

**SEND Information Report**  
**Academic Year 2023-2024**

**SEND Information at Vaughan Primary School – for the academic year 2022-2023**

**Contextual Pupil Information:**

	<b>2021-22</b>	<b>2022-23</b>	<b>2023-2024</b>
No. of SEND pupils (K Code SEND support)	55	72	66
No. of SEND pupils (E Code EHCP – Education and Health Care Plan)	14	12	15
No. of SEND pupils (HNF – Higher Needs Funding)	0	0	0

**Notes:**

- During the previous academic year, a total of 8 requests were made to LBH SEN Team for an EHCP.
- Since September, one request has been made for an EHCP (year 1.)
- 4 x Year 6 children with an EHCP left in July and three new children with EHCPs have started in September (reception, year 1 and year 4.)
- Since September one additional EHCP has been agreed the final version is being consulted upon (year 2) and two are in process where the needs assessment has been agreed (reception and year 1.)
- There are a number of potential EHCP applications which will need to be considered this year. This will be dependent upon the outcome of EP involvement, that of other external professionals, as well as their progress within school.
- Since September, the SEND register (those children at SEND support) has been reviewed in consultation with the leadership team and teaching staff.
- The most common area of SEND need in the school is communication and interaction (speech and language difficulties or ASD), although the school provides support for children under all four of the primary needs categories (cognition and learning, communication and interaction, social, emotional and mental health and sensory and physical.)
- An SEND calendar has also been set up which informs the processes and procedures under which the school and SENCo operates in relation to supporting children.

## 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?***

If you have concerns about your child's learning and/or progress, please address these to the class teacher in the first instance using the class e-mail address.

If you have concerns about your child's SEND needs, please address these to the SENCo using the inclusion e-mail address.

The SENCo has two afternoon slots available per week in which to meet with parents and to address any concerns/answer questions.

All parents of children on SEND support or who have an EHCP will be invited to a termly meeting with the SENCo and class teacher, to review their child's progress.

#### **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.
- If your child has an SEND support plan or EHCP provision map, ensuring that this is delivered including deploying any support staff appropriately.
- Ensuring that the school's SEND policy, and the information set out in this report is followed in the classroom and for all the pupils they teach with SEND

#### **2. SENCo**

Responsibilities:

- Collaborating with the class teachers and year group leaders to define appropriate activities for the pupils in relation to the curriculum
- Leading and delivering a balanced high-quality curriculum programme supporting children with additional needs
- Monitor, challenging and improving 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 SEND policy
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all the SEND children in the school
- Leading challenge and continuing to develop an effective team of teachers and support staff to ensure continued accelerated progress of children

- Identifying, adopting and adapting the most effective teaching approaches for children with SEND to ensure that needs are met
- Ensuring effective deployment of all TAs, intervention groups and specialist support
- Liaising with the parent community regarding children's individual needs
- Ensuring that the voice of both pupils and parents is effectively reflected in the school's provision for the children with SEND.
- Liaising effectively with a range of internal and external professionals to ensure SEND provision of the highest quality in school.
- Hosting a range of workshops, events and promotions to celebrate the achievements and uniqueness of the school's SEND children.

### 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 the 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><b>Class Teacher</b></p> <p><b>COP (SEN Code of Practice)</b>  <b>Stage 1 – Quality First Teaching (QFT)</b></p>	<ul style="list-style-type: none"> <li>• Staff will have the highest expectations for your child</li> <li>• All teaching is based on your child's existing knowledge</li> <li>• Putting in place different methods of teaching so that your child is fully involved in the learning in class</li> <li>• Putting in place specific strategies and scaffolds (which may be suggested by all the children in the class/school the SENCo, or external staff) to support your child to learn</li> </ul>	<p>All the children in the class/school</p>
<p><b>Individual or Small Group Work</b></p>	<ul style="list-style-type: none"> <li>• Gaps would have been identified in your child's understanding and/or learning which require targeted support</li> </ul>	<p>Any child who has specific gaps in their understanding and/or learning</p>

