

VAUGHAN PRIMARY SCHOOL

Special Educational Needs and Disabilities Information Report

Date of Policy: Autumn 2019
Date of Review: Autumn 2020
Next Review: To be reviewed annually

Policy Review Dates

Review Date	Changes made	Shared with staff
Autumn 2019	Reviewed and updated including the new website details of the local offer in Harrow.	Autumn 2019

This policy should be read in conjunction with the school's SEND policy, Safeguarding and Child Protection policy, Accessibility and Action plan, Looked After Children policy, E-Safety and Acceptable Use of ICT Systems policy, Female Genital Mutilation policy, Preventing Radicalisation and Extremism policy, Intimate Care Policy, Attendance policy, Behaviour policy, Anti-Bullying policy, Positive Intervention policy, Safer Recruitment policy, Staff Code of Conduct, Whistleblowing policy, Supporting children with medical conditions policy, Complaints Procedures, Drug and Alcohol Education policy, PSHE policy, Equality policy and plan, Health and Safety policy, Assessment policy and other linked policies and risk assessments

Vaughan Primary School Special Educational Needs and Disabilities Information Report

Introduction:

This SEND Information Report is constructed in line with the requirements set out in Part 3 of the Pupils and Families Bill (2014) and associated regulations. The policy is fully compliant with the Special Educational Needs (SEN) Code of Practice for 0 to 25 years (updated 2015).

Vaughan Primary School is committed to upholding the United Nations Convention on the Rights of the Child (UNCRC) and especially Articles 23 (the right to special education and care if you have a disability) and Article 28 (the right to a good quality education).

We identify pupils as having Special Educational Needs if they meet the following definition as set out in the Special Educational Needs (SEN) Code of Practice (DfE, January 2015).

A child is considered to have Special Educational Needs if the child:

- I. has a significantly greater difficulty in learning than the majority of children of his or her age in one or more areas of learning.**

and/or

- II. has a disability which either prevents or hinders him or her from making use of educational facilities of a kind generally provided in schools within the area of the Local Authority concerned for children of similar age.**

The difficulty or disability may relate to:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical conditions

Guiding principles:

Vaughan Primary School with Nursery is a fully inclusive school and we believe that all of our pupils, regardless of gender, ethnicity, ability, disability or sexuality, are entitled to a high quality education that will maximise their life chances.

We welcome everybody into our community. The staff, Governors, pupils and parents work together to make Vaughan Primary School with Nursery a happy, welcoming place where children and adults can achieve their full potential and develop as confident individuals. This means that equality of opportunity must be a reality for our children.

We make this a reality through the attention we pay to the different groups of children within our school family, thus providing a learning environment that enables all pupils to make the greatest possible progress and achieve their full potential in a caring, supportive and fully inclusive environment.

Our SEND provision allows pupils the opportunity to follow a curriculum specifically tailored to develop life skills and to give pupils self-confidence through their learning thus enabling them to maximize their potential and to work independently. We are committed to narrowing the attainment gap between SEND and non-SEND pupils.

All pupils are entitled to an education that enables them to:

- Achieve their best.
- Become confident individuals living fulfilling lives.
- Make a successful transition into adulthood, whether into employment, further or higher education or training.

Access to the National Curriculum:

We follow the National Curriculum statement on Inclusion as well as the UNCRC Rights of the Child.

We expect our teachers to set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.

Teachers will use appropriate assessment to set targets which are deliberately ambitious. Lessons are planned to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that our pupils with SEN will be able to study the full national curriculum.

At Vaughan Primary School, we make every effort to make adaptations to curriculum, teaching and the learning environment to meet the needs of individual pupils, and where appropriate as part of the planning for the pupil, we provide access to ancillary aids and assistive technology.



How will my child's needs be identified?

At Vaughan Primary School with Nursery, we have an agreed approach to the identification and assessment of SEN, taking into account the nature of the special needs.

Identification includes the use of high quality formative assessment, as well as effective tools and early assessment materials.

Rigorous assessment procedures to track children's progress are continuously used.

Throughout the Early Years Foundation Stage, Key Stage 1 and Key Stage 2 the children are assessed against **nationally set criteria** to check their progress across all areas of learning / subjects.

Children entering our nursery are assessed against 'Development Matters', as are new children to reception.

In other year groups, there are termly assessments in reading, writing and maths and teachers regularly assess the children in these areas against specific criteria. Pupil progress meetings and discussions are held every half term from which we track and identify children who are not making expected progress.

If in those discussions those children are identified to have a SEND need, interventions and/or support programmes will be implemented and monitored termly to ensure the child makes accelerated progress.

It is through this process that children who are not making expected progress are highlighted.

The school promotes a graduated approach to assessing, identifying and providing for pupils' special educational needs. This approach follows a model of action and evidence based intervention to help children make progress and successfully access the curriculum.

The main source of outside agency support consists of Local Authority professionals or the school's own commissioned professionals. This could be from the Educational Psychologist, CBT Therapist, Drama Therapist, Advisory Teachers or Health Professionals such as Speech and Language Therapists, physiotherapists etc. Informed parental permission is required before such consultations can take place.

