

SEND Information Report
Academic Year 2025-2026

SEND Information at Vaughan Primary School – for the academic year 2025-2026

Contextual Pupil Information:

	2021- 22	2022 -23	2023 - 2024	2024- 2025	2025- 2026
No. of SEND pupils (<i>K Code SEND support</i>)	55	72	66	76	70
No. of SEND pupils (<i>E Code EHCP – Education and Health Care Plan</i>)	14	12	15	15	21
No. of SEND pupils (<i>HNF – Higher Needs Funding</i>)	0	0	0	0	0

Notes:

- During the previous academic year, a total of nine requests (seven from the school and two parental requests) were made to LBH SEN Team for an EHCP, all of which were approved. Two of those are still in process and the draft EHCPS should be completed soon. An additional one was also completed and is ready to be sent off.
- The plan is to apply for EHCPS for 11 children (already allocated) this year.
- Four Year 6 pupils with an EHCP left in July 2024 and another five pupils with an EHCP left to go to specialist placements. There are three pupils in our current reception who have

an EHCP (two of whom have arrived with an EHCP and one who has received an EHCP since starting with us in September.)

- 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 both academically and in line with the targets as set out in the SEND support plans (the children have already been earmarked for this.)
- The SEND register (those children at SEND support) has been reviewed in October with the leadership team and teaching staff. It will then be reviewed in January and May, in line with the national census.
- 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 pupils under all four of the primary needs categories (cognition and learning, communication and interaction, social, emotional and mental health and sensory and physical.)
- To match the growing need in school, the school has increased its service level agreements with both the educational psychology service and the autism advisory service this year. However, the demand is still greater than the capacity and all decisions have to be made carefully and in an evidence-based way.
- A SEND calendar is also in place, which informs the processes and procedures under which the school and SENCo operates in relation to supporting pupils and gives an explanation as to how the graduated approach (assess, plan, do, review) is in place in school.

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 or potential SEND needs, please address these to the SENCo using the inclusion e-mail address and "cc" the class teacher into the e-mail using the class e-mail address.
- The SENCo is able to organise meetings, with notice, in which to meet with parents and to address any concerns/questions. Usually, the class teacher will also be present where cover is available. Meetings can be organised on the telephone or via teams for parents who are not able to come into school during the day. It is helpful when parents e-mail the school to say the times and dates where they would potentially be available to meet.
- **All parents of children who have an EHCP will be invited to a termly meeting with the SENCo and class teacher, to review their child's progress which will last for up to 30 minutes. At each meeting your child's EHCP provision map will be shared with you and their previous one will be reviewed. You will have the opportunity to discuss this,**

give feedback and ask any questions. In the autumn term, your child's SEND one-page profile will also be shared.

- For all pupils with an EHCP, the school will also organise an annual review meeting for parents and all professionals working with the child to attend in line with statutory guidelines.
- **All parents of children who have a SEND support plan will be invited to a termly meeting to review their child's progress and to review their new SEND support plan. In the autumn term, this will be with the SENCo and class teacher and will last for up to 20 minutes. In the spring term, this will take place as part of the parent consultation meeting with the class teacher. In the summer term, this will take place with the SENCo only and will last for up to 20 minutes. At each meeting you will have the opportunity to discuss and give feedback and ask any questions. In the autumn term, your child's SEND one-page profile will also be shared.**
- The school is also able to make referrals to outside agencies should the need arise. If you feel that your child needs a referral, please e-mail the SENCo, using the inclusion e-mail address, to arrange a time for this to be discussed. If the school feels that your child would benefit from an external referral, we will discuss it with you and obtain your consent prior to making the referral.

