

Harrow Lodge Primary School



SEND INFORMATION REPORT

REVIEWED:	Autumn 2023
APPROVED (T&S):	Spring 2024
EFFECTIVE PERIOD:	Spring 2024-Spring 2025
DUE FOR REVIEW:	Autumn 2024
RESPONSIBLE PERSON(S):	MRS S BOYES

SIGNED BY CHAIR OF GOVERNORS



Harrow Lodge Primary School

SEND Information Report 2023-24

Harrow Lodge Primary School is a two form entry mainstream school (with an additional class intake in year 3), which is committed to being as inclusive as possible through meeting the needs of all children in the school, including those with Special Educational Needs and Disabilities.

This document is intended to give you information regarding the ways in which we ensure we support all of our children including those with SEN and /or disabilities, in order that they reach their full potential

New admissions and mid-phase admissions for pupils with SEND are allocated through the admissions team at the London Borough of Havering.

Our SEND profile for 2023-24 shows that we have 13% of pupils identified as SEND with 4% of the pupils having an Educational Health Care Plan

What kinds of Special Educational Needs do we provide for in our school?

There are four broad areas of need which our school currently provides additional and/or different provision for. These are:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

How do we identify and assess children with SEN?

Assessments are carried out on a regular basis through both formal and informal methods, a range of assessment tools may be used where considered appropriate. Class teachers make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

Progress in other areas is also considered, e.g. some children may have targets in relation to social skills necessary to be fully integrated into school life.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

How will the school support a child with SEND?

Each child will have a Personal Learning Plan which is planned by the teacher with input from the parent, pupil, SENDCo and incorporates any advice from outside agencies (where appropriate).

Pupils' needs are supported via targeted support within lessons in the form of small group work or withdrawn intervention, targeting specific areas of the curriculum e.g. motor skills, phonics, maths etc. This additional provision may be run by the class teacher, teaching assistant or SENCo. Provisions may last for a variety of time frames depending on the type of intervention and the progress of the pupils.

Pupil progress meetings are regularly held with the class teacher, member of SLT and SENDCo. These meetings focus on the progress of pupils and the impact of current provisions and inform future provision planning.

Occasionally a pupil will require advice from outside agencies such as speech and language therapists, occupational therapists, educational psychologist or behaviour specialists, in which case the SENCO in conjunction with the parent and relevant teaching staff will complete a referral to the appropriate agency.

It is hoped, that with targeted interventions and personalised learning, a pupil will make excellent progress. However, in some circumstances, the school may feel it is necessary to apply for an Education Health Care Plan (EHCP). This is made in consultation with the parent/carer if it was felt that the pupil required additional support to that of which can be provided through the school's current SEND funding.

How is the curriculum and learning environment adapted to meet the needs of pupils with SEND?

Every Teacher is required to adapt the curriculum to ensure all children are able to access lessons.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing including offering small group provision

- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- High quality teaching ensures that work is differentiated to closely match the ability and learning needs of all children, including strategies such as giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

In addition to this we run a 'intervention / nurture room' for pupils with complex needs and communication and interaction difficulties for pupils that are working at pre-key stage and on the Engagement Model level. This provision provides a high adult to child ratio and a bespoke curriculum is devised to meet pupil's needs in order to develop their engagement and independence.

We also have a sensory room that is available to support pupils' sensory needs or occupational therapy needs.

How to we consult parents of pupils with SEND / including EHCP and involve them in their child's education?

Parent meetings happen in the Autumn and Spring term where Personal Learning Journeys which are set by the teacher in consultation with the SENDCo are shared. Parents are also invited to a progress review meeting in the summer term.

Parents are encouraged to make an appointment to speak to the class teacher or SENDCo at any time if they wish to discuss the progress of their child.

Where a pupil has outside agency involvement these plans are shared with the school and the parents and advice or strategies are then incorporated into the pupils Personal Learning Plan.

How to we consult pupils with SEND and involve them in their education?

Pupils are involved in writing their pupil passport, which includes information about what they like and dislike and how they like to learn, these passports are then shared with adults in the school

How to we assess and review pupils' progress?

During parent meetings, Personal Learning Journeys are discussed, pupils progress towards their targets are reviewed resulting in new targets being discussed and agreed or a change of provision being offered if appropriate.

Assessments may take the form of a repeat of the initial assessment such as a reading age score or the class teacher may assess their progress through their class work.

Assessment can involve:
 Classroom observation
 Playground observation
 Book looks

Checklists – to identify strengths and weaknesses and highlight potential difficulties such as ADHD, dyslexia and autism

Formal assessments

The New Salford Reading Test is used throughout the school to measure reading age. In addition to this, where further investigation into a pupils' strengths and weaknesses is needed, we are also able to offer the following assessments.