<p><b>COP (SEN Code of Practice) Stage 2 – Targeted Intervention</b></p>	<ul style="list-style-type: none"> <li>• Targeted group sessions will be planned to help your child to make more progress</li> <li>• TA/teacher or external professional e.g. SALT will run these small group sessions following your child’s SEND support plan or a recommended intervention plan.</li> </ul>	
<p><b>Specialist Groups run by outside agencies e.g. SaLT and/or Individual Support</b></p> <p><b>COP (SEN Code of Practice) Stage 3 – Specialist Intervention</b></p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Your child’s progress will be discussed with you and your permission will be gained prior to making a referral</li> <li>• Should your child meet the criteria for specialist professional involvement, the specialist professional will work with your child to understand their needs and make recommendations, which may include: <ul style="list-style-type: none"> <li>- Making changes to the way your child is supported in class</li> <li>- A group run by school staff following recommendations from outside professionals</li> <li>- Group or individual work, run by an outside professional</li> </ul> </li> </ul>	<p>Children with specific barriers to learning</p>

<p><b>Specified Individual Support is usually provided by and Education, Health and Care Plan (EHCP)</b></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 to the Local Offer Harrow website  <a href="https://harrowlocaloffer.co.uk/">https://harrowlocaloffer.co.uk/</a>  and request a meeting with the SENCo.</p>	<p>Children whose learning needs are:</p> <ul style="list-style-type: none"> <li>• Severe, complex and lifelong</li> <li>• Need a considerable amount of support in school</li> </ul>
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### **How will we support your child with identified special needs starting at the 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)
- Attend and host meetings such as Team Around the Child (TAC), Team Around the Family (TAF) meeting or Multi-Agency Meetings (MAM) 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/SENCo may make a Home Visit and also visit your child if they are attending another provision
- We may suggest adaptations to your child's settling-in period, such as an initial reduced timetable, to help your child settle at school more easily. This will be discussed, if appropriate, with parents.
- Your child will be involved in every step of the process and their opinions and feelings will be at the centre of all decisions made to support their learning and development. If needed, these feelings could be made verbally or nonverbally for example through gesture, sign or written.
- Staff will always communicate honestly and transparently with parents, in the best interests of the child, who is at the forefront of all decision-making.

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

- If you have concerns about your child's progress, you should speak to the Class Teacher
- If you have concerns about your child's SEND needs, you should speak to the SENCo.
- 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
- You can also follow the school's complaints policy should you continue to have concerns that you don't feel are being addressed and/or managed correctly.

### **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 your child's needs, the teacher must raise this with the SENDCo. They will do this through the completion of an internal referral form.
- The SENDCo will then speak about the information provided with the class teacher and next steps will be agreed.
- In addition, there are regular pupil progress meetings in school between the class teacher and the deputy head teacher (lead for assessment.) The SENDCo will be in attendance at all meetings to monitor the progress and outcomes of all SEND pupils. If there is a need for further support, this will be agreed and actioned by the class teacher/SENCo.
- If the school has concerns about your child's progress and thinks that your child may have a SEND need, they will arrange a meeting with you. At this meeting, they will
  - 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
    - If it is felt that your child has SEND needs, a support plan will be written and you will be invited to attend a support plan meeting on a termly basis. At this meeting, the targets and strategies set out in the plan are reviewed and a new plan written.
    - On a termly basis, the progress of all SEND pupils on SEND support is reviewed and support plan meetings are carried out. At these meetings, new targets are also shared. It may also be decided at these meetings, that your child has made good progress and that they are no longer deemed to have SEND. If this is the case, your child will then be removed from the SEND register.
    - If it is felt that your child needs a much greater level of support in school, and it is felt that they would benefit from having an EHCP (education health care plan), the SENDCo will discuss this process with you.

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

- Children who have EHCPs (education health care plans) have an entitlement to a prescribed amount of support and this is implemented in accordance with these.
- For children on SEND support, support will be allocated in accordance with what is set out within their support plans.
- For children who are making slow progress in their learning, additional provision is allocated according to need – e.g. booster groups, intervention support
- The therapeutic team also provide support to a range of SEND and non-SEND children who have additional social, emotional and mental health challenges. Their caseload is managed according to need by the senior leadership team.
- Additional pastoral/family support is also provided to families both universally in school and to specific families/children dependent on need.
- It is also to be remembered that it is the class teacher who retains overall responsibility for the progress and outcomes of all children within their class.

