

SEND Information Report
Academic Year 2021-2022

SEND Information at Vaughan Primary School – for the academic year 2020-2021

Contextual Pupil Information:

	2019-20	2020-21	2021-22
No. of SEND pupils (K Code SEND support)	73	65	55
No. of SEND pupils (E Code EHCP – Education and Health Care Plan)	10	7	10
No. of SEND pupils (HNF - Higher Needs Funding)	0	0	0

Notes:

- During the previous academic year, a total of 3 requests were made to LBH SEN Team for an EHCP.
- So far this year, no EHCP requests have been made, we are waiting for 2 final EHCPs to arrive and we have now received the final EHCPs for 2 children.
- 2 applications recently went to panel – further investigation and reports will be written before a final decision is made – looking as those these will be awarded.
- 1 new pupil in Nursery already had an EHCP in place.
- 3 new pupils in Reception already had an EHCP in place.
- There are at least 6 more applications which will need to be considered this year, depending upon the progress of the pupil(s) during the Autumn Term.

School based information

Who are the best people to talk to in this school about my child's difficulties with learning/Special Educational Needs and Disabilities?

1. Class Teacher

Responsibilities:

- Ensuring all children have access to good/outstanding teaching and that the curriculum is differentiated to meet your child's needs through Quality First Teaching.
- Monitoring the progress of your child and identifying needs to plan and deliver additional help to your child. This may include targeted work, additional support and/or adapting resources.
- Ensuring that all members of staff working with your child in school are helped to deliver the planned work/intervention for your child. This may involve the use of additional adults, outside specialist help and specifically planned work and resources.
- Ensuring that the school's SEND policy is followed in the classroom and for all the pupils they teach with SEND

2. AHT Inclusion and SENDCo

Responsibilities:

- To collaborate with the class teachers and phase leaders to define appropriate activities for the pupils in relation to the curriculum
- Lead and deliver a balanced high quality curriculum programme supporting children with additional needs
- To monitor, challenge and improve the effectiveness of curriculum planning, intervention and

provision delivery

- Ensuring that all expected planning assessment and record keeping systems are followed and kept up-to-date
- Making sure that the school has up-to-date inclusion/SEND policy
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all the children in the school
- To lead, challenge and continue to develop an effective team of teachers and support staff to ensure continued accelerated progress of children
- To identify, adopt and adapt the most effective teaching approaches for children with SEND to ensure that needs are met
- To ensure effective deployment of all TAs, intervention groups and specialist support
- To liaise with the community regarding children’s individual needs

What help could my child receive in school?

Children will get support that is specific to their individual needs. This may provide internally by other school staff, or by external agencies such as SALT and Educational Psychology Department.

Types of support provided also showing the stage of SEND Code of Practice	What would this mean for your child?	Who can get this support?
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What are the different types of support available for children with SEND at this school?

<p>Class Teacher</p> <p>COP (SEN Code of Practice) Stage 1 – Quality First Teaching (QFT)</p>	<ul style="list-style-type: none"> • Will have the highest expectations for your child • All teaching is based on your child’s existing knowledge • Putting in place different methods of teaching so that your child is fully involved in the learning in class • Putting in place specific strategies and scaffolds (which may be suggested by All the children in the class/school the SENDCo, or outside staff) to support your child to learn 	<p>All the children in the class/school</p>
<p>Individual or Small Group Work</p> <p>COP (SEN Code of Practice) Stage 2 – Targeted Intervention</p>	<ul style="list-style-type: none"> • Gaps would have been identified in your child’s understanding and/or learning which require targeted support • Targeted group sessions will be planned to help your child to make more progress • TA/teacher or outside professional e.g. SaLT will run these small group sessions following either plans, or a recommended programme 	<p>Any child who has specific gaps in their understanding and/or learning</p>
<p>Specialist Groups run by outside agencies e.g. SaLT</p>		

<p>and/or Individual Support</p> <p>COP (SEN Code of Practice) Stage 3 – Specialist Intervention</p>	<ul style="list-style-type: none"> • If your child has been identified as needing additional input referrals can be made to outside agencies to advise and support, enabling your child to make progress • Your child’s progress will be discussed with you and your permission will be gained prior to making a referral Children with specific barriers to learning • The specialist professional will work with your child to understand their needs and make recommendations, which may include: <ul style="list-style-type: none"> - Making changes to the way your child is sported in class - A group run by school staff following recommendations from outside professionals - Group or individual work, run by an outside professional - Children looked after by the local authority (LAC) will be supported by the school working closely with outside agencies by attending meetings and making sure that all ‘personal education plans’ (PEPs) are completed and adhered to. In addition, they could be included in the following: SEMH Groups, Lunchtime Clubs or After School Clubs 	<p>Children with specific barriers to learning</p>
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<p>Specified Individual Support is usually provided by and Education, Health and Care Plan (EHCP)</p>	<p>With the parents’ permission, a referral can be made to the Local Authority to carry out a statutory assessment of your child’s needs.</p> <p>For further information, please go the Local Offer Harrow (https://www.harrowlocaloffer.co.uk/) or speak to the SENDCo</p>	<p>Children whose learning needs are:</p> <ul style="list-style-type: none"> • Severe, complex and lifelong • Need a considerable amount of support in school
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How will we support your child with identified special needs starting at school?

