School Policy Document

Special Educational Needs Policy and Information Report 2021-22

Learning | Character | Community

PART 1 – SPECIAL EDUCATION NEEDS (SEN)

SECTION A: INTRODUCTION, AIMS, LEGISLATION AND DEFINITIONS

1. Introduction and Aims

At Pinner Park Primary School, we work together, as a school community, to empower and inspire each and every child to be an outstanding student who enjoys learning, to develop character, and to become a respectful citizen who makes a positive impact.

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

We are a fully inclusive school, and we aim to provide appropriate, high quality learning opportunities for all pupils through following a broad, balanced, relevant and differentiated curriculum, giving support to those experiencing difficulties by scaffolding their early steps, as well as challenging all pupils to learn beyond their expectations.

Pinner Park Primary School is a Rights Respecting School. We seek to place the UN Convention on the Rights of the Child (UNCRC) at the heart of our ethos and curriculum. A Rights Respecting School not only teaches about children's rights; it also models rights and respect in all its relationships, whether between children or between children and adults.

We have identified the following articles from the UNCRC as being of particular relevance in formulating this policy:

Article 2:	All children have these rights, no matter who they are, what their parents do, what language they speak, what their religion is, whether they are boy or girl, what their culture is, whether they have a disability, whether they are rich or poor.
Article 3:	The best interests of the child must be a top priority in all actions concerning children
Article 12:	Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously
Article 19:	Children should be properly cared for and protected from violence, abuse and neglect.
Article 23:	Every child with a disability should enjoy the best possible life in society. Governments should remove all obstacles for children with disabilities to become independent and to participate actively in the community.
Article 28:	Every child has the right to an education.
Article 29:	Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment

2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

At Pinner Park Primary School pupils are identified as having Special Educational Needs if they meet the definition as set out in the Special Educational Needs (SEN) Code of Practice: 0 to 25 years April 2015 This defines SEN as;

xiii. A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

xiv. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

xvi. A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xiv when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Child and Families Act 2014)

xviii. Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '…a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

SECTION B: BASIC INFORMATION ABOUT PINNER PARK PRIMARY SCHOOL'S SEND PROVISION.

1. Categories of SEND

Our school currently provides additional and/or different provision for pupils whose special educational needs broadly fall into the 4 areas of:

- Communication and interaction
- Cognition, learning and play
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

2. Guiding principles

At Pinner Park Primary School 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.
All pupils are entitled to an education that enables them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training.

3. Objectives of the School's SEND policy

Pinner Park Primary School is committed to inclusion, meeting individual needs and planning the highest quality provision for all pupils. Our objectives ensure high levels of achievement, progress and development of all pupils regardless of Special Educational Need or Disability.

We will ensure that a pupil with SEND will have their needs met through a rigorous programme of identification, assessment, planning and support.

To achieve this;

- the views of the pupil will be sought and taken into account
- parents have a vital role to play in supporting their child's education
- pupils with SEND will be offered full access to a broad, balanced and relevant education, including an appropriate differentiated curriculum
- the school will manage its resources to ensure all pupils' needs are met
- a pupil's special educational needs will be identified early
- provision and progress for SEND pupils will be monitored and reviewed regularly recognising that needs change over time and appropriate responses will be made
- the school will involve outside agencies when appropriate
- Education, Health and Care Plans (EHC plans) will be reviewed regularly in line with regulations
- appropriate training will be provided for class teachers and learning assistants involved in the implementation of the policy

Where a SEND is identified, the school will put appropriate evidence-based interventions in place. These will be provided as part of a graduated response, which includes regular review of the progress made and adaptations to the support provided as required.

4. How the policy will contribute to meeting the objectives

The effectiveness and appropriateness of the policy will be continuously monitored by the Special Educational Needs and Disabilities Coordinator (SENDCO) in conjunction with the SEND Governor using the criteria set out in the Special Educational Needs and Disability Regulations 2014.

The use of resources, identification process, programme planning, effectiveness and quality of individual planning, pupil progress, pupil participation, parents as partners, statutory reviews, referrals for statutory assessment, identification of training needs and use made of support services will be monitored and evaluated regularly.

In addition the school will annually undertake a self-evaluation of the effectiveness of its policy in order to both update the policy and to plan further improvements and development.

5. The arrangements that have been made for coordinating the provision of education for pupils with SEND at the school.

The school's provision for pupils with SEND will be coordinated by the Assistant Headteacher (Inclusion), who is the School's SENDCO.

The SENDCO has an important role to play with the Headteacher and Governing Body, in determining the strategic development of the SEND policy and provision in the school. At Pinner Park Primary School the SENDCO is part of the School Leadership Team.

The SENDCO has day-to-day responsibility for the operation of the SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.

The SENDCO provides professional guidance to colleagues and works closely with staff, parents and carers, and other agencies. The SENDCO is aware of the provision in the Local Offer and is able to work with professionals providing a support role to the family to ensure that pupils with SEND receive appropriate support and high quality teaching.

