are run by teaching assistants.
- The school provides programmes which support children to cope with significant change in their lives (for example, Seasons for Growth).



Pupils with medical needs

- If a pupil has a diagnosed medical need then a detailed Care Plan is compiled by Miss Johnson in consultation with parents/carers. These are discussed with all staff who are involved with the pupil.
- Staff will receive regular asthma/epipen training delivered by the school nurse and any other training as and when it is needed.
- Where necessary and in agreement with parents/carers medicines are administered in school but only when a form has been signed.
- A care plan is in place to ensure the safety of both child and staff member.

What specialist services and expertise are available at or accessed by the school?

At times it may be necessary to consult with outside agencies to receive their more specialised expertise. The agencies used by the school include:

- Child Protection Advisors
- CFACS(Child, Family & Adolescent Consultation Service)
- Educational Welfare Officers
- Local Authority SEND Support Services this includes the following:
- Language Advisory Service
- Service for Sensory Impairment (Hearing/Vision)
- Social Services
- Child Development Team (Hillingdon Hospital)
- Occupational Therapy Team
- Speech and Language Therapy Team
- School Nurse

An Educational Psychologist is employed by the school. He/she would normally only work directly with pupils who needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them. This involvement is generally planned after termly pupil progress meetings and in consultation with parents.

In order to help understand the pupil's educational needs better, the Educational Psychologist will generally meet with the parent/ write a report to give feedback after the assessment has been completed. They will offer advice to the school and parent/carers on how to best support the pupil in order to take their learning forward.

What training are the staff supporting children and young people with SEND had or are having?

All staff have received some training related to SEND. These have included sessions on:



- How to support pupils with Speech, Language and Communications Needs
- How to support pupils with dyslexia and dyscalculia.
- How to support pupils on the autistic spectrum.
- How to support pupils with social, emotional, behavioural and needs including ADHD.

How will my child be included in activities outside the classroom including school trips?

Activities and school trips are available to all.

- Risk assessments are carried out and procedures are put in place to enable all children to participate.
- If a health and safety risk assessment suggests that that an intensive level of 1:1 support is required a parent or carer may also be asked to accompany their child during the activity in addition to the usual school staff.

How accessible is the school environment?

As a school we are happy to discuss individual access requirements. Facilities we have at present include:

- 1 disabled toilet
- Most external doors are wider doors

If needed classrooms would be reallocated to cater for individual needs.

How will the school prepare and support my child when joining Harmondsworth Primary School or transferring to a new school?

Harmondsworth Primary School understands what a stressful time moving schools can be therefore many strategies are in place to enable the pupil's transition to be as smooth as possible. These include:

- Close liaison with feeder playgroups and private nurseries.
- The school has a comprehensive induction process for all new admissions
- Where it is considered needed the school may link up with the child's previous school to support a smooth transition.
- Additional visits are also arranged for those pupils who may need more time in their new school before making the transition there.
- A member of the Inclusion Team will meet always meet with parents/carers when their child joins the school.
- Secondary school staffs visit pupils prior to them joining their new school.
- A member of the Inclusion Team or SMT meets the SENCOs from the secondary schools to pass on information regarding the needs of SEND pupils.



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- Teaching Assistants may also assist at transitions where needed (additional visits).

How are the school's resources allocated and matched to children's special educational needs?

- We ensure that all children who have Special Educational needs are met to the best of the school's ability with the fund available.
- We have a team of Teaching Assistants who are funded from the SEND budget and deliver programmes designed to meet groups of children's needs and individualised programmes.
- The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs.
- The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year.
- If any concerns are raised The Inclusion Team may carry out some further assessments which may result in additional intervention being allocated to your child.
- Pupil Premium funding is used to support this group of pupils.

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

- The class teacher alongside the Inclusion Team will discuss the child's needs and what support would be appropriate
- Different children will require different levels of support in order to bridge the gap to achieve age expected levels
- This will be planned alongside and in discussion with all those involved with the pupil including parents.

How will I be involved in discussions about and planning for my child's education?

All parents/carers are encouraged to contribute to their child's education. This may be through:

- discussions with the class teacher
- during parents evenings
- during discussions with The Inclusion Team and other professionals
- Parents/carers are encouraged to comment on their child's individual targets with possible suggestions that could be incorporated.

HARMONDSWORTH PRIMARY SCHOOL

LONDON BOROUGH OF HILLINGDON



Who can I contact for further information?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact the following in this order:

- Your child's class teacher
- Mrs Galko (SENCo)
- Mrs Dowding (Head Teacher)

We hope these have answered any queries you may have but do not hesitate to contact the school if you have further questions.

Emma Galko
Autumn 2014



Appendix 1

Glossary of the most used SEN terms.

AAP- Attendance Advisory Practitioner
ADD- Attention Deficit Disorder
ADHD- Attention Deficit & Hyperactivity Disorder
ASD- Autistic Spectrum Disorder
BESD- Behavioural Emotional & Social Difficulties
CAF- Common Assessment Framework
CAMHS- Child & Adolescent Mental Health Service
COP- Code of Practice
CP- Child Protection
DCD- Developmental Co-ordination Disorder
EAL- English as an Additional Language
EP- Educational Psychologist
FSM- Free School Meals
HI- Hearing Impairment
IEP- Individual Education Plan
ISR- In School Review
KS- Key Stage
LAC- Looked After Child
LEA- Local Education Authority
MLD- Moderate Learning Difficulty
NC- National Curriculum
OT- Occupational Therapist
PSP- Pastoral Support Programme
SaLT- Speech & Language Therapy
SEN- Special Educational Needs
SEND- Special Educational Needs & Disability
SENCO- Special Educational Needs Coordinator
SpLD- Specific Learning Difficulty
VI- Visual Impairment