It recognizes that there is a continuum of SEN and that, where necessary, increasing specialist expertise should be involved to address any difficulties a child may be experiencing.

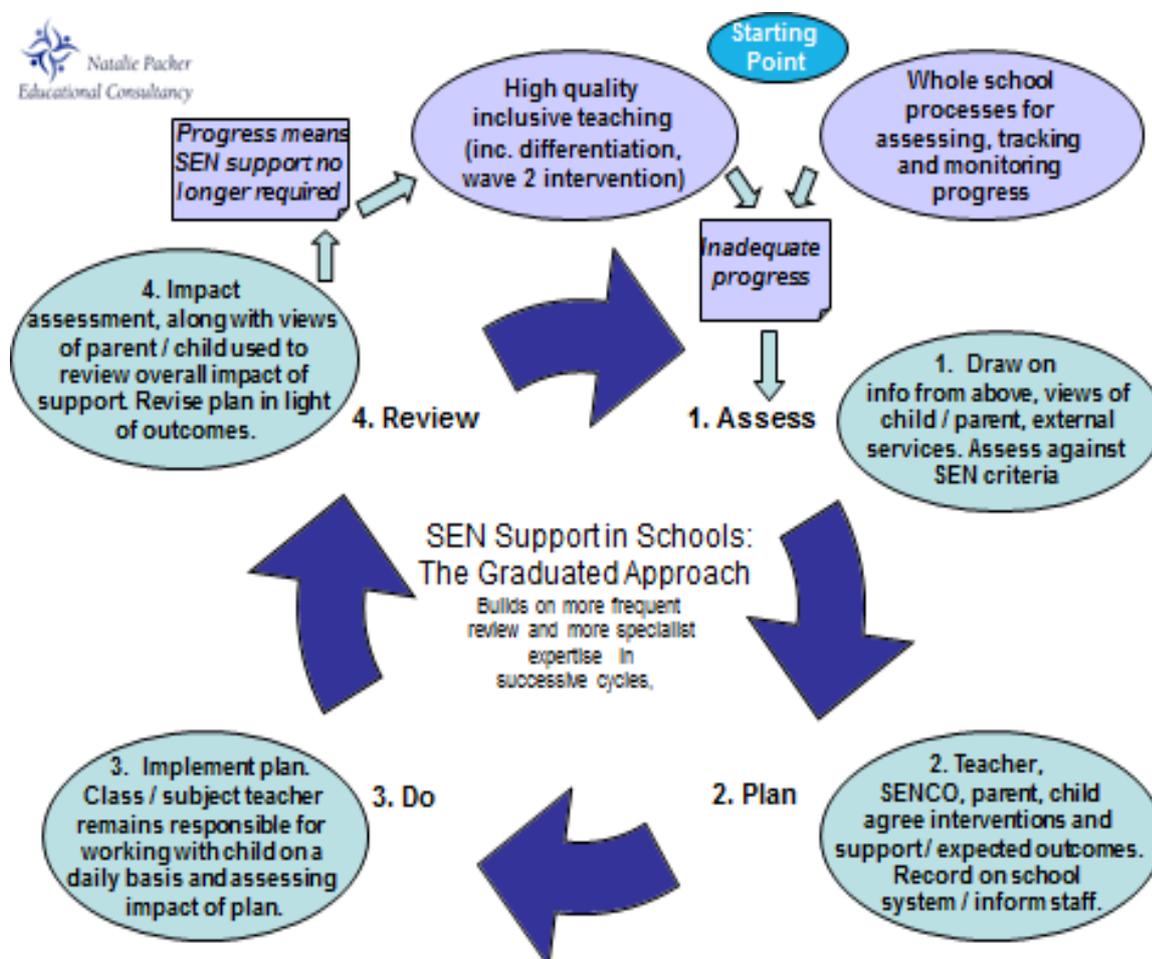
Special educational provision is that which is **additional to or different from** that which is made generally for most children in school.

In addition to termly teacher assessments, we also use specialist assessments which can be carried out depending on individual need. Below is an overview of some assessments we might use.

Cognition and Learning 	Social Mental and Emotional needs 	Speech, Language and Communication 	Sensory and Physical Needs 
<ul style="list-style-type: none"> • Cognition and Learning Profile • NEALES Analysis of Reading • TOWRE Spelling Assessment • Phab – Test of phonological awareness 	<ul style="list-style-type: none"> • Mental, emotional and Social Health Profile • PASS (Pupils attitudes to self and school) – whole school – twice a year • BOXALL profile • The Stirling Wellbeing Test • The Spence Anxiety Test • RCADS – revised children’s anxiety and depression scale • CBT – Spence Anxiety Test • The Leuven Scale – observational – for younger children and children who cannot communicate • Strengths and Difficulties questionnaire • Children’s Automatic Thoughts Scale • My Goals 	<ul style="list-style-type: none"> • Speech, Language and Communication Profile 	<ul style="list-style-type: none"> ➤ Sensory and Physical Needs Profile ➤ ABC behavioural checklist to identify triggers for child ➤ Pupil interview/questionnaire to identify potential triggers ➤ Specific assessment of fine and/or gross motor skills – available from Inclusion Manager

The Graduated Approach

In line with the 2015 Code of Practice requirements, the school delivers a **Graduated Approach Model** as described in the diagram below for pupils identified as having SEN: (with thanks to Natalie Packer, **Natalie Packer Educational Consultancy** www.nataliepacker.co.uk).