- Invite you and your child to visit the school to look around and meet key staff (HT, DHT, SENDCo, Year Group Leader, Class Teacher, TA(s), 1-2-1 Support)
- Meetings such as Team Around the Child (TAC), Team Around the Family (TAF) meeting or Multi-Agency Meetings (MAM) could be held to discuss your child’s needs , share strategies used and ensure that provision is put in place before your child starts
- Your child’s key person/SENDCo may make a Home Visit and also visit your child if they are

attending another provision

- We may suggest adaptations to the setting in a period to help your child settle at home more easily
- Your child will be involved in every step and their opinions and feelings will be at the centre of all your decisions made to support their learning and development. These feelings could be made verbally or nonverbally for example through gesture, sign or written.

How can I let the school know that I am concerned about my child's progress in school?

1. If you have concerns about your child's progress, you should speak to the Class Teacher
2. If you have any further concerns, discuss them with the SENDCo
3. If you are not happy that the concerns are being managed and that your child is still not making progress, you should speak to the Deputy Head or Headteacher
4. If you are still not happy, you can speak to the Headteacher or the School SEND Governor

How will the school let me know if they have any concerns about my child's learning in school?

If there are any concerns about your child's progress and targeted teaching has not met the child's needs, the teacher must raise this with the SENDCo

- Schools will have regular meetings between the class teacher and a senior staff member in the school to ensure all children are making good progress
- If your child is then identified as not making progress, the school will arrange a meeting to discuss this with you in more detail in order to:
 - Listen to any concerns that you may have
 - Plan any additional support your child may receive
 - Discuss with you any referrals to outside professionals to support your child's learning

How is extra support allocated to children and how do they move between the different levels of support?

The Headteacher and SENDCo discuss:

- Children getting extra support already
- Children needing extra support
- Children who have been identified as not making expected progress
- Decide what resources, training and support is needed; these are regularly reviewed and changed as necessary

Half termly Inclusion Meetings are held to discuss the provision which children are receiving and any other children who need to be added to receive additional support.

Who are the other people providing services to children with SEND in this school?

Directly funded by the school:

- Speech and Language Therapist input (SaLT)
- Additional Educational Psychology (EP) input to provide a higher level of service to the school
- 1:1 support for complex learning needs (EHCP)

Paid for centrally by the Local Authority, but delivered in school:

- Autism Outreach Service
- Hearing Impaired Service
- Visually Impaired Service
- Speech and Language Therapy
- Professional training for school staff to deliver medical interventions
- SENDIASS that support families through the SEND processes and procedures

Provided and paid for by the Health Service (NHS), but delivered in school:

- School Nurse
- Occupational Therapy
- Physiotherapy
- Specialist clinics

How are the teachers in school helped to work with children with SEND and what training do they

have?

The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This could include whole school training on SEND issues such as ASD, dyslexia and SLCN.

- Staff share their expertise, knowledge, strategies and experience, through INSET Days and in class support to ensure consistency of the school's approach for children with SEND.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. ASD Specialist Teacher and the Visual Impairment Service.
- All staff attend relevant CPD courses and support staff have weekly meetings, where they receive additional training from the SENDCo, outside agencies and professionals.

How will the teaching be adapted for my child?

- Class teachers plan lessons according to the specific needs of groups of learners as well as individuals (where relevant) in their class to ensure that your child's needs are met.
- Specially trained support staff can adapt teachers' planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if need to meet your child's learning needs.

How will we measure the progress of your child in school?

Your child's progress is continually monitored by his/her class teacher.

- Progress is reviewed regularly in reading, writing, numeracy and science.
- If your child is in Year 1 and above, but is not yet accessing the National Curriculum, P Scales (to be replaced by The Engagement Model in September 2021 P1-4 only) are used which show smaller, but significant steps of progress. This can also apply to children in all year groups, who are working significantly below National Curriculum Expectations.
- At the end of Year 1, all children may be assessed using the Phonics Screening Test (PST).
- At the end of Years 2 and 6, all children may be assessed using Standard Assessment Tests (SATs).
- At the end of Year 4, all children may be assessed using the Multiplication Tables Check (MTC).
- The progress of children with an EHCP is formally reviewed at their Annual Review which includes all the relevant professionals and the child. Those accessing SEND Support (including EHCP children) have their IEPs (Individual Education Plan) reviewed and updated every half term, which will be attended by all relevant professionals and the child.
- A range of ways to keep you informed which may include: home/school contact book, Achievement Certificates, meetings, phone calls and the Annual Report.

What support do we have for you as a parent of a child with SEND?

As a parent, you will have regular contact with your child's class teacher and TA.

The SENDCo will meet with you to discuss any of the following:

- Your child's attainment and progress, new assessments and ideas suggested by outside agencies.
- For you to raise any concerns or worries that you may have.
- SEND Support Plans/IEPs
- Home learning projects will be adjusted accordingly to enable your child to complete them.