Class Teacher

Responsibilities:

- Having high expectations and aspirations for all pupils within their class, including those with SEND and/or disabilities.
- Ensuring all pupils within their class (year group) have access to good/outstanding teaching and that the curriculum is adapted to meet each child's needs through Quality First/Wave 1 Teaching.
- Monitoring the progress of each child and identifying needs to plan and deliver additional help where needed. This may include targeted work, additional support, intervention provision and/or adapting resources.
- Ensuring that all members of staff working with the children in school are helped to deliver the planned work/intervention for each child. This may involve the use of additional adults, outside specialist help and specifically planned work and resources.
- If a child has a SEND support plan or EHCP provision map, ensuring that this is delivered in full including deploying any support staff appropriately, with the support of the SENCo where needed.
- 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.
- Creating a one-page profile for all children within their class with SEND and ensuring that it is available for all adults who are working with or teaching their class in their absence.

- For children on SEND support, reviewing each child's SEND support plan and creating a new support plan in line with their areas for development on three occasions per year (October, January, May.)
- For children with EHCPs, supporting the SENCO to review the child's current provision map and to suggest the next set of short-term targets, on three occasions per year (September, January, April).
- Attending and contributing to the annual review meeting for those pupils who have EHCPs and to other professional's meetings to which they are invited.
- Supporting the process of applying for an EHCP for a child by providing information as required for any application to be completed.
- Supporting the referral process to external agencies by providing information about a child as required.
- Supporting the involvement of external agencies by providing information about a child in response to requests for reports/questionnaires etc as needed.
- Raising an internal referral/seeking advice on any child for whom they have a concern about a potential SEND need to the SENCo for discussion.
- Support allocated pupils with the transition process between year groups and when moving onto a new setting, including making and using transition resources and in attending transition meetings.
- Liaising with the SENCo should they have any concerns/questions or need advice relating to a child with SEND.

SENCo

Responsibilities

- Having high expectations and aspirations for all pupils within the school, including those with SEND and/or disabilities.
- Collaborating with the class teachers and year group leaders to define appropriate activities for the pupils on SEND support or with an EHCP, in relation to the curriculum.
- Monitoring, challenging and improving the effectiveness of curriculum planning, intervention and provision delivery to ensure that the needs of all pupils with SEND are met.
- Ensuring that all expected planning assessment and record keeping systems are followed and kept up-to-date and stored securely (e.g SEND support plans, EHCP provision maps, one-page profiles.)
- Making sure that the school has up-to-date SEND policy and SEND information report.
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all the SEND pupils in the school in line with the contents of their SEND support plan/EHCP provision map.
- Leading challenge and continuing to develop an effective team of teachers and support staff to ensure continued good progress for all pupils with SEND.
- Identifying, adopting and adapting the most effective teaching approaches for pupils 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.
- Ensure that any requests for information from external professionals are responded to in a timely fashion.
- Making onward referrals to external agencies (e.g. SALT, OT, CAMHs, EP, ASD Advisor) where there is a need.
- Leading suitable training for all staff to ensure that there is full compliance with the SEND Code of Practice and that staff are suitably equipped to carry out their roles.
- Ensuring that all pupils with an EHCP, undergo an annual review in which all relevant professionals are invited and supported to attend.
- Creating a provision map for each pupil with an EHCP on a termly basis after reviewing their previous one.
- Ensuring that the class teachers are able to create, review and implement appropriate SEND support plans for those pupils who are on SEND support in line with the SEND Calendar.
- Liaising with a range of professionals within the SEND system to ensure high quality provision and support for all pupils with SEND.
- Ensuring that all staff who work with a SEND pupil have access to their current one-page profile (e.g. lunchtime staff, supply staff etc.)
- Ensuring that the school is suitably resourced for the necessary interventions and support to be carried out effectively.
- Ensuring that transitions for SEND pupils are smooth by organising and contributing to transition meetings where appropriate with parents and new settings. Ensuring that the arrangements for transition in school are clearly understood by all staff and followed to ensure consistency.
- Ensure that the SEND register is kept up to date and reviewed three times a year (in line with the national census days.)

What help could my child receive in school?

Pupils will get support that is specific to their individual needs and in relation to the contents of their SEND support plan/EHCP provision map. This may be provided by the staff within their class, internally by other school staff. Some pupils also have contacts from external agencies such as SALT or OT. This would typically follow a referral being made and an assessment from the practitioner where it is found that the pupil needs ongoing involvement. For some pupils, where more information is needed to ensure that most effective provision, a referral may be made to the educational psychologist or to the autism advisory service. No referrals can be made

without parental consent and will always be discussed with you first. These are done after careful consideration as these visits are limited throughout the year.