This process will be led by the class teacher in partnership with the Assistant Head teacher with responsibility for inclusion. It will commence once it has been demonstrated that high quality teaching and learning arrangements as part of normal classroom planning, support and interventions are not enabling the pupil to make good enough progress, and where assessment data indicates, this is because Special Educational Needs are providing a barrier to learning.

All teachers are responsible and accountable for the progress and development of all the pupils in their class, even where pupils access support from Teaching Assistants or specialist staff.

Where a pupil is not making adequate progress, teachers, the Assistant Head teacher and parents will collaborate on problem-solving, planning support and teaching strategies for individual pupils.

Consideration of whether special educational provision is required should start with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents.

Individual children's needs are identified and assessed by the school in different ways. We know when pupils need help if:

- Concerns are raised by parents/carers, teachers or the child.
- Limited progress is being made in accordance with age related expectations.
- There is a change in the pupil's behaviour or progress.
- Concerns are raised by external agencies (e.g. GP, school nurse, Educational Psychologist).
- Information is provided from a previous setting (e.g. nursery setting).

The graduated approach is structured as follows:

High Quality teaching:

High quality teaching, differentiated for individual pupils, is the first step in our school's response to pupils who have or may have SEN.

Each child's education will be planned for by the class teacher as part of quality first teaching. Teaching and learning will be differentiated accordingly to suit the needs of individual children. This may include additional general support by the teacher or Teaching Assistants in class.

Class teachers will be expected to have undertaken the following actions:

- Use existing information as a starting point.
- Complete a Special Educational Need Profile highlighting concerns and identifying provision.
- Highlight areas of skills to support in class.
- Use baseline assessment to identify what child knows, understands and can do.
- Ensure ongoing observation/assessment provides feedback so assessment forms basis of next steps.
- Involve parents.
- Involve child.
- Will not have assumed difficulties are within the child.
- Use of National Curriculum programmes of study, effective management, ethos, learning environment and curriculum arrangements.
- Differentiation – match planning to individual needs.
- Take responsibility for planning and overseeing any interventions or support arrangements to address the child's learning difficulties.

Arrangements will be monitored to identify those pupils not making sufficient progress with this level of support because of their special needs, at which point the Assistant Head teacher is consulted.

Monitoring:

Any pupils who are falling outside of the range of expected academic progress will be monitored and assessments will be made to determine if further intervention is required.

The class teacher will take steps to further differentiate the learning to better support the pupil and this may require an adjustment in the style of teaching adopted with that pupil.

If a child's needs relate to more specific areas of learning, then the child may be included in an intervention group. This may be led by the class teacher, another teacher or a Teaching Assistant. The length of time the intervention is run for varies according to need but will be monitored regularly

These interventions are planned to ensure that there is a strong 'evidence base' underlying the interventions that we have selected to use (for example reference to the Education Endowment Foundation Toolkit and "What Works for Pupils with literacy/numeracy difficulties" guidance

Interventions will be reviewed by the Assistant Head teacher with responsibility for Inclusion to establish the effectiveness of the provision and to inform future planning.

The Assistant Head teacher with responsibility for Inclusion should be informed and consulted to provide support and advice and may wish to observe the pupil. Parents will be fully informed so they can share information and knowledge with the school to help better understand the needs of the child.

The child is recorded as being monitored; this does not mean they will automatically be placed on the SEND register.

School Support with external agencies:

If a pupil has higher level needs, this may result in them being identified as requiring extra support and in the creation of a Support Plan.

The formulation of these plans will involve the parents/carers, class teacher, child and where applicable other relevant professionals. This process will identify targets and outcomes for the child and how they may be achieved.

For higher levels of need, our school has arrangements in place to draw on more specialised assessments from external agencies and professionals. The school has access to the following professional agencies:

- Educational Psychologist
- Speech and Language Therapist
- Cognitive Behaviour Therapist
- Drama Therapist
- Advisory teachers for ASD, Hearing and Visual Impairment
- Occupational Therapy/Physiotherapy
- Early Help
- Harrow Horizons
- CAMHS
- Advisory support from specialist schools

At this point, the child will be placed on the school's Special Educational Needs register. Criteria for children being placed on the register are as follows:

- Pupils are unable to make appropriate progress therefore professionals are consulted to advise on a personalised plan, offer specialist assessment, provide advice on new strategies and possibly provide additional support.
- There is evidence of little progress over time, child is working below age related expectations and not making progress and/or there are serious cognition/social & emotional/physical/sensory/communication/ interaction difficulties.
- Class teacher provides evidence that in class support and differentiation and targeted interventions have not made a significant improvement.