The key responsibilities of the SENDCO are:

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for children with SEND
- liaising and advising teaching staff and learning support staff and welfare staff within school
- advising on the graduated approach to providing SEND support
- overseeing the writing of SEN support plans and student passports
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with other schools, educational psychologists and health professionals, arranging termly planning and review meetings.
- liaising with social care professionals and independent or voluntary bodies
- being a key point of contact with external agencies, especially the Local Authority (LA) and its support services (see list at end of policy)
- making a request to the appropriate LA for a statutory assessment of a child's needs
- ensuring smooth transition of SEND children to new educational settings or transition into Pinner Park Primary School from other educational settings/home
- supporting in-service SEND training for staff

- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the Headteacher and school Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- liaising termly with the appointed SEN Governor and reporting to the Governing Body
- managing, updating and overseeing the records of all children on the SEN register, ensuring that the school keeps the records of all pupils with SEND up to date
- maintaining links with Special Schools and schools with Autistic Specific Environments/MLD provisions or other additionally resourced schools

In addition to the class teachers, there are a team of people who support the work of the SENDCO. Their roles and responsibilities are;

SEN Teachers
To assess specific literacy needs, plan, precision teach, review individuals, support differentiation so that individuals access the curriculum within classrooms.

Counsellors/play therapists.
Qualified child counsellor/play therapist working with groups or individuals following parental consent.

Learning mentor
Supports the emotional, social, mental health needs of pupils throughout the school. Supports the engagement of parents with planned workshops and other social activities.

Teaching Assistants
Teaching assistants may be trained to run a number of intervention strategies (published) or programmes devised by health professionals. They may work closely with the school Speech and Language Therapist (SALT) and Occupational Therapist to reinforce and develop individual's targets. With the guidance of the class teachers, learning assistants support children's language develop, phonics, attention and listening, social skills development, they develop children's concepts and develop the children's curriculum knowledge.

Teaching assistants working under the direction of the class teacher to support the objectives in specific pupils' EHC Plans.

6. The admission arrangements for pupils with SEND who do not have an Education Health and Care Plan in so far as they differ from the arrangements for other pupils.

As a community school, the Admission Authority for Pinner Park Primary School is Harrow Council. The Harrow Council Admission Team co-ordinate all admission to the school.

7. The admission arrangements for pupils with SEND who do have an Education Health and Care Plan

As a community school, the Admission Authority for Pinner Park Primary School is Harrow Council. The Harrow Council Admission Team co-ordinate all admission to the school.

In the case of referrals from SEN Assessment and Review Service, the pupil's EHC plan is read and considered. Where ever possible the Assistant Headteacher (Inclusion) will visit the pupil at their current educational setting. The pupil's specific needs are discussed with parents/carers and relevant agencies. Only if the school is satisfied that the needs of the child can be met within the context of our mainstream

Primary School, is a placement agreed. The final decision regarding placement will be made by Harrow SEN Assessment and Review Service panel.

Once a place is offered, a multi-professional meeting involving parents is held. This is to ensure that all strategy advice and resources regarding the pupil's needs are in place prior to their start. The Assistant Headteacher-Inclusion-SENDCO will visit the pupil at their current educational setting/or home.

Where possible pupils visit the school and meet their class teacher and class teaching assistant and explore the classrooms prior to starting. In some cases a unique photo book is given to the pupil showing pictures of the school and key staff they will work with.

All pupils starting in Reception classes have a staggered progression into full time school. The increase in hours attended will vary according to the individual pupil's needs whether they are identified as having Special Educational Needs or not. This is developed in discussion with parents to ensure a secure, smooth and settled move into full time school.

8. Facilities for pupils with SEND at the school including facilities which increase/assist access to the school by pupils who are disabled.

The school has accessible toilets in each building. There is a lift for access to all levels in the Upper School. Ramps are available for access to the buildings where level entrances are not available. More detailed information is available in the Accessibility Plan.

All children, including those with SEND have full access to all areas of the curriculum and play a full and active part in the daily life of the school, as far as possible. This is achieved through:

- planning a scaffolded or differentiated, creative, broad, balanced and ambitious curriculum for all pupils
- planning multi-sensory teaching methods so that all learning styles are provided for
- promoting active learning either as a whole class, small group, in pairs or 1:1
- pupils being grouped appropriately, at times to be taught specifically in keeping up or catching up groups or grouped to allow peer group support with pupils as "models" for others
- Learning assistants in the Foundation Stage timetabled all day to support the children's learning and independence
- Learning assistants working alongside pupils with EHC plans and SEN Support plans, as appropriate, ensuring access to learning and strategies outlined in their EHC Plans and/or SEN Support plans
- Support Teachers/Learning assistants being timetabled to assess, teach and monitor pupils with SEND and/or EHC Plans as appropriate throughout the school
- Learning assistants support the learning of pupils with Speech and Language Therapy needs in order for them to access the curriculum.
- setting up working environments that are quiet with minimal distractions to aid concentration in order to support some pupils to access the curriculum
- making reasonable adjustments to the environment to ensure all pupils have access to facilities and educational opportunities
- providing specific interventions to develop learning skills and develop independence to access the curriculum- pre-teaching, social skills groups, keeping up sessions, Fischer Family Trust, speaking and listening groups etc
- supported small group interventions or keeping up sessions in maths and literacy
- being aware of access arrangements

The school will comply with the Equality Act 2010.

