Special Educational Needs and Disability (SEND) Information Report

All Harrow schools will have a similar approach to meeting the needs of pupils with Special Educational Needs and/or Disabilities to ensure that they make the best possible progress in school.

All Schools must:

- **Identify children with SEN and ensure provision is made in accordance with the SEN and Disability Codes of Practice**
- **Appoint a SENCO/Inclusion Leader**
- **Invest in whole school and targeted training for staff.**
- **Ensure inclusive teaching and support practice is embedded throughout the school and that all teachers understand that they are 'Teachers of SEN'**
- **Provide information on school arrangements for SEN to parents and governors**
- **Consider pre-emptive (appropriate in advance) arrangements for pupils present and future with a disability**
- **Publish on a school website the school SEN policy and a description of the arrangements and specialist provisions made for children with SEN - including the accessibility plan.**

Our commitment and aspirations

Aylward Primary School is a fully inclusive school which 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 SEN and disabilities, in order that they can reach their full potential. It may not list every strategy, 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 SEN when their progress has slowed or stopped and the interventions and resources put in place do not enable improvement, because of the nature of their additional needs. Once this occurs, we have specific needs based plans and pupil profiles which help support their development and progress.

We aim to ensure that children with SEN at Aylward make good progress 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. Children's views are also critical in ensuring the right provision to meet children's needs. We work hard to ensure that reasonable adjustments are made to overcome barriers to learning. We have good relationships with outside agencies (including the Educational Psychology Service), who assess children and advise parents and schools.

Other useful documents such as our SEN Policy and Disability Accessibility Plan are available on the school website. If you would like further information about what we offer here at Aylward, then please do not hesitate to contact us directly.

Who are the best people at school to talk to about my child's SEN?

- Class teachers, who are responsible for planning the curriculum, adaptation and assessing your child's progress.
- Miss N.Khan, the Assistant Head for Inclusion, who is responsible for overseeing the support and intervention in the school, holding the EHCP annual reviews and liaising with agencies involved with your child.
- Mrs, L. Kelly, Head Teacher, who is responsible for the day to day aspects of the school. The Head teacher has to report to the Governing Body on all aspects of SEN in the school.
- Ms H. Thomas, SEN Governor, who is responsible for making sure the necessary support is made for every child with SEN, who attends the school.

Leadership of SEND Provision

Our Assistant Head for Inclusion oversees support and interventions across the school and from outside agencies. The Inclusion Leader will ensure that provision is made in accordance with the SEN and Disability Code of Practice.

The Code sets out the following expectations:

- High quality teaching, adapted 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 the Inclusion Leader, 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. This will be done in conjunction with the termly Pupil Progress Meetings.

- Where a pupil with SEN is reaching a point of transition (from class to class or primary to secondary school), the school will work with the parents and pupil to ensure a smooth and successful transition.

- 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 may be reached to request a Local Authority assessment for an Education and Health Care Plan (EHCP).

- EHCPs are integrated support plans for children and young people with Special Educational Needs and Disability (SEND), from 0 – 25. An EHCP 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.

- The school will annually monitor and evaluate the effectiveness of its provision for pupils with SEN.

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

In our school we have:

- An open door policy - parents are welcome to make an appointment at any time

- Partnership between parents and teachers - we will communicate regularly

- Parents' Evenings

- If your child has an EHCP there will be formal meetings where progress is reported on and a report written and available.

- Annual written school reports

The different types of support that may be available for children at this school is set out below:

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

Area of needs	Whole school ethos and practice	Possible focussed support for some children's additional needs	Possible support and intervention for a small number of children who may or may not have an EHCP
Social, mental and emotional health needs	• Consistent application of the school's behaviour policy. • Use of 'Zones of Regulation'. • A positive, supportive and nurturing environment. • Circle time/ PSHE curriculum • Support from Learning Mentor (2 days a week)	• Identification and assessment in school. • Targeted small group interventions. • Additional advice and support from outside agencies. • Adaptations to the curriculum to secure engagement. • Support to build relationships and engage.	• Interventions are implemented, reviewed and revised. • Work with parents to refer to Harrow Horizons and CAMHS. • Targeted intervention to promote social skills and emotional resilience. • Adaptations to physical environment • Monitoring and support in unstructured time eg breaks/ lunch • Schools Counselling Partnership 1:1 support • Trained Learning Mentors to overcome barriers to social inclusion.
Speech, language, communication and interaction	• Training for staff to meet the diversity of communication language skills. • Strong emphasis on speaking and listening and phonics teaching. • Communication friendly learning environment.	• Small group phonic support. • Personalised support within the class. • Language monitoring systems upon entry to Reception and follow up provision. • Speech and Language interventions delivered by the school inclusion team.	• Access to small teaching and learning groups. • Additional in class LSA support. • Alternative communication systems. • Access to personal ICT/ adapted ICT equipment • Speech & Language Therapy planned and delivered by a qualified therapist or therapy assistant
Autistic spectrum	• Structured day • Positive behaviour management • Management strategies • Learning style understood • Differentiation within lessons	• Curriculum modified to take account of learning styles. • Individual coaching and support from the class teacher and our ASD Resource Team. • Use of appropriate resources e.g. visual timetables, social stories, work stations.	• **Aylward has a 12 place ASD Resource. (Please approach the Local Authority or see our website for admission criteria.)** • Small group targeted intervention. • ICT used to reduce barriers • Alternative communication systems – Makaton, PECS • Support from Harrow Autism Advisory Service.

Area of needs	Whole school ethos and practice	Possible focussed support for some children's additional needs	Possible support and intervention for a small number of children who may or may not have an EHCP
Cognitive and Learning/Moderate Learning Difficulties	• Differentiation of the curriculum and teaching. • Teaching resources are accessible and appropriate. • Multi -sensory approach to learning. • Interactive environment.	• Curriculum is adapted to meet the needs of pupils. • Targeted intervention programmes. • Specific goals, broken down into small steps. • Adapted resources are provided as appropriate. • Learning support via in school inclusion team. • 1:1 reading alongside intervention programmes.	• Access to small teaching and learning groups. • Additional in class LSA support. • Additional specialist teaching support. • Educational Psychology assessment / support. • Access to personal ICT/ adapted ICT equipment .
Sensory and physical needs (e.g. hearing, visual impairment, multi-sensory, physical and medical needs	• Curriculum is adapted. • Seating position within class prioritised.	• Modified learning environment, including the use of specialised equipment. • Learning support via our Inclusion team. • Occupational Therapy and Physiotherapy from experienced LSAs & inclusion team working from Therapy Plans. • Mobility and care plan management. • Liaison with a range of medical professionals as needed including School Nursing Team and hospital outreach teams. • Referrals to Harrow Hearing Impaired Service or Visual Impaired Service	• 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.

What happens if my child with SEN makes very little progress at school?

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

- Where a child with SEN continues to make little progress despite the support provided by the school's SEN provision 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 SEN as set out in the SEN Code of Practice.

- Governor Involvement: All schools have a designated SEN Governor responsible for making sure the necessary support is available for every child who attends the school.

If you need to complain

Parents have the following rights of redress, should the school, Governors or Local Authority (LA) fail in its duty to provide, or if the parent disagrees with a decision or feels that there is discriminatory practice:

- The school or LA complaints procedure
- An appeal to The SEN and Disability Tribunal (LA decision)
- A claim against the responsible body (Chair of Governors or LA) for disability
- To the SEN and Disability Tribunal for discrimination
- A complaint to the LA Ombudsman (Schools and LAs)

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