Very Substantial Support:

If a child has lifelong or significant difficulties, despite purposeful and relevant interventions, they may undergo an Education, Health, and Care Needs Assessment which may be requested by the school, parent, health or social care. This will occur where the complexity of need or lack of clarity around the need of the child are such that a multi-agency approach to assessing that need, to planning the provision and identifying resources is required.

The decision to make a referral for an Education, Health and Care plan will be taken at a progress review. The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENCo
- Social Care
- Health Professionals

Information will be gathered relating to the current provision provided, action that has been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people co-ordinated by Harrow Local Authority (including professionals from education) about whether or not the child is eligible for an EHC Plan.

Parents have the right to appeal against a decision made by the Education, Health, and Care panel.

Education Health and Care Plans (EHCP):

Once a pupil has an EHCP naming Vaughan Primary School, the Head teacher will ensure that those teaching or working with the child or young person are aware of their needs and have arrangements in place to meet them. The school will ensure that teachers monitor and review the pupil's progress during the course of a year. Formal reviews of the EHC plan will take place at least annually. If a pupil's SEN change, the local authority will be informed and will arrange to hold a review as soon as possible to ensure that provision specified in the EHC plan is appropriate. For further information on EHCPs, please see the Local Authority's Local Offer on their website: <http://www.harrow.gov.uk/localoffer/>

By staff following the graduated approach, this will ensure that:

- External agencies will be contacted and will see existing records and carry out their own assessments.
- Class teacher/Assistant Head teacher (SENCo) will consider a range of approaches/materials including ICT.
- Plans for the use of support will relate to a clear set of expected outcomes, which should include stretching and relevant academic and developmental targets.
- Progress towards these outcomes will be tracked and reviewed termly through the Assess-Plan-Do-Review model, and will be repeated as many times as is necessary.

The following pyramid shows the graduated approach at Vaughan Primary School:



Vaughan Primary School Graduated Approach

EHCP has a 20 week time frame. All phases of the graduated response need to be evidenced and costed before requesting an EHC assessment.

Glossary

TA – Teaching Assistant
TATL – Teaching Assistant Team Leader
LM – Learning Mentor
OT – Occupational Therapist
SALT – Speech and Language Therapist
HI – Hearing Impaired
VI- Visual Impaired
EP – Educational Psychologist
AFL – Assessment for Learning
EAL – English as an Additional Language
SEND – Special Educational Needs and Disabilities
Intervention – regular strategy used to accelerate learning
Provision – amount of support
SMART targets – Small, Measurable, Achievable, Realistic and Timed
EHCP – Education, Health and Care Plan
SENCo – Special Educational Needs Co-ordinator

EHCP
0-25

Pupils with long term and complex needs that require ongoing specialised services that are well coordinated.

EHCP Assessment: D – Very Substantial Support

EP input and ongoing agency input or medical / disability

Hub meetings provide an opportunity for key staff to share expertise to coordinate support for pupils with identified SEND.

School Support with external agencies: C – Substantial Support

Personalised learning programme, more focused support from TATL, LM, TA, OT, SALT, HI, VI. Personalised behaviour thermometer, EP assessment and advice, SEN Support Plans, Multi-agency meetings with parents.

Teachers, using the assess, plan, do review cycle for all pupils in their class.

Targeted Support: B and beginning of C – Support / substantial support

Small group interventions (maths, phonics, social skills), language groups, Early Help, personalised behaviour strategies e.g. behaviour charts, PSP meeting with parents. Begin to use profiling tools and carry out focussed assessments – assess, plan, do, review cycle if progress is not accelerated than refer to Assistant Head teacher (SENCo). Offer support services to families. Pupils to have support plan with clear outcomes.

The everyday great job done by all

High Quality Teaching – What we offer everyone – A – Low Level

At least good teaching regularly monitored covering a range of subjects, whole class and TA support targeting focus children, differentiation for out of step learners, dynamic intervention from the teacher or TA to address any misconceptions, access to the full curriculum, AFL, classroom behaviour strategies, discussions with previous settings / teachers, transitions to new schools, parent/carer discussions, learning walks, EAL, SEND and Greater Depth advice, visual and kinaesthetic learning materials, visual timetables, individual copies of resources, adjusted adult language, targeted questioning, appraisal procedures, TA appraisal and observation, SEND awareness, training, pupil progress meetings and targets.



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

If you, as a parent, have concerns regarding your child then you should make an appointment to see the class teacher.

Where appropriate the concern will then be shared with the Special Educational Needs Co-ordinator (SENCo). Further discussions may then take place between all relevant parties to determine the best way forward for your child.



What kind of special educational needs provision is accessible for children at Vaughan Primary School with Nursery?

Our school provides special educational provision for pupils who require “special educational provision, that is provision **different from or additional to** that normally available to pupils of the same age.”