SECTION C: INFORMATION ABOUT THE SCHOOL'S POLICIES FOR THE IDENTIFICATION, ASSESSMENT AND PROVISION FOR ALL PUPILS WITH SPECIAL EDUCATIONAL NEEDS

1. SEN Funding

The school's SEND provision is funded largely from the school's overall budget. Support is graduated according to needs, priorities and availability of resources. Children with an EHC Plan may have specific funding from the Local Authority.

We carry out an annual review of all school SEND needs and monitored pupils so that the allocation of support staff is according to the needs of the pupils. Year group teams will vary resources to ensure most effective inclusion and provision for all pupils.

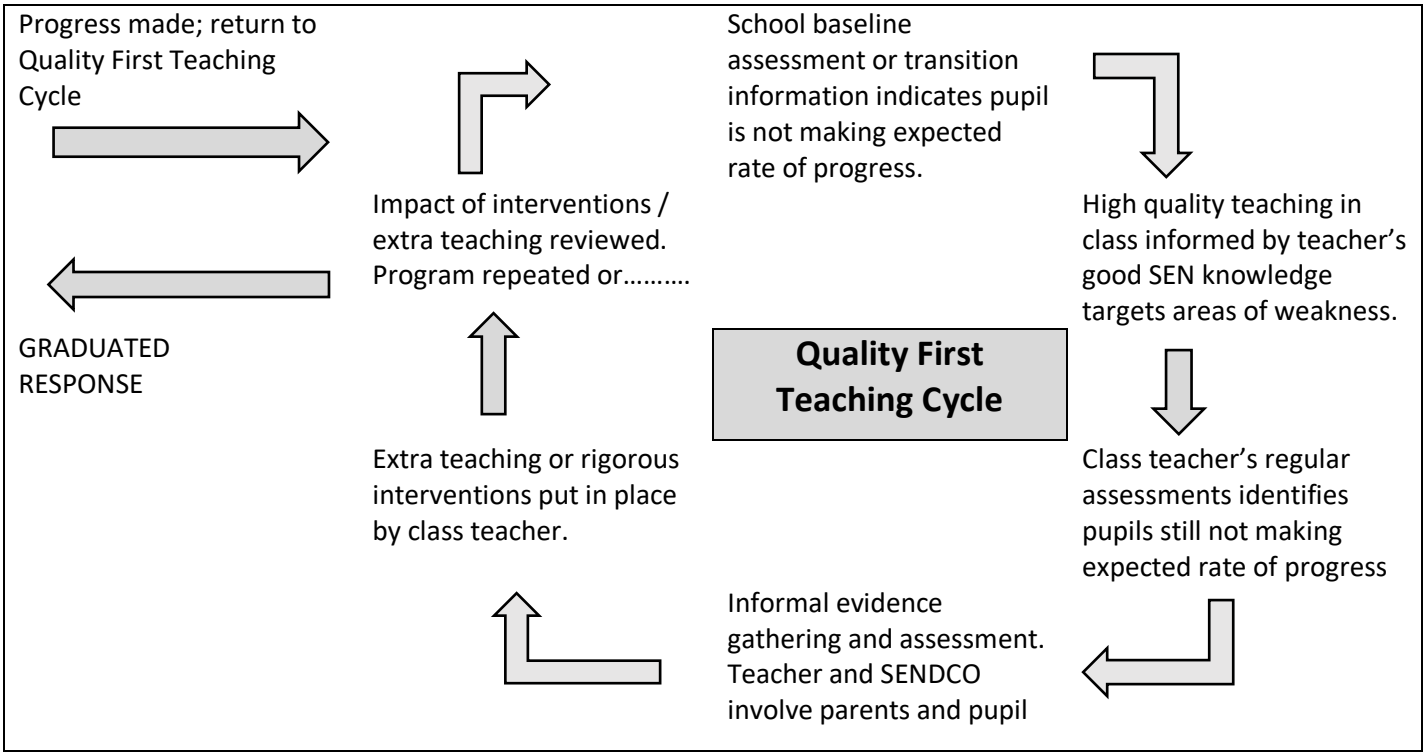
The SEN resource budget is used to ensure that specialist resources are in place. Subject Co-ordinators liaise with the SENDCO and are expected to purchase the most appropriate resources for all pupils.

2. How pupils with special educational needs are identified and their needs determined and reviewed.

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, class teachers, SENDCO and parents will collaborate on problem-solving, planning support and teaching strategies for individual pupils.

High quality teaching, differentiated for individual pupils, is the first step in our school's response to pupils who have or may have SEND (Quality First Teaching Cycle).

The identification of SEN will be built into the school's overall approach to monitoring the progress and development of all pupils.



3. Class Teacher Action (prior to formal involvement of the SENDCO)

- Use existing information as a starting point, talk to parents, look at samples of work, pupil progress meetings, knowledge of child from previous setting or teacher
- Highlight pupil's areas of skill to support their access to the curriculum and motivate their involvement in class activities
- Use baseline assessment to identify what a pupil knows, understands and can do
- Ensure that ongoing observation/assessment provides feedback so that assessments form the basis of next steps
- Set up class based intervention groups/ individual support
- Involve the parents in discussions and inform them of planned interventions
- Involve the pupil
- Moderate work within the year group team and discuss individual needs
- Teachers will have high expectations for the pupil's progress
- Use of National Curriculum programmes of study, effective management, ethos, learning environment and curriculum arrangements
- Differentiation – will match planning and learning to individual needs
- Take responsibility for planning and overseeing any interventions or support arrangements to address the pupil's learning difficulties
- Interventions are recorded on the class provision map, maintained by the SENDCO

Teachers will monitor, assess and record the pupil's progress and will identify those pupils not making sufficient progress despite the appropriate, quality support and teaching. At this point the SENDCO is consulted, as to whether the pupil should be placed on the school's SEN register.

