

Harlington and Sundon Lower Schools



Special Educational Needs and Disabilities Information Report

Who is responsible for SEND?

Mrs S Carter - Harlington Lower School - office@harlingtonlower.co.uk

Mr R Kingham – Sundon Lower School – office@sundonlower.co.uk

Types of SEND

The 2015 SEND Code of Practice 2015 states that 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 facilities of a kind generally provided for others of the same age in mainstream schools.

Needs are divided into four main categories although many children's needs will cross over these groupings.

- **Communication and Interaction**
 - Speech and language needs
 - Social communication
 - ASC: Asperger's Syndrome and Autism
- **Cognition and Learning**
 - Children who learn at a slower pace than their peers
 - Moderate Learning Difficulties (MLD)
 - Severe Learning Difficulties (SLD)
 - Profound and Multiple Learning Difficulties (PMLD)
 - Dyslexia
 - Dyscalculia
 - Dyspraxia
- **Social, emotional and mental health difficulties**
 - Withdrawn, isolated, challenging or disturbed behaviour
 - Attention difficulties including ADHD
 - Anxiety
 - Depression
 - Self harm or substance misuse
 - Eating disorders
 - Other unexplained physical symptoms
- **Sensory and/ or physical needs**
 - Vision impairment (VI)
 - Hearing impairment (HI)
 - Multi-sensory impairment (MSI)
 - Other physical disabilities

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How does the school know if children need extra help and what should I do if I think my child has Special Educational Needs or a Disability?

The best outcomes for your child will be achieved when there is a good level of communication between the school, parents/ carers and professional experts as required. We will ensure that your child's class teacher will share with you any changes noticed or concerns they have. The SENDCo will ensure that any updates regarding referrals, observations and reports are shared with you in a timely manner and these conversations may initiate a mid-term support plan review if further information has become available.

At Harlington and Sundon Academy Trust children are identified as having SEND through a variety of ways including the following:-

- Liaison with pre-school/previous school
- Child performing below age expected levels
- Concerns raised by parent
- Concerns raised by teacher for example behaviour or self-esteem is affecting performance
- Liaison with external agencies e.g. Educational Psychologist
- Health diagnosis through paediatrician

How will the school support my child?

- Our SENDCos oversee all support and progress of any child requiring additional support.
- The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made.
- There may be a Teaching Assistant working with your child either individually or as part of a group if this is seen as necessary by the class teacher. The regularity of these sessions will be explained to parents when the support starts.

Who will explain the support given to my child?

- The class teacher will meet with parents at least once a term to discuss your child's needs, support and progress.
- For further information the SENDCo is available to discuss the support in more detail.

How are trustees involved and what are their responsibilities?

- The Trustees have a legal responsibility to ensure that all SEND provision is fully compliant.
- We have a SEND Trustee – Mrs Tasleem Murrad who can be contacted via the school office
- The SENDCo meets with the SEND Trustee every term to inform them about the progress of the children with SEND; confidentiality is maintained at all times.
- An update on SEND provision in school is also shared at each Curriculum Committee

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How will the school ensure that my child will be included in all activities at school, after school clubs and on school trips?

- Pupils with SEND are encouraged to participate in all school activities.
- School trips and extra-curricular activities are accessible for children with SEND. Parent/carers are invited to accompany school trips if appropriate.
- The school has ramped access with wide doors.
- There is a disabled toilet available if required.
- We ensure, where ever possible, that equipment used is accessible to all children regardless of their needs.
- After school provision is accessible to all children including those with SEND.
- Dependant on your child's needs, their work may be differentiated; they may receive additional adult support in-class or have access to intervention groups to provide them with additional help in closing their learning gaps.

What support is available for my child?

