

Harrow Lodge Primary School



SEND INFORMATION REPORT

REVIEWED:	Autumn 2025
APPROVED (T&S):	Spring 2026
EFFECTIVE PERIOD:	Spring 2026-Spring 2027
DUE FOR REVIEW:	Autumn 2026
RESPONSIBLE PERSON(S):	MRS S BOYES

SIGNED BY CHAIR OF GOVERNORS



Harrow Lodge Primary School

SEND Information Report 2025-26

Harrow Lodge Primary School is a two form entry mainstream school (with an additional class intake in year 5), 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 SEND 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 2024-25 shows that we have 12% 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 SEND?

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 during pupil progress meetings 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
- Pupils are also be identified where concerns arise regarding their social, emotional or mental health needs

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 SEND. 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.

The school works alongside a number of specialist external agencies including the Educational Psychology Service, the CAD 5-19 team (Children and Adults with Disabilities team), Education Welfare Officers, Social Services and the Child and Adolescent Mental Health Services (CAMHS). Advice is also sought from a variety of other specialist providers where necessary.

How will the school support a child with SEND?

Each child will have a IEP (Individual Education Plan) which is planned by the teacher with input from the parent, pupil, SENDCo and incorporates any advice from outside agencies (where appropriate). These are updated on a termly basis.

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

Team around the school meetings ae held termly and selected pupils are discussed who would benefit from support from outside agencies. The team around the school include the link Educational Psychologist, Communication and Interaction advisory teacher, Social Emotional and Mental Health advisory teacher, school SENDCo and members of SLT.

The school is also supported through the Havering Emotional Support Team (HEST) who offer support for parents with children that present with low mood, behaviour challenges and anxiety. Their support can include 1:1 work, workshops and groups. They also offer

workshops and groups to select pupils and are able to support the school on a wider level through assemblies.

The school works closely with speech and language therapist and CENMAC and are able to support children using augmentative and alternative communication (AAC) and assisted technology (AT) when these are recommended by professionals.

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:

- Adapting 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 alternative provision classroom for pupils with complex needs and communication and interaction difficulties. This provision is for pupils that are working at pre-key stage standards and on the Engagement Model level. It 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?

We will provide termly reports in the form of parents evening in Autumn and Spring term and end of year reports in the Summer term. IEPs are also reviewed each term and progress and new targets are discussed with parents.

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 IEP.

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, IEPs are shared and 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

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 SEND?

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

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.

The school works with HEST to support the emotional development and needs of pupils. Pupils are also supported through out well being ambassadors
The school gained Bronze for the Mental Health Champion school award and silver for School Mental Health Award.
The school follows a Trauma Perceptive Practice (TPP) approach.
The school follow the PRICE restraint reduction approach.

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
- Educational Welfare Officers
- Advisory teachers
- Social services
- NHS services e.g. paediatrician
- CAMHS
- School Nurse
- HEST

How do we evaluate the effectiveness of SEND provision?

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

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

What expertise and training do out staff have in order to support children with SEND?

The School's SENDCo 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 SENDCo 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, -Literacy Gold, First Class Number, Success in Arithmetic, MeLSA, using assisted technology
- Communication and interaction
Lego Therapy, language link assessments and programmes, intensive interaction, social stories, Attention Autism, Visual Schedules, picture exchange systems, workstations, TACPAC, colourful semantics, sensory circuits
- Social, emotional and mental health difficulties

ELSA, Healing together programme, PRICE restraint reduction, TPP approach, 6 core strengths, emotion coaching

Future training to be undertaken

Continued training for Hoist and Manual handling

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

Extra-curricular activities are available to children after a risk assessment has taken place and we are able to ensure the child is safe to participate in this activity

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 SENDCo 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 SENDCo, the parents/carers and the pupil.

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

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

The SEND 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 SENDCo 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