The school provides for pupils whose Special Educational Needs broadly fall into the 4 areas of:

- 1. Communication and interaction**
- 2. Cognition and learning**
- 3. Social, emotional and mental health**
- 4. Sensory and/or physical needs**

We support children using a variety of strategies. These may include:

- Quality first teaching – providing high quality education on a daily basis for all children; this includes adapting and differentiating the curriculum accordingly.
- Appropriate specialist equipment may be given to your child e.g. writing slopes, pencil grips.
- Small group or one to one support – targeted interventions (e.g. following specialist advice such as when a child is on a speech and language programme.)

- Where need is identified, children are able to have personalised timetables for alternative provision and access to individualised workstations.
- All pupils are encouraged to take part in all aspects of school life, including events and visits off site arranged by the school. Where necessary, support for individual children will be agreed in collaboration with parents and relevant school staff prior to an event.

Below is a provision map of provision/strategies available for children dependant on their area of need.

What are the different types of support that may be available for children at this school?

Area of needs	Whole school ethos and practice	Possible focussed support for some children's additional needs	Possible support and intervention for a small number of children who may or may not have an EHCP
<p>Social, emotional and mental</p> 	<ul style="list-style-type: none"> ● Consistent application of the school's behaviour policy ● A positive supportive and nurturing environment ● Circle time/PSHE curriculum ● Buddies on the playground ● School Council ● Helping Hands Learning Council ● Antibullying Champions for each phase ● Proactive use of Learning Mentors ● Liaison with outside agencies – Early Help ● Behaviour records ● Timers ● Emotion cards ● Visual timetables ● Appropriately differentiated learning activities with opportunities for breaks /movement. 	<ul style="list-style-type: none"> ● Identification and assessment in school ● Additional advice and support from outside agencies ● Adaptations to the curriculum to secure engagement ● Support to build relationships and engage ● Trained Learning Mentors to overcome barriers to social inclusion ● Support from specialist staff including, Cognitive Behaviour Therapist and Educational Psychologist ● Drama Therapist ● Parenting support ● Home-link books ● Individualised reward systems ● Social skills groups/Circle time-small groups ● Materials/ resources to support: e.g. squeeze balls, blue tac pieces, sensory toys ● Access to timetabled 'movement' breaks ● 'First/next' timetables ● 'Good listening' prompts ● Prior warning of changes to routines ● Transition work and support 	<ul style="list-style-type: none"> ● Interventions are implemented, reviewed and revised ● Work with parents to refer to CAMHS/Early Help ● Targeted interventions to promote social skills and emotional resilience such as mindfulness, Fun Friends and the Rainbow programmes ● 'Why Try' intervention programme ● PASS assessment ● Adaptations to physical environment e.g. time out ● Monitoring and support in unstructured time e.g. breaks/ lunch ● Behaviour Management Plan/Pastoral Support Plan ● Counselling / mentoring – individual basis. ● Personal reward /sanction process ● 1:1 social skills ● Key social skills taught explicitly ● Input outside agency support/recommendations ● SALT ● Social stories ● Individual workstation

Speech, language, communication and interaction



- Training for staff to meet the diversity of communication language skills
- Key staff trained to lead on Speech and Language programmes (ELKLAN trained)
- Strong emphasis on speaking and listening and phonics teaching
- Communication friendly learning environment
- Differentiation of activities and resources
- Visual aids/Visual timetables
- Explicit teaching and display of key words/vocabulary
- Pre and post teaching
- Additional processing time
- Simplified Language direct and broken down, with careful use of questioning, rephrasing & repetition
- Modelling
- Word banks
- Targeted questioning
- Different approaches such as role play and language rehearsal
- Group work/Talk Partners
- Checking of understanding & listening

- Small group phonic support
- Personalised support within the class
- Language monitoring systems upon entry and follow up provision
- Speech and Language interventions led by the Speech and Language Therapist and designated Teaching Assistant
- Learning Mentor support
- Social skills groups
- Small group pre and post teaching
- Vocabulary books
- 'Buddy' support

- Access to small teaching and learning groups
- Additional in class TA support
- Alternative communication systems, e.g. PECS
- Access to personal ICT/ adapted ICT equipment
- Speech & Language Therapy planned and delivered by a qualified therapist or school staff
- Advice and support via Autism Advisory Teacher
- Counselling
- CAMHs
- Input from an Educational Psychologist
- Individualised language programmes/targets
- Vocabulary books
- Vocabulary groups
- Learning mentor support
- LEGO club
- Social stories
- Circle of Friends
- Outside agency strategies and recommendations
- Individual workstation