4. SEN register

Placing pupils on the school's SEN register will be considered when pupils:

- are unable to make appropriate progress and experts are involved in advising on a personalised plan, specialist assessment, new strategies, or additional support from outside agencies.
- make little progress over time, attainment is below age expected level or serious cognition/social and emotional/physical/sensory/communication/interaction difficulties are identified
- have not made a significant improvement despite the interventions put in place to support them

5. The Graduated Response

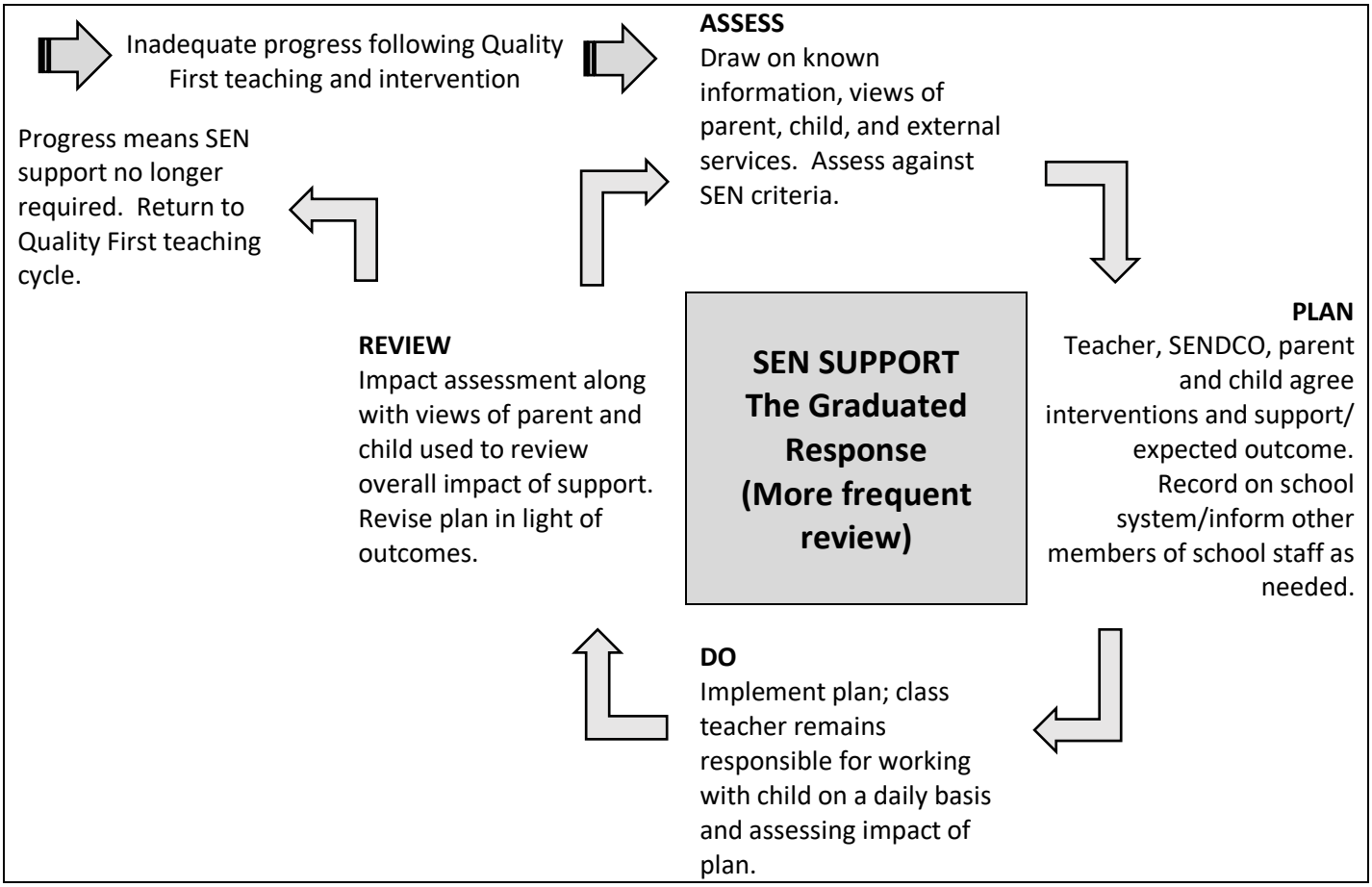
The Graduated Response is led by the class teacher in partnership with the SENDCO.

It will commence once it has been demonstrated that high quality teaching and learning arrangements as part of normal classroom planning, support and interventions (Quality First Teaching Cycle) are not enabling the pupil to make good enough progress, and where assessment data indicates this is because special educational needs and disabilities are providing a barrier to learning.

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. The outcomes considered should include those needed to make successful transitions between phases of education and to prepare for adult life.