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 COP (SEN Code of Practice) Stage 1 – Quality First Teaching (QFT)</p>	<ul style="list-style-type: none"> • Staff will have the highest expectations for each child. • All teaching is based on each child’s existing knowledge • Putting in place different methods of teaching so that each child if 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 SENCo, or external staff) to support each child to learn. • Using adaptive teaching strategies to ensure equal access to curriculum teaching. • Where there are initial concerns raised about a child, these will be monitored for a specific period of time under this stage and then reviewed. 	<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 (SEND support)</p>	<ul style="list-style-type: none"> • Gaps would have been identified a child's understanding and/or learning which require targeted support • Targeted group sessions will be planned to help the child to make more progress • TA/teacher or external professional e.g. SALT will run these small group sessions following a child's SEND support plan or a recommended intervention plan. 	<p>Any child who has specific gaps in their understanding and/or learning</p>
<p>Specialist Groups run by outside agencies e.g. SaLT and/or Individual Support</p> <p>COP (SEN Code of Practice) Stage 3 – Specialist Intervention – SEND Support</p>	<ul style="list-style-type: none"> • If a child has been identified as needing additional input referrals can be made to outside agencies to advise and support, enabling them to make progress. • A child's progress will be discussed with their parent and their permission will be gained prior to making a referral to an external agency. • Should the child meet the criteria for specialist professional involvement, the specialist professional will work with the child to understand their needs and make 	<p>Children with specific barriers to learning</p>

	<p>recommendations, which may include:</p> <ul style="list-style-type: none"> • Making changes to the way the child is supported in class - A group run by school staff following recommendations from outside professionals • Group or individual work, run by an outside professional. 	
<p>Specified Individual Support is usually provided by and Education, Health and Care Plan (EHCP)</p>	<ul style="list-style-type: none"> • If a child is still making limited progress, despite the involvement of external agencies and with intensive support in school, With the parents' permission, a referral can be made to the Local Authority to carry out a statutory assessment of a child's needs. • For further information, please go the Local Offer Harrow website https://harrowlocaloffer.co.uk/ <ul style="list-style-type: none"> • EHCPs are only made for children who have needs which are: • Severe, complex and lifelong and who need a considerable amount of support in school, above and beyond that which would be typically needed. 	<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

How will we support your child with identified special needs starting at the school?

- Invite the child and their parents to visit the school to look around and meet key staff (HT, DHT, SENCo, Year Group Leader, Class Teacher, TA(s))
- Attend and host meetings such as Team Around the Child (TAC), Team Around the Family (TAF) meeting or Multi-Agency Meetings (MAM) to discuss the child's needs, share strategies used and ensure that provision is put in place before the child starts. This could also include visits to other settings.
- Liaise with the child's current setting to ensure access to all SEND reports and paperwork to plan for the arrival of the child within school.
- Work with the parent to suggest adaptations to the child's settling-in period, in rare occasions this could include an initial reduced timetable, to help the child settle at school more easily. In these instances, this would be built up quickly to ensure that the child receives a full-time education as soon as possible.
- Involve the child, where appropriate, in every step of the process and take their opinions and feelings into account when making decisions to support their learning and development. If needed, these feelings could be made verbally or non-verbally for example through gesture, using visuals 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. We appreciate that for some parents this may mean a time commitment in the first instance to ensure that the child settles well into school life in the medium to long term.

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 (as above)
- If you have concerns about your child's, SEND needs, you should speak to the SENCo (as above)
- If you are not happy that the concerns are being managed and that your child is still not making progress, you should initially raise these with the SENCo, who will try to work with you to resolve any issues.
- If you have exhausted all avenues of communication and remain dissatisfied, you can also follow the school's complaints policy, a copy of which is on the school website.