<p>Autistic spectrum</p> 	<ul style="list-style-type: none"> ● Structured day ● Visual timetable ● Positive behaviour management strategies. ● Learning style understood. ● Differentiation within lessons 	<ul style="list-style-type: none"> ● Curriculum modified to take account of learning styles ● Individual coaching and support from the class teacher and our Inclusion Team ● Use of appropriate resources e.g. visual timetables, social stories, work stations ● Learning Mentor support 	<ul style="list-style-type: none"> ● Small group targeted intervention ● ICT used to reduce barriers ● Alternative communication systems – e.g. PECS, Makaton ● Advice and intervention from Harrow Outreach Autism Service or other Local Authorities
<p>Cognitive and Learning/Moderate Learning Difficulties</p> 	<ul style="list-style-type: none"> ● Differentiation of the curriculum and teaching and resources are accessible and appropriate ● Multi-sensory approach to learning and interactive environment ● Verbal and non-verbal information with cues, demonstration, and checking of understanding ● Pitched questioning/Modelling of skills-high expectations ● Sharing of the success criteria ● Whole school phonics -high quality systematic phonics teaching ● ICT to support learning ● Maths packs ● Targeted adult support/interventions ● Checklists/writing frames/word banks/Visual timetables 	<ul style="list-style-type: none"> ● Curriculum is adapted to meet the needs of pupils ● Targeted intervention programmes ● Specific goals- short steps ● Differentiated resources are provided as appropriate ● Learning support via in school Inclusion Team. Interventions can include pre teaching, precision teaching and 1:1 support ● 1:1 reading alongside intervention programmes such as ‘Toe by Toe’, ‘Plus 1’, ‘Power of 2’ and ‘Word Wasp’. ● Access to personal ICT/adapted ICT equipment alternative methods of recording such as tablets and laptops. ● Use of Clicker to help with writing ● Fine/ gross motor skills programme • Additional phonics support • Wordshark ICT program • Numbershark ICT program • Rapid Reading • Rapid Maths • Memory groups ● Coloured overlays/ Larger Font ● Touch-typing programs 	<ul style="list-style-type: none"> ● Access to small teaching and learning groups ● Additional in class TA support ● Additional specialist teaching support ● Educational Psychology assessment / support ● Access to personal ICT/ adapted ICT equipment ● Intervention programmes including ‘Toe by Toe’, Power of One, Power of Two, Precision teaching, daily reading ● Outside agencies’ strategies/ recommendations

Sensory and physical needs (e.g. hearing, visual impairment, multi-sensory, physical and medical needs



- Referral to the Sensory Impairment Team
- Curriculum is adapted and use of ICT
- Seating position within class prioritised
- Use of specialist equipment such as sloping boards, pencil grips, lap weights and cushions
- Time-out sessions and movement Breaks
- Adaptions to the classroom if appropriate
- Fine motor skill activities such as – peg boards, putty, cutting
- Medical support Adapted resources – large font, coloured paper, overlays
- Accessible classroom /school environment.
- Screen readers /magnifiers.
- Flexible teaching and social arrangements for learning, unstructured times, movement between sessions
- Physically/ sensory clutter free environment
- Storage for specialist equipment/ aids
- Awareness of positioning, voice and pace

- Modified learning environment.
- Learning support via our Inclusion team.
- Occupational Therapy and Physiotherapy from experienced TAs & inclusion team working from Therapy plans
- Individual Health Care plan management
- Liaison with a range of medical professionals as needed assistance via School Nursing Team
- Liaison with a range of medical professionals as needed assistance via School Nursing Team
- Fine/ gross motor skills practise
- Touch-typing programs
- Targeted groups to develop key skills

- Individual protocols and plans for children with significant physical and or medical needs.
- Additional modifications to the school environment
- Additional resources to reduce individual barriers to learning
- Occupational Therapy and Physiotherapy from qualified therapists and therapy assistants
- Access to external advice and assessment.
- Advice and outreach from Sensory Impairment Team
- Targeted Work from Occupational Therapy, sensory support service or physiotherapist
- Harrow Horizons or CAMHs
- Occupational / Physiotherapy programme for individuals or small group.
- Individual support for access to curriculum.
- Adapted activities / movement for unstructured times in school day.
- Adapted ICT programs and equipment – eye movement, speech recognition, keyboards, mouse.
- Individual flexible timetable – allowing for rest breaks
- Reduced timetable/ school day
- Hearing aids/ FM system
- PECS
- Daily fine/ gross motor skills practise
- Individual workstation



How accessible is the school environment?

The school seeks to comply with the 2010 Equality Act and makes reasonable adjustments where possible.

All long and short term plans to change the physical environment take account of the needs of disabled pupils, their families and prospective pupils.

The school building has been designed and improved to ensure accessibility; this includes the following:

- The building is wheelchair accessible.
- A physical environment that is safe and welcoming.
- Accessible toilet facilities available throughout the school.
- Space for small group work and individual work for targeted learners.
- Sound system in Main Hall.
- Handrails on stairs.
- The installation of a lift to enable access to the first floor in the Junior School. Any children are supervised by a member of staff at all times when using this.
- The installation of additional disabled toilet facilities on all floors in the Infant and Junior buildings with changing facilities.
- Wide corridors to facilitate wheelchair access.
- Improved signage in the school building and grounds.
- Accessible parking is always available.
- Provision of dedicated disabled parking spaces in the main carpark.
- Door push/pull bars.
- Support for parents at parent consultations, for example an interpreter to translate or a BSL Interpreter.

