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 SEN and ensure provision is made in accordance with the SEN and Disability Codes of Practice
- Appoint a SENCO
- 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 SEN’
- Provide information on school arrangements for SEN 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 SEN policy and a description of the arrangements and specialist provisions made for children with SEN- including the accessibility plan.
Our commitment and aspirations

Whitchurch Primary School and Nursery is a fully inclusive school who ensures that all pupils achieve their full 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 SEN and disabilities, 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 SEN 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 have specific Support Plans, completed in-line with multi-agency professional advice, which help support their development and accelerate progress.

We aim to ensure that children with SEN at Whitchurch Primary School and Nursery make good progress 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. Children’s views are also critical in ensuring the right provision to meet children’s 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), who assess children and advise parents and schools.

Other useful documents such as our SEND Policy and Single Equality Plan are available on the school website. If you would like further information about what we offer here at Whitchurch Primary School and Nursery then please do not hesitate to contact us directly.
Who are the best people at school to talk to about my child’s SEN?

- **Class teacher** - responsible for;
  Planning the curriculum and differentiation, assessing your child’s progress and highlighting initial concerns regarding your child’s holistic development.

- **Teacher in charge of SEN, the Special Educational Needs Coordinator (SENCO) - Christina Nicola** - responsible for;
  Co-ordinating all the support and intervention in the school, keeping parents informed, holding the SEN reviews and liaising with all agencies involved in your child.

- **Head teacher - Mrs Joanne Daswani** - responsible for;
  The day to day aspects of the school and all the arrangements for children with SEN. The Head teacher has to report to the Governing Body on all aspects of SEN in the school.

- **SEN Governor - Chris Parkinson-Best** responsible for;
  Making sure the necessary support is made for every child with SEN, who attends the school.

**The Local Authority’s Local Offer**

1. This document sets out the services and support available in Harrow for children and young people under the age of 25 with special educational needs and those who are disabled.

   It provides:
   
   - One place to find information about the support available.
   - Details about how to access services.
   - Clear and easy to understand information

   The local offer can be found by visiting the Harrow Council Website and entering Local Offer into the search box.

**Leadership of SEND Provision**

Our SENCO co-ordinates support and interventions across the school, and from outside agencies. The SENCO will 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 SENCO, 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 leading to revisions in plans and interventions. Further information can be found in the School’s SEN Policy.

- Where a pupil with SEN is reaching a point of transition (from EYFS to Key Stage 1, from Key Stage 1 into Key Stage 2 and then into High School) the school will work with the parents and pupil to ensure a smooth and successful transition.

- 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 may be reached to request a Local Authority assessment for an Education and Health Care Plan (EHC).

- EHC plans are integrated support plans for children and young people with Special Educational Needs and Disability (SEND), from 0 – 25. An EHC 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

- The school will annually monitor and evaluate the effectiveness of its provision for pupils with SEN.

**Staff expertise and training**

All teaching and support staff undergo continuous professional development via in-school and outside agency training. In addition to this, the school welcomes the expertise from Physiotherapists, Occupational Therapists, Educational Psychologists and Speech and Language therapists, who train and support staff to deliver therapy programmes. There are a number of staff who have now completed the Eklan Speech and Language course and are therefore able to deliver high quality Speech and Language support to children who have Speech and Language Therapy.
The school also endeavors to support children’s social, emotional and mental health, through a Pastoral Group, trained by our Specialist SEN support teacher and via outside agency support from Harrow Horizons.

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

In our school we have:

- An open door policy - parents welcome to make an appointment at any time with your child’s class teacher and/or the SENCO
- Partnership between parents and teachers - we will communicate regularly
- If required, a home school link book between parents and class teacher can be introduced
- SENCO available during all whole school Parents’ Evenings.
- If your child has an EHC plan, there will be formal Annual Review meeting where progress and further targets are reported and discussed. Parents will be consulted for their views regarding their child’s progress and will have every opportunity to become involved in target setting and the holistic education of their child. Children will also be consulted and invited to Annual Review meetings (with the permission of parents) in order that they can also become fully involved in their education.
- Initial concerns meetings will be arranged when the Class Teacher is concerned regarding a child’s progress. Minutes are taken at these meetings and a review date is set.