- Sandwell Early Numeracy Test
- CTOPP-2 (Comprehensive test of phonological processing)
- TOMAL-2 (Test of memory and learning) including visual, short term and working memory ability
- WRIT (Wide Range Intelligence Test) measuring verbal and non-verbal ability
- WIAT-III-UK-T (Wechsler Individual Achievement Test) measuring a range of reading skills
- TOWRE-2 (Test of word reading efficiency) a single word reading assessment
- DASH (Detailed Assessment of Speed of Handwriting)
- SDMT (Symbol digit modalities test) assessing visual processing skills

How to we support the emotional and social needs and overall well-being of children with SEN?

Harrow Lodge Primary school is a listening school which prides itself on promoting the voice of the pupil.

Monthly mental health afternoons take place and classes are encouraged to promote different strategies to support pupils' mental health.

Staff are readily available for pupils that wish to discuss issues and concerns

The schools follows the Jigsaw PSHE curriculum which has a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health

The school currently has an ELSA (emotional literacy support assistant)

Each class has a 'worry box' in which the children are encouraged to share their concerns

How will we secure specialist expertise and services?

If a pupil requires more specialised support and advice it may be necessary to consult with outside agencies

The agencies used by the school include:

- Speech and Language Therapy
- Educational Psychologist
- Behaviour support Assistant
- Educational Welfare Officers
- Advisory teachers
- Social services
- NHS services e.g. paediatrician
- CAMHS
- School Nurse

How do we evaluate the effectiveness of SEN provision?

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their targets each term
- Reviewing the impact of interventions
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHCPs

What expertise and training do our staff have in order to support children with SEN?

The School's SENCO is an experienced qualified teacher who has achieved the National Award for Special Educational Needs Co-ordination. She has 20 years teaching experience, with over 10 years' experience in the role of SENCO and has recently qualified as a specialist teacher and assessor of dyslexia.

The school have staff that have been trained in the following areas

- Cognition and Learning
Precision teaching, RWI phonic catch up, SNIP literacy programme, colourful semantics
- Communication and interaction
Lego Therapy, language link assessments and programmes, intensive interaction, social stories, Attention Autism, Visual Schedules, picture exchange systems, workstations, TACPAC
- Social, emotional and mental health difficulties
ELSA, positive handling, 5P approach, MeLSA
- Full diagnostic dyslexia assessment and specialist teaching intervention

Future training to be undertaken

Continued training for Hoist and Manual handling

Whole school training for positive handling

Meeting sensory occupational therapy needs

How do we enable children with SEN to engage with the school curriculum, including school trips?

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

How accessible is the school environment?

The majority of the school is on the ground floor.

Doorways are wide and ramps and step free access is available

There are two disabled toilets

One toilet has a ceiling hoist and a mobile hoist is also available for the ground floor

Although the ICT suite is upstairs we also have increased the amount of laptops and tablets we have available.

How do we support children when joining and leaving the school?

On entry

Parent/carers are invited to a meeting at the school so that they know what to expect and are encouraged to share any concerns with the school.

Children will visit the school with their class to meet their new teacher and be shown around the school.

In exceptional circumstances, if parents, or teachers, feel a child is not ready for full time school, they can remain part time with a phased transition into full time school.

Contact will be made to previous school to discuss pupils needs and how best to support the pupil.

Mid year transitions

Currently we offer all children a tour of the school with their parent/carer.

Children are introduced to their new teacher and other key members of staff and shown where their classroom will be.

For children moving to Harrow Lodge Primary School who are currently on the SEND register, the SENCO will meet with parents prior to the children starting and contact will be made with the previous school if necessary.

The school will liaise with the receiving school regarding any child leaving mid-year, in order to transfer relevant information.

Transfer to secondary school

Where a pupil may have more specialised needs, a separate transition meeting may be arranged with the Inclusion Manager, the secondary school SENCO, the parents/carers and the pupil.

Relevant information and records will be passed to the secondary school SENCO.

How are the school's resources allocated and how is the decision made about how much support a child will receive?

The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependent on an individual's needs.

The additional provision may be allocated after discussion with the class teacher at pupil progress meetings, or if a concern has been raised by them at another time during the year.

Further support or resources may be allocated to your child following assessments by school staff or outside agencies.

Parents/carers will be notified if their child is receiving 1-1 or small group support outside of the classroom. This is discussed at Parent Consultation meetings.

How can the SENCO be contacted?

The school SENDCo is Sarah Boyes who can be contacted via the school office or via direct email

Telephone: 01708 448187 or email: sboyes@harrowlodgeprimary.com

Where can the Local Authorities Local Offer be found

Information on the Local Authority's Local Offer can be found here:

www.havering.gov.uk/directory