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 a child's progress and targeted teaching has not met a child's needs, the teacher must raise this with the SENCo. They will do this through the completion of an internal referral form.
- The SENCo will then speak about the information provided with the class teacher and next steps will be agreed. This will usually include a meeting with the parent and a period of monitoring prior to the child being placed on the SEND register.
- In addition, there are regular pupil progress meetings in school between the class teacher and the deputy head teacher (lead for assessment.) The SENCo will attend 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 a child's progress and thinks that a child may have a SEND need, they will arrange a meeting with the parent. At this meeting, they will
 - Listen to any concerns that the parent may have
 - Plan any additional support for the child to receive
 - Discuss with the parent any referrals to outside professionals to support your child's learning
- If it is felt that the child could have SEND needs, a support plan will be written (at the next interval – October, January, May) and the parent 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, the child will then be removed from the SEND register and parents will be informed of this decision.
- If it is felt that the child needs a much greater level of support in school, and it is felt that they would benefit from having the involvement of specific external professionals or an EHCP (education health care plan), the SENCo will discuss this process with the parent. This will usually be after all other avenues of potential support have been exhausted.

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 specific provision (as contained within section F) and this is implemented in accordance with what is in the EHCP and in line with the associated funding.
- 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. This kind of support is open to all children who are making slow progress, not just those with a SEND need.
- 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 SENCo in relation to SEND and safeguarding related challenges.
- Additional pastoral/family support is also provided to families both universally in school and to specific families/children dependent on need via a range of external agencies as needed.
- 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, according to the SEND

Code of Practice. Pupils with EHCPs will be expected to spend some time with their class teacher each day. We do not generally operate a system where pupils with EHCPs are allocated to one adult for their entire time in school as this can make them over-dependent. Research also indicates that this kind of support is unhelpful to the child. The school would only seek to do this in extreme cases where there is a health and safety concern.

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

<i>Directly funded by the school:</i>	<i>Paid for centrally by the Local Authority, but delivered in school:</i>	<i>Provided and paid for by the Health Service (NHS), but delivered in school:</i>
<ul style="list-style-type: none"> • Educational Psychology (EP) input to provide a higher level of service to the school • Autism Outreach Service (service-level agreement) • Learning support for complex learning needs (EHCP) 	<ul style="list-style-type: none"> • Autism Outreach Service (core service) • Hearing Impaired Service • Visually Impaired Service • Speech and Language Therapy • Occupational Therapy (pupils with SEND needs) • Professional training for school staff to deliver medical interventions • SENDIASS that support families through the SEND processes and procedures 	<ul style="list-style-type: none"> • School Nurse • Occupational Therapy (pupils with physical disabilities) • Physiotherapy • Specialist clinics • Mental Health in Schools Team

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, literacy difficulties and sensory input.
- The school is also taking part in the PINs project (partnership for inclusion of neurodiversity in schools).
- Staff (both internal and external professionals) 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, SALT and the hearing and 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 SENCo, outside agencies and professionals.
- The SENCo attends local SENCo forum meetings to keep up to date with any developments, as well as training offers locally.
- The SENCo is currently undertaking the National Professional Qualification in SEND.
- School staff receive training and individual support with implementing and reviewing their SEND support plans and SEND one-page profiles 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 each child's needs are met (adaptive teaching.)
- Specially trained support staff can adapt teachers' planning to support the needs of the child where necessary.
- Specific resources and strategies will be used to support each child individually and in groups.
- Planning and teaching will be adapted daily if needed to meet each child's learning needs.
- The finer details of each child's personalised provision, for those pupils with SEND, 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?

- Each 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.
- Regular monitoring of work and pupil voice in all curriculum areas is undertaken by the deputy head teacher (curriculum lead). This includes for SEND pupils. Any action points are shared with the SENCo to consider action points or training needs, and these are subsequently addressed.
- If a 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. Children are assessed against the standard for the year group in which they are working.
- At the beginning of reception, all children undergo a baseline assessment to see where their learning is and what their next steps are.
- At the end of Year 1, all children will be assessed using the national Phonics Screening Test.