In consultation with the pupil and parents the 'London Borough of Harrow's SEN Early Years Support Plan' (Nursery and Reception) or the school devised SEN support plan (Years 1 to 6) will be drawn up to achieve the agreed outcomes through support and intervention arrangements. The parents will be given a booklet 'Special Educational Needs - A guide for Parents/Carers' to provide explanations, contact names and telephone numbers of people they may find supportive. The Graduated Response plan will ensure that;

- External agencies will be contacted, as appropriate, and they will see existing records and carry out their own assessments
- SENDCO/teacher will consider a range of approaches/materials including ICT as appropriate
- 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



6. The Termly Review Meeting

Parents will be invited to their child's termly review meeting, which will be led by the class teacher, who has a good knowledge and understanding of the child and who is aware of their needs and attainment. At this meeting, the class teacher may be supported by the SENDCO. The meeting will provide an opportunity for the parent to share their concerns and, together with the teacher, agree their aspirations for their child.

Parents are welcome to request a meeting with the class teacher or SENDCO to discuss any issues, at any time, in addition to the termly review meeting.

7. The School's Provision Map

The school maintains a provision map of the support arrangements and interventions available to ensure that all pupils can access learning and maximise their achievements. The provision map includes all children who are accessing interventions and support, whether they are on the SEN register or not.

8. The School's Approach to Identification and Assessment of SEN

At Pinner Park Primary School 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. The main source of outside agency support is from the Local Authority. This could be from the Educational Psychologist, Portage, Early Years Team, Children's Sensory Team including Visual Impairment advisory teacher, Hearing Impairment advisory teacher and Autism Spectrum advisory teacher, Health Professionals e.g. Speech and Language Therapists, Occupational Therapists, Physiotherapists, Child and Adolescent Mental Health Service (CAMHS), Paediatricians, School Nurse or Children's Services.

Parental consent is formally required before such consultations can take place.

Where pupils do not make sufficient progress, despite the school making purposeful and relevant interventions at the Graduated Response, it may be appropriate to ask the LA to carry out a statutory assessment of their needs. This would be to see if they are eligible for an Educational Health and Care Plan (EHCP). The LA will seek evidence from the school that any strategy or programme implemented for the child in question has been continued for a reasonable period of time without success and that alternatives have been tried. The LA will need information about the pupil's progress over time, and will also need clear documentation in relation to the pupil's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place.

In preparing a request the school will involve the parents, pupils and outside agencies and refer to Chapter 8 of the Code of Practice 2015.

9. Education Health and Care Plans (EHC Plans)

Once a pupil has an EHC plan naming Pinner Park Primary School, the SENDCO and Head teacher of the school will ensure that those teaching or working with the pupil 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 changes, the LA 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 EHC plans please see the London Borough of Harrow's Local Offer.

10. Access to the National Curriculum

At Pinner Park Primary School we follow the new National Curriculum statement on Inclusion. 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 SEND will be

able to access the full National Curriculum although this might be at a different level to their peers. Potential areas of difficulty will be identified and addressed at the outset of work.

At Pinner Park 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.

11. Preparing for adulthood (transition)

At Pinner Primary School we help our pupils with SEND to start planning for their future adult life as early as possible. Our aim is to support our pupils to go on to achieve the best possible outcomes in employment, independent living and participation in society. This could include, for example:

Helping pupils and parents understand and explore how the support they receive in school, will change as they move into different settings, and what support they are likely to need to achieve their ambitions.

12. How the governing body will evaluate the success of the education which is provided at the school to pupils with special educational needs.

The governing body must publish information on their websites about the implementation of the governing body's policy for pupils with SEND. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014.

13. Arrangements made by the Governing Body relating to the treatment of complaints from parents of pupils with Special Educational Needs and Disabilities concerning the provision made at the school.

Parents/carers are welcome to come into school to discuss their child's needs with the class teacher and Assistant Headteacher (Inclusion). If parents/carers concerns about the special needs of their child are not resolved by meeting the class teacher or Assistant Headteacher for Assistant Headteacher (Inclusion), then appointments can be made with the Headteacher. In very rare cases if issues remain unresolved parents can raise concerns with the Chair of the Governing Body.

Any complaints from parents of pupils with special education needs concerning the provision made at the school, should be made through the school's procedures as set out on the school's website.

SECTION D: INFORMATION ABOUT THE SCHOOL'S STAFFING POLICIES AND PARTNERSHIP WITH BODIES BEYOND THE SCHOOL

1. Arrangements for Professional Development for all staff, including SEND staff and learning support assistants, in relation to special educational needs

The professional development of all staff involved in meeting the needs of pupils with SEND is ongoing and continuous. A wide range of training opportunities is provided which includes;

- Skill sharing and the demonstration of teaching techniques and strategies organised within the school and by in-school teachers and therapists
- Specific training for teaching and learning support staff is organised by the Leadership Team on INSET days
- 'Surgery' INSET sessions are planned termly to allow staff to review pupils progress and review SEN support plans
- Class Teachers take responsibility for SEND within their own classes and the SENDCO supports with this. Support is also given to learning assistants running intervention programmes and learning assistants with responsibilities for specific pupils with EHC Plans or SEN support plans
- Professional development sessions and one-off sessions on relevant subjects provided by SEN specialists
- Attendance at courses offered by external providers, accredited and non-accredited, as part of the school's Performance Management process
- Other courses which are relevant to the work being undertaken. This can be generated by staff interest or can be undertaken at the request of the SENDCO