**Additional Support for Parents**

Support services for parents of pupils with Special Educational Needs outlined below and can be contacted as follows:

SENARS (Special Education Needs Assessment and Review Service) 020 8966 6483 senassessment.reviewservice@harrow.gov.uk

SENDIAS (Special Educational Needs and Disabilities Information and Advice Service) 0208 428 6487 harrowsendias@family-action.org.uk

**Teaching pupils with Special Educational Needs**

Teachers are fully aware of the children in their care who have Special Educational Needs. We are a fully inclusive school and therefore undertake a fully inclusive approach to teaching. Teachers will therefore:

- Undertake 1st Quality Teaching
- Adapt their planning to meet the needs of all children
- Differentiate tasks
- Undertake modified curriculum planning
Consult the SENCO and/or seek advice from professionals who have expertise in particular areas of SEN
- Undertake Mastery intervention
- Draw up Support plans for children on the SEN Register
- Support the targets drawn up in Annual Review Meetings
- Act upon the advice of the Educational Psychologist and/or other outside agency support.
- Act upon the action agreed at Initial Concerns Meetings

The SENCO will:

- Support with planning if/when required
- Seek support from outside agencies
- Support with targets for Support Plans
- Ensure that Action plans are completed post Educational Psychologist involvement.
- Set up Initial Concerns Meetings
- Take charge of the SEN Budget in order that there are funds available to resource Special Education
- Ensure that the physical environment is conducive to learning for all children including those with Physical Disability.

**Transition arrangements for children with Special Educational Needs.**

Children with Special Educational Needs transferring from our Nursery into Reception, or from outside Nursery settings to our Reception, have the opportunity for the following:

- Home visits by their new class teacher and support staff
- Visits to children’s outside Nursery settings
- Discussions with other settings regarding the needs of the children

Children with Special Educational Needs who transfer from the lower school into the upper school will have the following:

- An opportunity to visit the upper school in a small group context, prior to the whole school Transition Day.
- Passports with photographs of their new classroom / teacher / TA, made for children to take home and read, in order that they feel more secure with their new surroundings prior to transition.
- Staff handover meeting to discuss a child’s special educational needs with their future class teacher.
- An invitation for parents to meet with their child’s new TA in order to discuss their child’s needs.
Year 6 children transferring to High School will have the opportunity to:

- Participate in a Year 6 transition group, for the duration of their final year.
- Partake in additional visits to High Schools, prior to Transition Day
- The opportunity for children to take photographs of their new school / staff
- Annual Review meetings for Year 6 children with Education Health Care Plans take place in the Summer Term. The High School SENCO is invited to attend in order to meet the parents and child to discuss how the school will endeavour to meet the needs of the child.

The different types of support that may be available for children at this school is set out in the table below:
## What are the different types of support that may be available for children at this school?