- Curriculum differentiation
- Access to Teaching Assistants
- Specific individual support, e.g. Speech and Language Programme
- Support for health needs
- Grouping of pupils
- Intervention groups, e.g. Early Literacy Support, Sounds Write/Read Write Inc

We recognise that pupils with SEND may well have emotional and social development needs that will require support in school. The emotional health and well-being of all our pupils is very important to us. We have a robust Safeguarding Policy in place as well as a Child on Child Policy. We have a robust Behaviour Policy in place and insist on high levels of behaviour at all times. The Head Teacher and Deputy Head Teacher support all staff in continually monitoring the emotional health and well-being of all our pupils. We are a Values based school and these feature heavily in lesson discussions and assemblies. Where such support is specifically required for a pupil with SEN, action steps will be clearly set out on the child's support plan to ensure all the adults working with a child remain vigilant to ensure strong emotional well-being and prevent negative peer interactions and bullying etc.

How will the school know how well my child is doing and how will they inform me about this?

- The class teacher monitors each child's progress and discusses with the SENDCo and the parent/carer at parent consultations.
- The class teacher agrees targets with the parent/carer and records these on a 'My Support Plan' (MSP).
- Every term the targets are reviewed and the child's progress is discussed with the parent/carer.
- Every half term pupil progress meetings are held with the Head teacher to discuss the children's progress and what support is needed.

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How will my child be able to contribute their views?

- Pupil voice is taken into consideration each time an MSP is reviewed, with a focus on what interests the pupil has and how best they can be helped in class.
- If your child has an EHCP their views will be sought before any review meetings.

How do we liaise with external agencies?

Support varies slightly depending on the Local Authority involved, for us being on the border of two counties, this can either be Central Bedfordshire or Luton. However different stages of support follows the following pattern.

Our first layer of support (known as Stage 1) is targeted Quality First Teaching. Teachers maintain high expectations for all pupils, basing their teaching on knowing what children already know and the small steps children need to achieve to move their learning on. Support for individual pupils, possibly suggested by the SENDCo, will be given during lessons by the class teacher or teaching assistant or outside of lessons in the form of support or intervention groups.

Stage 2 support is when external support/advice has been sought for example, from paediatricians, Educational Psychologists or Local Authority services such as the ASD Outreach Team.

Stage 3 support is available for children whose learning needs are severe, complex and lifelong. This is usually provided via an Education, Health and Care Plan (EHCP) This means your child will have been identified by professionals as needing a particularly high level of individual or small group teaching. This type of support is available for children with specific barriers to learning that are difficult to overcome through Quality First Teaching and intervention groups. Your child will also need specialist support in school from a professional outside the school.

The EHCP process is a legal process where schools or parents can request that the local authority complete a statutory needs assessment. Following the completion of all relevant assessments and expert opinions, a panel of professionals will meet to set targets and the amount of support needed. Additional funding may be provided to employ an additional adult who may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

- We work closely with outside agencies as a source of both help and strategies but also to ensure referrals are made to the right organisations.
- We have access to a range of agencies including Speech and Language, Occupational Therapy, Educational Psychology Service, CAMH (Child and Adolescent Mental Health), CHUMS (Child Bereavement Trauma and Emotional Wellbeing Service), Child Development Centres, Jigsaw Centre, School Nursing Service.

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How will the school support my child in changing classes and/or move to a new school?

- We encourage all new children to visit the school prior to starting. For children with SEND we encourage further visits to help them to be familiar with their surroundings. We may also visit them in their current school.
- We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.

How can I raise concerns if I need to?

- Talk to us – If you have concerns about your child's progress or specific concerns about in class SEND support you should speak to your child's class teacher initially. If you continue to be concerned that your child is not making progress, have concerns that support plans are not being followed or queries about professional advice and referrals, you may speak to the Special Education Needs and Disabilities Coordinator (SENDCo). The school SEND Governor can also be contacted for support and this would be arranged through the school office.

Who can I contact for further information?

- First point of contact is your child's class teacher to discuss any issues/concerns.
- You could arrange a meeting with Mrs Carter at Harlington Lower or Mr Kingham at Sundon Lower who are the SENDCos.
- Look at the SEND policy on our website.
- Look at the Central Bedfordshire Local Offer - <http://www.centralbedfordshire.gov.uk/localoffer>