If your child is undergoing an assessment for an EHCP, you will also be supported by the Children's Services SEND Team. Information about the Local Offer whereby information is available to you online to further support your child: Harrow Local Offer <https://harrowlocaloffer.co.uk/>

How will we support your child when they are leaving this school or moving on to another class and/or key stage?

We recognise that 'moving on' can be difficult for a child with SEND (especially those with ASD or SEMH), so we will take all necessary steps to ensure that transition is as smooth as possible.

If your child is moving to another school:

- We will contact the receiving school's SENDCo and ensure that they know about any special arrangements that your child requires.
- We will make sure that your child's file is passed on to their new school as quickly as possible.

When moving classes and/or key stages:

- Any information will be passed on to the new class teacher in a handover meeting which will be in advance of the transition taking place
- At the beginning of the Summer Term, they will begin to be prepared through transition activities e.g. looking around the part of the building where they will be, talking about changes in PSHE or meeting their new teacher and TA/1-2-1 (June)

In Year 6:

- The SENDCo will meet with the receiving SENDCo and discuss the EHCP and/or IEP to ensure that they are fully aware of the child's needs and make any required adaptations
- The SENDCo will ensure that they attend their Transition Day, plus any other days deemed necessary, so that they can get to know the school and the adults that they will be working with in Year 7 e.g. meet the SENDCo and their 1-2-1
- Complete all in class transition activities with their peers
- May attend a small group in school to support their understanding of the changes ahead. This could include creating an 'All About Me' booklet for their new teachers

ACCESSIBILITY POLICY

How have we made this school accessible to children with SEND?

All children's needs are assessed individually using the following four categories:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory/Physical Development

The school is accessible to children:

- With physical disabilities i.e. school has a lift, wide corridors and doorways, disabled toilets and shower room
- Activities in Early Years are differentiated throughout the EY curriculum
- VAK approaches to learning are used to engage all learners regardless of need
- Equipment is accessible for all children regardless of need
- Specialist equipment is provided to support specific needs e.g. reading stands
- Enrichment activities are extended to all pupils irrelevant of their needs
- The Learning Mentor and CBT Counsellor provide a range of support specific to need e.g. Mindfulness

What can I do if I am unhappy, or would like further information?

In the unlikely event that the school is not supporting you in the way that you would wish them to, the normal protocol for complaints is to be adopted:

Complaint, made in writing, to the Class Teacher, then:

1. Escalates to the Year Group Leader
2. Escalates to Assistant Headteacher Inclusion & SENDCo – Miss Emma Rogers
3. Escalates to Deputy Headteacher – Miss Hima Mistry
4. Escalates to Headteacher – Mrs Karen Jones

What do I do if I have a child who needs to be assessed, but the school hasn't completed this yet?

Each year, the school is allocated resources from its budget. Children are seen by outside agencies where it is necessary to gather further information/reports/observations. The school will prioritise the needs of children based on their internal structures such as newly emerging information, severity of need etc. Parents/carers are asked to be patient; the school will provide you with a timeline for what the next steps are, what support should look like and when this is completed.

What do I do if I wish for my child to have a statutory assessment and I want to pursue an EHCP?

A number of parents/carers have asked, and wish for, their child to be assessed for an EHCP. As stated above, the school will prioritise the Educational Psychologist's list based on the most up-to-date needs of the child(ren) in question. Parents/carers who wish to pursue this outside of school are entitled to under the SEND Code of Practice, to request statutory assessment in writing to the Local Authority. They must do this by contacting the SEND department and informing them of their wishes. Details can be found here: <https://harrowlocaloffer.co.uk/services/education>

Glossary of SEND terms – to support parents/carers

There are many SEND terms that are abbreviated which can lead to confusion. Below is a glossary of the most used SEND terms:

ASD	Autistic Spectrum Disorder	MLD	Moderate Learning Difficulty
CAMHS	Child and Adolescent Health Service	NC	National Curriculum
CAF	Common Assessment Framework	NHS	National Health Service
CIN	Child In Need	OS	Outreach Service
C&I	Communication & Interaction	OT	Occupational Therapist
C&L	Cognition & Learning	PEP	Personal Education Plan
COP	SEN Code of Practice – legal document which sets out the requirements for SEND	PD	Physical Development
CP	Child Protection	SaLT	Speech & Language Therapist
DLD	Developmental Language Delay	SEMH	Social, Emotional and Mental Health
EAL	English as an Additional Language	SEND	Special Educational Needs and Disabilities
EHCP	Education, Health & Care Plan	SENDCo	Special Educational Needs & Disabilities Coordinator
EP	Educational Psychologist	SEN	Special Educational Needs
GDD	Global Developmental Delay	SLD	Severe Learning Difficulty
GLD	Global Language Delay	SLCN	Speech, Language & Communication Need
HI	Hearing Impairment	SpLD	Specific Learning Difficulty
HV	Health Visitor	SW	Social Worker
IEP	Individual Education Plan	VAK	Visual, Auditory, Kinaesthetic
LAC	Looked After Child	VI	Visual Impairment

This report was created by: Miss Emma Rogers - AHT Inclusion, SENDCo & DSL and published in September 2021