<table>
<thead>
<tr>
<th>Area of needs</th>
<th>Whole school ethos and practice</th>
<th>Possible focussed support for some children’s additional needs</th>
<th>Possible support and intervention for a small number of children who may or may not have an EHC</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Social, mental and emotional health needs</strong></td>
<td>• Consistent application of the school’s behaviour policy</td>
<td>• Identification and assessment in school</td>
<td>• Mastery interventions are implemented, reviewed and revised</td>
</tr>
<tr>
<td></td>
<td>• A positive supportive and nurturing environment</td>
<td>• Additional advice and support from outside agencies</td>
<td>• Work with parents to refer to CAMHS</td>
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<tr>
<td></td>
<td>• Circle time/PSHE curriculum</td>
<td>• Adaptations to the curriculum to secure engagement</td>
<td>• Targeted intervention to promote social skills and emotional resilience</td>
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<tr>
<td></td>
<td>• Training in Mental Health issues for staff.</td>
<td>• Support to build relationships and engage</td>
<td>• Adaptations to physical environment eg time out</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Trained Learning Mentor to overcome barriers to social inclusion</td>
<td>• Monitoring and support in unstructured time eg breaks/ lunch</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Specialist SEN teacher to support social, emotional, communication needs</td>
<td>• Behaviour Management Plan/Pastoral Support Plan</td>
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<tr>
<td></td>
<td></td>
<td>• Pastoral Partners</td>
<td>• Social Skills and Life Skills groups</td>
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<tr>
<td></td>
<td></td>
<td>• Art Therapy</td>
<td>• Drawing and Talking</td>
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<td></td>
<td></td>
<td></td>
<td>• Year 6 transition groups</td>
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<td></td>
<td></td>
<td></td>
<td>• Harrow Horizons – Futures in Mind</td>
</tr>
<tr>
<td><strong>Speech, language, communication and interaction</strong></td>
<td>• Training for staff to meet the diversity of communication language skills</td>
<td>• Elklan trained learning support via our Inclusion team in both Infants and Juniors</td>
<td>• Access to small teaching and learning groups</td>
</tr>
<tr>
<td></td>
<td>• Strong emphasis on speaking and listening and phonics teaching</td>
<td>• Small group phonic support / 1:1 RW support.</td>
<td>• Additional in class TA support</td>
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<tr>
<td></td>
<td>• Communication friendly learning environment</td>
<td>• Pre-teaching</td>
<td>• Alternative communication systems</td>
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<tr>
<td></td>
<td></td>
<td>• Personalised support within the class</td>
<td>• Access to personal ICT/ adapted ICT equipment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Language monitoring systems upon entry to Reception and follow up provision</td>
<td>• Speech &amp; Language Therapy planned and delivered by a qualified therapist or therapy assistant</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• SALT interventions delivered by the school inclusion team</td>
<td>• Specialist SEN Teacher to work with children on SALT targets.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Advice and support via Autism outreach team</td>
</tr>
<tr>
<td><strong>Autistic spectrum</strong></td>
<td>• Structured day</td>
<td>• Curriculum modified to take account of learning styles</td>
<td>• Key teaching assistants - Specialist STA</td>
</tr>
<tr>
<td></td>
<td>• Positive behaviour</td>
<td></td>
<td>• Small group targeted intervention.</td>
</tr>
<tr>
<td>Management</td>
<td>Individual coaching and support from the class teacher and our Inclusion Team</td>
<td>ICT used to reduce barriers</td>
<td></td>
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<tr>
<td>---</td>
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</tr>
<tr>
<td>Management strategies.</td>
<td>Use of appropriate resources e.g. visual timetables, social stories, work stations.</td>
<td>Alternative communication systems - Makaton, PECS</td>
<td></td>
</tr>
<tr>
<td>Learning style understood.</td>
<td>Specialist SEN teacher.</td>
<td>Advice and intervention from Harrow Outreach Autism Service</td>
<td></td>
</tr>
<tr>
<td>Differentiation within lessons</td>
<td></td>
<td>Social Skills / Life Skills groups</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Year 6 transitions group</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cognitive and Learning/Moderate Learning Difficulties</th>
<th>Curriculum is adapted to meet the needs of pupils</th>
<th>Access to small teaching and learning groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Differentiation of the curriculum and teaching</td>
<td>Targeted intervention programmes</td>
<td>Additional in class TA support</td>
</tr>
<tr>
<td>Teaching resources are accessible and appropriate</td>
<td>Independent Learning Plan</td>
<td>Additional specialist teaching support</td>
</tr>
<tr>
<td>Multi sensory approach to learning</td>
<td>Specific goals - short steps</td>
<td>Educational Psychology assessment / support</td>
</tr>
<tr>
<td>Interactive environment</td>
<td>Differentiated resources are provided as appropriate</td>
<td>Access to personal ICT/ adapted ICT equipment</td>
</tr>
<tr>
<td></td>
<td>Learning support via in school Inclusion</td>
<td>Educational Psychology training eg: Precision teaching.</td>
</tr>
<tr>
<td></td>
<td>1:1 reading alongside intervention programmes</td>
<td>Dyslexia / Dyscalculia training for staff.</td>
</tr>
<tr>
<td></td>
<td>Access to personal ICT/ adapted ICT equipment alternative methods of recording</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Support Plans</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Educational Psychology Service</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sensory and physical needs (e.g. hearing, visual impairment, multi-sensory, physical and medical needs)</th>
<th>Modified learning environment.</th>
<th>Individual protocols and plans for children with significant physical and/or medical needs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Referrals to Children’s Sensory Team.</td>
<td>Learning support via our Inclusion team.</td>
<td>Additional modifications to the school environment</td>
</tr>
<tr>
<td>Referrals to OT and Physio</td>
<td>Occupational Therapy and Physiotherapy from experienced TAs &amp; inclusion team working from Therapy plans.</td>
<td>Additional resources to reduce individual barriers to learning</td>
</tr>
<tr>
<td>Provision of specialised equipment.</td>
<td>Mobility and care plan management</td>
<td>Occupational Therapy and Physiotherapy from qualified therapists and therapy assistants</td>
</tr>
<tr>
<td>Curriculum is adapted</td>
<td>Liaison with a range of medical professionals as needed assistance via School Nursing Team</td>
<td>Access to external advice and assessment.</td>
</tr>
<tr>
<td>Seating position within class prioritised.</td>
<td></td>
<td>Advice and outreach from Sensory Team</td>
</tr>
</tbody>
</table>
The effectiveness of provision

The effectiveness of provision is monitored through:

- Formative teacher assessment
- Summative termly assessments
- Data analysis
- Pupil Progress meetings

Children with Special Educational Needs, who are unable to undertake formal assessments, will be assessed using B Squared assessment: Early Steps (Based on the EYFS Document), Smalls Steps or P Steps. These assessment packages support the assessment of children who have a highly differentiated or modified curriculum, which meets their individual needs.

Any child identified as not making the expected progress, after Quality 1st Teaching and Mastery intervention, will be subject to an Initial Concerns Meeting with parents.

What happens if my child with SEN 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 SEN 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 SEN either as set out in the SEN Code of Practice or through a request for an Education Health and Care Plan.

- Governor Involvement: All schools have a designated SEN Governor responsible for making sure the necessary support is available for every child who attends the school

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)