## 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 includes whole-school training on SEND issues such as ASD, SLCN and sensory input.

- 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.
- The SENCo and individual teachers receive support in school from specialist professionals, to inform their work with individual children.
- All staff attend relevant CPD courses and support staff have weekly meetings, where they receive additional training from the SENDCo, outside agencies and professionals.
- The SENCo attends local SENCo forum meetings in order to keep up to date with any developments, as well as training offers locally.
- School staff receive training and individual support with implementing and reviewing their SEND support plans and for supporting children with EHCPs.

## How will the teaching be adapted for my child?

- Class teachers plan lessons according to the specific needs of groups of children 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.

- The finer details of your child's personalised provision will be set out either in their SEND support plan (for those on SEND support) or via their provision map (for those with an EHCP.)

### **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, maths and science.
- Targets are set for all children, at the beginning of the year, in all subject areas.
- If your child is in Year 1 and above, but is not yet accessing the National Curriculum, the engagement model is used which shows 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 will be assessed using the national Phonics Screening Test.
- At the end of Years 2 and 6, all children are assessed, In year 6, this is through the Standard Assessment Tests (SATs) as well as through teacher assessment in writing.
- At the end of Year 4, all children are 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. Their progress is also reviewed on a termly basis through provision map review meetings involving the SENCO, class teacher and parents
- Those on SEND Support have their IEPs (Individual Education Plan) reviewed and updated every term. Support plans review meetings involving the SENCo, class teacher and parents are also held once per term.
- There are also a myriad of ways that the school will endeavour to keep in contact with parents and update them of their child's progress in school. These will be bespoke to your child's needs, age and stage of development but could include: communication books, telephone calls home, informal check-in meetings etc.

### **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, SENCo and any relevant support staff. These have been outlined in the above paragraphs.

The SENCo will also meet with you, at other times, to discuss any worries, concerns and questions that you may have. If you would like to book an appointment, she can be contacted via the inclusion e-mail address.

She will also contact parents if she has any additional information to share, worries or concerns.

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/>



## LOOKED AFTER CHILDREN

### How will we support looked after children (LAC) in school?

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.

## TRANSITION POLICY

### 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, 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 any relevant support staff.

#### **In Year 6:**

- The SENCo will meet with the receiving SENCo and discuss the EHCP and/or IEP to ensure that the new school are fully aware of the child's needs and make any required adaptations
- The SENCo 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 SENCo and any relevant support staff.
- The SENCo will also liaise with the SENCo from the receiving SENCo at other times to exchange information as appropriate.
- 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 children regardless of need
- Equipment is accessible for all children regardless of need
- Specialist equipment is provided to support specific needs e.g. reading stands, sensory room.
- Enrichment activities are extended to all pupils irrelevant of their needs
- The Learning Mentor and CBT Counsellor provide a range of support specific to SEMH need e.g. Mindfulness
- The leadership of the school has high expectations of all staff in their commitment to meeting the needs of all children with SEND and to ensuring that they effectively carry out their roles and responsibilities in adapting provision to meet the needs of all children.

### **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. Please refer to the school complaints policy for further details of the school's procedure.

**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 (through the schools' internal referral system), severity of need, information provided through the reviewing and implementing of SEND support plans etc. Parents/carers are asked to be patient; the school will always seek to provide you with a timeline for what the next steps are, what support should look like and when this is likely to be completed, alongside how your child can be supported in the interim period.

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

If the school believes that your child would benefit from having an EHCP and it wishes to pursue a statutory assessment, the SENCo will contact you for an initial conversation and explanation of the process. If you would like to find out more about this process, you may also organise an appointment with the SENCo via the inclusion e-mail address.

Parents/carers who may also wish to pursue this outside of school and are entitled to under the SEND Code of Practice. If they would like to request a statutory assessment, they must put this 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