The school's accessibility policy outlines the provision that is available in the building. This is available on the school website.



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

The school has access to the following services and organisations

- Teaching Assistants
- Teaching Assistant Team Leads
- Learning Mentors
- Educational Psychologist
- Speech and Language Therapist
- Hearing and Vision Impaired Team
- ASD Outreach Team
- Occupational Therapist
- Cognitive Behaviour Therapist
- Drama Therapist
- Harrow Horizons
- CAMHS – Children and Adolescent Mental Health Service
- Children's Services, including Early Help
- School Nurse
- Support from specialist schools, e.g. Advisory teachers



Who is responsible for co-ordinating the provision of education for pupils with Special Educational Needs?

The school's provision for pupils with SEN is coordinated by the Assistant Head teacher with responsibility for Inclusion and she is the SENCo.

The Assistant Head teacher with responsibility for Inclusion has an important role to play with the Head teacher and Governing Body in determining the strategic development of SEN policy and provision in the school. At our school, the Assistant Head teacher is part of the School Leadership Team.

The Assistant Head teacher has day-to-day responsibility for the operation of SEN policy and coordination of specific provision made to support individual pupils with SEN, including those who have Statements/EHC plans.

The Assistant Head teacher provides professional guidance to colleagues and works closely with staff, parents and carers, and other agencies. The Assistant Head teacher co-ordinates all the support services and is able to work with professionals, providing a support role to the family to ensure that pupils with SEN receive appropriate support and high quality teaching.



What training have the staff, supporting children with SEND had or are having?

The school recognises the importance of high quality training and provides regular opportunities to enable all staff to improve the teaching and the children's learning, including those with SEND. This includes whole school training on SEND issues delivered by the Inclusion Manager/SENCo and outside professionals.

The Inclusion Manager/SENCo is a qualified teacher and ensures that her knowledge of SEND is up to date through continuous professional development, including attending termly SEND Local Authority meetings. She has successfully completed the National SENDCo Training Award Programme.

The school has a SEN development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND.

This may include whole school training on SEND issues or to support identified groups of learners in school, such as speech and language ASD, dyslexia and mental and emotional health needs etc. There is whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with a SEND.

There is also individual training for an identified staff member linked with the needs of a child with Special Educational Needs and/or disabilities or identified through the school's performance management process.

Individual teachers and support staff have access to training from outside specialist agencies relevant to the needs of specific children in their class. For example, Learning Mentors have regular supervision sessions. Staff members have received training related to the following areas of SEND:

- How to support pupils on the autistic spectrum.
- How to support pupils with social and emotional needs
- Understanding attachment and the impact on the children
- How to identify and manage children's anxiety.
- Cognitive Behaviour Therapy and Mindfulness.
- How to support children who have experienced a loss (for example, death, divorce, moving to a new country). We have a number of staff who are facilitators for the Rainbows Bereavement programme.
- How to support pupils with speech and language difficulties. A number of our Teaching Assistants have completed accredited ELKLAN Speech and Language training.
- How to support pupils with specific learning difficulties.
- How to promote independence and metacognition (Learning how to learn) and asking higher order questions.
- How to support children with medical issues.



How will you help me to support my child in their learning?



- Your child's class teacher may suggest different ways in which you can support your child at home, both with homework and with individual areas of need.
- Termly workshops for parents are held to support the development of reading and number skills at home, including regular SEN Café HUB meetings.
- The SENCo may meet with you to discuss strategies on how to support your child with their specific needs.
- Weekly SENCo Surgery for parents.
- If outside agencies such as the Educational Psychologist or Speech and Language Therapist have been involved, then suggestions and programmes of study are normally provided by them which can be used at home.



How will I know how my child is doing?

We support and involve parents in their child's learning both formally and informally.

This may include:

- Open door policy which provides parents with the opportunity for discussions face to face or on the phone.
- Class events/assemblies.
- Parents Consultations, including Enhanced Parent Consultations for specific children.
- Termly SEN Support Plan Reviews to review progress towards outcomes.
- Telephone conversations.
- School reports.
- Annual Review meetings for children with a Statement of Educational Needs or an Education Health and Care Plan.
- Support from SENCo.



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

We are an inclusive school and encourage all children to participate in all activities and trips. Appropriate provision and reasonable adjustments will be made where necessary following a Risk Assessment and consultation with parents/carers and appropriate professionals.

Medical support and training will be put in place where necessary taking into account reasonable adjustments.



How will my child and I be involved in making decisions about my child's education?

At Vaughan Primary School with Nursery, we believe in a child-centred approach. When children have been identified as having additional needs, the thoughts and feelings of the child as well as the parents/carers, together with the views of school staff and relevant professionals, are taken into account.