- At the end of year 6, all children are assessed, through the Standard Assessment Tests (SATs) as well as through teacher assessment in writing. Some children may be disapplied from these assessments if it is deemed that they are working below the expected standard. Access arrangements for these tests can also apply for some pupils with SEND.
- 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 support plans reviewed and updated every term. **Support plans review meetings involving the SENCo and/or the class teacher and parents are also held once per term.**
- There are also other 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 the child's needs, age and stage of development but could include: communication books, telephone calls home, informal check-in meetings etc and will be identified with parents and stipulated on the child's support plan/EHCP provision map.

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

- As a parent, you will have regular contact with the 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 (as above.)
- The SENCo will also contact parents if she has any additional information to share, worries or concerns and arrange for a suitable time to meet with you to discuss and suggest ways forward.
- For all children 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.
- The Designated Teacher for Looked After Children is the SENCo, who can be contacted via the inclusion e-mail address.

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 SENCo 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.
- We will endeavour to ensure that the child is able to access any additional opportunities for school visits/meetings with staff.
- For a child with an EHCP, we will ensure that the annual review is scheduled in a way that the SENCo from the receiving school can attend.
- For a child with an EHCP that does not need an annual review, a transition meeting with the new school will be organised so that the SENCo from the receiving school can attend.

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, the child 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.
- For identified children, a transition meeting will be organised for the parent to meet the child's new class teacher.
- Specific transition arrangements will also be put in place for identified children (e.g. a social story to be sent home during the summer holidays.)
- At the beginning of the autumn term, class teachers and support staff will be given allocated time to read through any paperwork, including EHCPs and SEND support plans and one-page profiles, in order for suitable preparations to be made for the child in advance of them starting the new academic year.

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. This may be through an annual review that they are invited to or a scheduled transition meeting.
- The SENCo will ensure that the child attends 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.
- The child will complete all in class transition activities with their peers
- The child may also be invited to 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.
- The child may also be invited to additional sessions at the new school during the school day to which school staff may also be required to attend.

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 all children including those with SEND and/or disabilities in the following ways:

- With physical disabilities i.e. school has a lift, wide corridors and doorways, disabled toilets and shower room
- Activities in Early Years are adapted throughout the Early Years 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.
- Pupils are provided with opportunities to manage their sensory and regulation needs during the day (e.g. sensory breaks, zones of regulation, sensory circuit.)
- 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. All pupils can access SEMH support through the "space to talk" initiative throughout the school.
- 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. This is regularly monitored and action points devised and acted upon.
- An annual sensory audit is carried out
- An annual communication audit is carried out
- The recommendations from external professionals such as the physio and OT and vision and hearing teachers are put in place for specific children across the schools (in relation to associated reports/risk assessments etc.)

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. This can be found on the school's website.

What do I do if I have a child who I feel 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. The school will also let you know if it feels that your request is not appropriate and the reasons for this. The school also asks parents to be mindful when requesting the school takes specific action based upon the recommendation from another professionals' report. Whilst the school wishes to accommodate where appropriate, it is important to remember that all decisions are made in relation to the capacity in school to deliver, upon the school's own judgements of the child and also upon the school's own evidence about how the child is performing.

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>

The school will also let you know if it feels that your child does not need an EHCP and the reasons for this as well as giving information about how your child will continue to be monitored and supported. It is important that the school is open and honest about this. However, if you do wish to apply, the school will provide the local authority with the information that it needs, upon request.

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/C	Autistic Spectrum Disorder/Condition	MLD	Moderate Learning Difficulty
CAMHS	Child and Adolescent Mental Health Service	NC	National Curriculum
EH	Early Help	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
LA	Local Authority	SM	Selective Mutism
HI	Hearing Impairment	SpLD	Specific Learning Difficulty
HV	Health Visitor	SW	Social Worker
SEND Support plan	Individual Education Plan for those children who are on the SEND register at SEND support	VAK	Visual, Auditory, Kinaesthetic
LAC	Looked After Child	VI	Visual Impairment