2. The role played by the parents of pupils with Special Educational Needs and Disabilities.

All parents and carers of pupils with special educational needs at Pinner Park Primary School are considered to be our partners. They will be supported to enable them to;

- recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education
- have knowledge of their child'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
- Be given a booklet 'Special Educational Needs - A guide for Parents/Carers' to provide explanations, contact names and telephone numbers of people they may find supportive

To make communications effective, staff at Pinner Park Primary School will:

- acknowledge and draw on parental knowledge and expertise in relation to their child
- focus on the pupil's strengths as well as areas of additional need
- recognise the personal and emotional investment of parents and be aware of their feelings
- ensure that parents understand procedures, are aware of how to access support in preparing their contributions and are given documents to be discussed before meetings
- respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints
- respect the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers
- recognise the need for flexibility in the timing and structure of meetings

3. Pupils

The pupil's views will always be ascertained, but this may not be through direct discussion with the pupil. Pupils will be enabled/encouraged to participate in all decision-making processes in education, including the setting of learning targets and contributing to personal plans, 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 will be done in an age appropriate way bearing in mind the needs and age of the pupil.

4. Links with other schools, including special schools, and the provision made for the transition of pupils with special educational needs between schools or between the school and the next stage of life or education.

At Pinner Park Primary School, we have opportunities to attend training through Harrow's Learning Pool. We have links with training opportunities at Alexandra School and Woodlands Specialist Educational settings. We can also access support and courses at Knowledge Centres in schools within the London Borough of Harrow.

Liaison with regard to the successful transition of pupils with SEND is undertaken with receiving and sending schools and nurseries and pre-schools prior to transfer. Contact is coordinated by the SENDCO.

Transition arrangements for pupils with SEND either moving into the school or moving on to new schools or between key stages within school, is carefully planned and prepared for.
Support is given by:

- visiting the SEN pupil in their previous setting and talking to staff and agencies supporting the pupil and family
- holding a meeting at school, inviting parents and all professionals involved with a new SEN child to ensure that information and successful strategies are in place prior to their start
- helping pupils and parents understand and explore how the support they receive in school will change as they move into different settings, and what support they are likely to need to achieve their ambitions
- providing social skills groups to help pupils explore changes and prepare for transition between year groups or key stages or schools
- enabling pupils with SEND to visit their new classes and meet their new teachers, providing photo books of key staff and areas, if appropriate
- ensuring pupils with SEND know how they can help themselves when they have a worry or need
- having an up to date/ reviewed student passport in place for transition so that new staff understand the needs and how they can support their new SEND pupil immediately

5. Links with child health services, social services and educational welfare services and any voluntary organisations which work on behalf of pupils with special educational needs.

The school works in partnership with the following services and organisations:

- Educational Psychology
- Paediatric Medical Team
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Portage
- Child and Adolescent Mental Health Service(CAMHS)

- School Nurse Team
- Children's Sensory Team
    - Hearing Impaired
    - Visually Impaired
    - Autistic Spectrum
- Harrow Council School Attendance Team
- Children's Services- Early Intervention Team
- MASH (Multi Agency Support Hub)
- Family Action (Parent Partnership)
- Dr Barnardo's support services
- ADHD/Autistic Spectrum support group
- Contact a family
- Family Learning Network.
- H.O.P.E
- Home Start
- Harrow Parent Carers Forum
- Contact is coordinated by the SENDCO.

6. Monitoring arrangements

This policy and the information report which follows will be reviewed by the SENDCO (Assistant Headteacher – Inclusion) annually. It will also be updated if any changes to the information are made during the year.

It will be approved annually by the governing board.

PART 2 – SPECIAL EDUCATION NEEDS (SEN) INFORMATION REPORT 2021-22

1. Our Commitment and Aspirations

Pinner Park Primary School is a fully inclusive school who ensures that all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs).

This document is intended to give you information regarding the ways in which we ensure we support all of our pupils including those with Special Educational Needs (SEN) and disabilities (D), in order that they can reach their full potential. It may not list every skill resource and technique we employ, in order to achieve this as these are continually developed and used to modify our provision to meet the changing requirements for individual children.

Children are identified as having SEND according to the definitions set out in the SEN Code of Practice 2015. (See section 3- Definitions, page 3, SEND Policy.) Once identified, we generate (alongside parents and pupils) SEN support plans and pupil passports, which help support their development and access to appropriate resources and learning opportunities.

We aim to ensure that children with SEND at Pinner Park Primary School make good progress ensuring they reach their full potential and achieve in line with other schools nationally. We ensure effective communication with parents and carers, in order to work collaboratively and secure the best possible outcomes for all our children. Termly SEND support plan meetings allow parents and teachers to meet in order to discuss their child's outcomes and next steps. Children's views are also critical in ensuring the right provision is implemented in order to meet their needs. We work hard to ensure that reasonable adjustments are made to overcome barriers to learning. We have good relationships with outside agencies (including Educational Psychology Service, Speech Therapy and Occupational Therapy Services etc), who assess children, as appropriate and advise parents and schools.