All parents and carers of pupils with Special Educational Needs at our school are considered to be our partners. They will be supported so as to be able and empowered to:

- recognise and fulfil their responsibilities as parents and play an active and valued role in their pupil's education.
- have knowledge of their pupil's entitlement within the SEN framework.
- make their views known about how their child is educated.
- have access to information, advice and support during assessment and any related decision-making processes about special educational provision.

The pupil's views will always be ascertained, but this may not be always be through direct discussion with the pupil. Pupils will be enabled and encouraged to participate in all decision-making processes in education, including the setting of learning targets and contributing to their SEN Support Plan, discussions about choices of schools, contributions to the assessment of their needs and termly reviews and transition meetings. They need to be part of the process, to know that they are listened to and that their views are valued.

This may be through:

- Informal discussion with staff.
- Teacher and child meetings.
- Teacher and parent meetings.
- Review meetings, including outside agencies where appropriate.
- Informal meetings and discussions.



How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

We recognize that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school:

- The SENCo/receiving class teacher may undertake a pre-visit to the existing setting where appropriate.
- Contact the current school to gain information.
- Your child may be able to visit our school and stay for taster sessions, if this is appropriate.
- Contact/meet with parent/carer.

If your child is moving to another school:

- We will contact the school SENCo and ensure he/she knows about any special arrangements or support that needs to be made for your child. Where possible, a planning meeting will take place with the SENCo from the new school.
- We will make sure that all records about your child are passed on as soon as possible.
- Where appropriate, we would encourage pre visits to the school by the child.

Transition from each key stage and moving classes:

- The receiving teacher and the child's class teacher meet in the summer term to discuss the needs and provision for children identified as having SEND/EAL or who are vulnerable learners.
- This information is then shared with relevant staff.
- During the summer term, an induction programme is planned for SEND/EAL and vulnerable learners who are transferring from a key stage or to another class. These consist of meeting the staff and carrying out activities in order to familiarise themselves with the new environment.
- There will be opportunities to make additional visits to the new classes, if this is appropriate.
- Where appropriate, we will discuss transition with the parents and child.

Liaison with regard to the successful transition of pupils with SEND is undertaken with receiving and sending schools prior to transfer. Contact is coordinated by the Assistant Head teacher.

Transition from Primary School to High School

- The SENCo, class teacher and/or Year Group Leader, will discuss the specific needs of your child with the SENCo of the child's secondary school.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- An induction programme is organised for all year 6 leavers. There is one High School visit for all of year 6 at the end of the summer term. In addition, extra visits are arranged for those children who would benefit, e.g. SEN and vulnerable children and support from the Learning Mentors is provided for individual pupils.



How will the school's resources be allocated and matched to children's Special Educational Needs?

The school's SEN provision is funded largely from the school's overall budget and is allocated on the basis of individual need. Support is graduated according to needs, priorities and availability of resources. When it is agreed to place a pupil on the school's SEN register, it is because their additional needs are significant and they require additional support.

In exceptional cases, the school can apply to the LA for top up funding. Pupils who have an Education Health and Care Plan will have an agreed package of support from the Local Authority.

- The school budget, received from Harrow Local Authority, includes money for supporting children with SEND.
- The Head teacher decides on the budget for Special Educational Needs in consultation with School Governors, on the basis of needs in the school.
- The money is used to provide additional support or resources dependent on individual needs.
- Additional provision may be allocated, after discussion with the Head teacher and the class teacher at pupil progress meetings, or if a concern has been raised at another time.
- Resources may include deployment of staff depending upon individual circumstances.



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

The level of support is decided on consultation with parents, teaching and support staff, and relevant external agencies, including the Local Authority.

The level of support will be constantly reviewed in order to identify when and where additional support may be need.



How can I find information on the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?

Information can be found on Harrow Local offer site: <http://www.harrow.gov.uk/localoffer/>

The Harrow Local Offer sets out the services and support available in Harrow for children and young adults under the age of 25 with special educational needs and those who are disabled. It also provides information about a young person's transition into adulthood.

You will find:

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



What do I do if I have a concern about the school provision?

We hope that complaints about SEND provision will be rare however in the first instance we encourage you to contact your child's class teacher.

If you still have concerns, please contact the SENCo followed by the Head teacher if necessary.

In the unlikely event that your concern is not resolved then you would need to follow the school complaints procedure. A copy of this can be obtained from the website or school office.



Who can I contact for further information?

Key Contacts

Head teacher – Mrs Jones - 020 8427 7222

Assistant Head teacher/SENCo – Ms Keohane – 020 8427 7222

Chair of Governors – Ms Young – 020 8427 7222

SEND Governor – Ms Hoyle – 020 8427 7222

Harrow Local offer site - <http://www.harrow.gov.uk/localoffer/>

Glossary of Terms

SEND – Special Educational Needs and/or Disabilities

ASD – Autistic Spectrum Disorder

SALT – Speech and Language

CAMHS - Child and Adolescent Mental Health Service

SEN Code of Practice - The legal document that sets out the requirements for SEN

LA – Local Authority

EHCP – Education Health and Care Plan

EAL – English as an Additional Language

SENCo – Special Educational Needs Co-ordinator