Other detailed documents such as our Special Educational Needs and Disabilities Policy (SEND Policy) and Single Equality Policy are available on the school website. If you would like further information about what we offer here at Pinner Park Primary School then please do not hesitate to contact us directly.

Please also refer to the Harrow LA local offer at: http://www.harrow.gov.uk/localoffer

2. Roles and responsibilities – Who are the best people to talk to about my child's SEND?

Class teachers

The class teacher is your first point of reference on a day to day basis.
Each class teacher is responsible for:

- Planning a differentiated or scaffolded curriculum
- Monitoring your child's progress
- Working closely with other staff members who work with your child
- The progress and development of every pupil in their class
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow the SEN policy

The SENDCO
The SENDCO is Mrs K Coxon, Assistant Headteacher (Inclusion).

They will:
- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Ensure resources and equipment are available to support children with Special Educational Needs or disabilities
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

The SEND governor
The SEND Governor is Mrs R Shah.

The SEND governor will:
- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

The headteacher
The headteacher is Mr N Waldron.

The headteacher will:
- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

3. Leadership of SEND Provision

Our Assistant Headteacher-Inclusion- SENDCO co-ordinates support and interventions across the school, and from outside agencies. The SENDCO ensures that provision is made in accordance with the SEN and Disability Code of Practice.

The Code sets out the following expectations:

- High quality teaching, differentiated for individual pupils should be available to the whole class.
- Class teachers being responsible for planning the curriculum and assessing your child's progress, even if they have additional needs.

- High quality teaching, which includes effective assessment and target setting, will identify pupils making less than expected progress.
- Where progress continues to be less than expected the class or subject teacher, working with SENCO, will assess whether the child has SEN
- Where a Special Educational Need is established, the school, in partnership with parents/carers and pupil, will work through a four step graduated response: assess, plan, do, review, which is cyclical – termly reviews involving, teachers, SENDCO, parents and pupils lead to revisions in SEN plans and interventions. Pupil passports help include pupils' views and agreements.
- Where a pupil with SEND is reaching a point of transition (Entry into Nursery or Primary School, Primary School to Specialist Provision or Primary School to Secondary School) the school will work with the parents and pupil to ensure a smooth and successful transition.
- Most pupils with SEND have their needs met as part of the high quality teaching at our school. Where there is sufficient evidence that a pupil's needs are still not being met through the graduated response and school's own resources (including funding), a decision in consultation with parents may be agreed to request a Local Authority assessment for an Education, Health and Care Plan (EHC plan).
- EHC plans are integrated support plans for children and young people with Special Educational Needs and Disability (SEND), from 0 – 25. An EHC plan will specify and coordinate additional funding and provision. The plan is focused on achieving outcomes and helping children make a positive transition to adulthood, including paid employment and independent living. Please refer to School SEND policy regarding meeting the needs of pupils with EHC plans.
- The school will annually monitor and evaluate the effectiveness of its provision for pupils with SEND in the Annual Information Report to Governors.

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

In our school we have:

- An 'open door policy' - parents welcome to make an appointment at any time
- Partnership between parents and teachers - we will communicate regularly and will offer termly parent's consultation evenings.
- Regular meetings between class teachers and leadership team including the SENDCO will track pupil's progress. Any concerns, interventions or changes of interventions will be discussed with parents by the Assistant Headteacher-Inclusion SENDCO

If your child has an EHC plan there will be formal meetings where progress is reported and recorded

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

The different types of support that may be available for children at the school is details below. The list is not exhaustive. Support will always be individual to the child and recorded in an SEN plan or EHC plan.

Area of Need	Whole school ethos and practice	Possible focused support for some children's additional needs	Possible support and intervention for a small number of children who may
Social, mental and emotional health needs	• Consistent application of the school's behaviour policy (and the key words: • Ready, Respectful, Safe and Kind) • A positive supportive and nurturing environment • Circle time/PSHE curriculum • Playground Charter • Class Charter • Visual supports. • Early Intervention Services –Parent workshops • 'Buddy' support. •	• Early 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- circle of friends • Focussed support through social skills groups. • Regular 1:1 'check ins' by learning mentor • Provision of a trained play therapist and /or counsellor /learning mentor with parental consent. • Differentiated behaviour management strategies, reward systems. • Prior warning of changes in routine/ transition support-photo books / 'Now and Next' boards	• Interventions are implemented, reviewed and revised • Work with parents to refer to Child and Adult Mental Health Service.(CAMHS) • Targeted intervention to promote social skills and emotional resilience • Adaptations to physical environment eg time out • Monitoring and support in unstructured time eg breaks/ lunch • Behaviour Management Plan/Pastoral Support Plan • Social stories and cartooning • Individual workstation. • Outside agency support /recommendations. Referrals to Early Support.

Area of Need	Whole school ethos and practice	Possible focused support for some children's additional needs	Possible support and intervention for a small number of children who may
Speech, language, communication and interaction	• Language monitoring systems on entry into Reception-NELI • Training for staff to meet the diversity of communication language skills • Strong emphasis on speaking and listening • Communication friendly learning environment • Visual supports-colourful semantics • Mind-mapping • Talking partners • Vocabulary banks • Targeted questioning techniques • Time to process. • Knowledge organisers	• Colourful semantic strategies • Personalised support within the class • Initial Language assessment systems identify children needing follow up provision -NELI • SALT interventions delivered by learning assistants • SALT and School delivered Parent Workshops • Support to build relationships and engage-circle of friends •	• Access to small teaching and learning groups • Additional in class learning support • Alternative communication systems • Access to personal ICT/ adapted ICT • Equipment(As appropriate) • Speech & Language Therapy delivered or programmes planned by qualified therapist delivered by learning support staff • Advice and support via Autism outreach team (EHC plan)
Autistic spectrum	• Structured day-visual supports • Positive behaviour management • Management strategies. • Learning style understood. • Differentiation/ scaffolding within lessons • Visual supports	• Curriculum modified to take account of learning styles • Attention Autism strategies-Bucket games. • Attention building strategies • Individual coaching and support from the class teachers and learning support assistants • Use of appropriate resources e.g. visual timetables, social stories, cartooning, work stations. • Pre-warning about changes to routine/activity • Quiet areas • Sensory equipment	• ICT used to reduce barriers • Targetted support to manage social interaction development • Alternative communication systems –Sign-a-long, PECS • Attention Autism strategies • Advice and intervention from Harrow Advisory Teachers for ASD (EHC plan) • Individual workstation

Area of Need	Whole school ethos and practice	Possible focused support for some children's additional needs	Possible support and intervention for a small number of children who may
Cognitive and Learning/Moderate Learning Difficulties	• Quality First teaching strategies • Differentiation and scaffolding of the curriculum to include multisensory teaching • Teaching resources are accessible and appropriate • Multi- sensory approach to learning but cognitive overloading understood and managed. • Read, Write, Inc. spelling. • Environment supports learning, removing cognitive overload. • Small group phonic support in keeping up groups • Visual supports • Modelling • Small focus groups-reinforcement/ consolidation • Knowledge organisers	• Curriculum is adapted to meet the needs of pupils • Targeted intervention programmes • Small group focused support • 1:1/1:2 precision teaching • Specific goals- short steps • Differentiated resources are provided as appropriate • Modelling activities • 1:1 reading alongside intervention programmes • Access to personal ICT/adapted ICT equipment alternative methods of recording as appropriate.	• Access to small teaching and learning groups • Modelling activities-hand over hand • Additional in class learning support • Additional specialist teaching support • Educational Psychology assessment / support • Access to personal ICT/ adapted ICT equipment as appropriate. •
Sensory and physical needs (e.g. hearing, visual impairment, multi-sensory, physical needs	• Provision of specialised equipment as appropriate, lap weights, sloping boards, wobbly cushions, overlays, stress balls etc. • Small group focused support • Curriculum is adapted • Seating position within class considered • Small focus groups-reinforcement/ consolidation • Medical support – visual and hearing aids	• Modified learning environment. • Referrals to Harrow Hearing Impaired Service or Visual Impaired Service • Learning support via our learning support team. • Occupational Therapy and Physiotherapy from experienced learning assistants working from Therapy plans • Mobility and care plan management with appropriate resources • Liaison with a range of medical professionals as needed. • Assistance via School Nursing Team • Medical support – visual and hearing aids FM systems	• 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 Children's Sensory Team • Adapted ICT programmes and equipment as advised

Area of Need	Whole school ethos and practice	Possible focused support for some children's additional needs	Possible support and intervention for a small number of children who may
Medical needs	• Provision of specialised equipment as appropriate. • Opportunities for snack to regulate blood sugar levels as needed. • All reasonable adjustments to the environment as appropriate i.e. access to cool or shaded environment. • Positioning within class as advised.	• Liaison with a range of medical professionals as needed and assistance via School Nursing Team / Specialist Nursing teams at pupil's hospital	• Individual protocols and plans for children with medical needs. Individual Health Care Plans. • For rare medical conditions, in accordance with the pupil's health care plan and following training, the first aid trained staff will administer medication.

6. Concerns about a child's progress

Parents are encouraged to make an appointment with the class teacher if they have concerns about attainment, achievement, progress or happiness in school.

Where a child with SEND continues to make little progress despite the support provided by the school's SEN provisions, including external support and advice, and there is evidence that the child has severe and complex needs that cannot be met within the resources ordinarily available to school, we will ask the Local Authority to undertake a statutory assessment of the child's SEND, either as set out in the SEND Code of Practice or through a request for an Education Health and Care Plan (EHCP). Parents are offered support by the SENDCO and are also referred to other support services via Harrow local offer and:

www.family-action.org.uk/harrowsendias
0208 428 6487

If a child with an Education, Health and Care Plan (EHCP) continues to make little progress, Educational Psychologist advice will be sought and an Early Annual Review may be called. Support will be offered by the SENDCO regarding the possibility of a child needing a specialist educational setting. Parental views will be paramount and, in consultation with parents, the LA will make the final decision about any change in placement.

All schools have a designated SEND Governor responsible for having oversight for SEND across the school and reporting to the Governing Board.

7. Complaints about SEND provision

Complaints about SEND provision in our school should be made to the class teacher in the first instance. The school's complaint policy is available to view on the school website.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

8. Contact details
All staff members, including the SENDCO and the SEND Governor, can be contacted through the school office:

0208 863 2191
office@pinnerpark.harrow.sch.uk

9. The local authority local offer
Our local authority's local offer is published here: http://www.harrow.gov.uk/localoffer