



# Special Educational Needs & Disability (SEND) Information Report



**September 2018**



## **Our commitment and aspirations**

Pinner Park Junior 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 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 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 generate (alongside parents and pupils) SEN support plans, which help support their development and accelerate progress.

We aim to ensure that children with SEND at Pinner Park Junior School make excellent progress ensuring they reach their full potential and achieve in line with or better than 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 targets and next-steps in depth. Children's views are also critical in ensuring the right provision is implemented in order to meet their needs. Their views are regularly ascertained during teacher/pupil meetings and their individual targets are shared so they feel part of the whole process. We work hard to ensure that reasonable adjustments are made to overcome barriers to learning. We have excellent relationships with outside agencies (including Educational Psychology Service), who assess children and advise parents and schools.

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

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

- **The Class teacher is** responsible for planning a differentiated curriculum, assessing your child's progress and liaising with other members of staff who work with your child. The class teacher is your first point of reference on a day-to-day basis.
- **Teacher in charge of SEND, the Special Educational Needs Co-ordinator is (Mrs Quilfeldt) is** responsible for co-ordinating all the support and intervention in the school, working with staff to ensure delivery of the curriculum, keeping parents informed, holding the SEN reviews and liaising with all agencies involved in your child's care.

**Contact details:** 020 8863 1239

- **Acting Head teacher (Mr English) is** responsible for the day to day aspects of the school and all the arrangements for children with SEN. The Head teacher has to report to the Governing Body on all aspects of SEN in school
- **SEND Governor (Mr Keeley) is** responsible for ensuring that the necessary support is provided for every child with SEN, who attends school

## Leadership of SEND Provision

The SEND Governor and head teacher ensure that appropriate provision is discharged for pupils with SEND. They monitor the progress of pupils with SEND ensuring that the provision specified in Statements and EHC plans are made and monitor the expenditure on SEND.

Our SENCO co-ordinates support and interventions across the school, and from outside agencies. The SENCO will ensure that provision is made in accordance with the SEN and Disability Code of Practice (2015).

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 he/she 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 SEND
- 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 or timely reviews, as discussed with all stakeholders are carried out, leading to revisions in plans and interventions

- Where a pupil with SEND is reaching a point of transition (from primary to secondary school, or secondary to Further Education) 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 may be reached to request a Local Authority assessment for an **Education and Health Care Plan (EHCP)**
- **Education Health and Care Plan (EHCP):**
  - Education Health and Care Plans (EHCP) are integrated support plans for children with Special Educational Need and Disability (SEND), from 0-25. This is issued by the Local Authority where necessary and are used by the school to plan SEN provision for children with severe and complex needs. The EHCP Plan is focused on achieving outcomes and helping children make a positive transition to adulthood, including paid employment and independent living
  - **The EHCP includes:**
    - a detailed profile of the child, their strengths and aspirations for the future
    - any education, health and care needs they have
    - the goals or outcomes for the pupil agreed by the family and professionals for the next phase of their education
    - any education, health and social care provision in place to meet their needs
    - The EHCP includes a detailed annual support plan/action plan. This plan sets out the goals for the pupil for the next year, and the activities that everyone supporting the child will put in place to support them
    - 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/carers are welcome to make an appointment at any time. There will always be an appropriate member of staff available to discuss more urgent issues

- Partnership between parents/carers/ pupils and teachers - we will communicate on a regular basis
- Home school link book (where needed) to ensure that comments can be responded to
- Termly meetings with SENCO (or within an agreed timescale)
- If your child has an EHC plan there will also be formal meetings (Annual reviews) where progress is reported on, and a report written and available

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

The school budget includes money for supporting children with SEND. The headteacher decides on the budget allocation for special educational needs and disabilities in consultation with the school governors, on the basis of needs in the school. The head teacher and the SENCO discuss all the information they have about SEND in the school, including:

- the children getting extra support already
- the children needing extra support
- the children who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed.

All resources/training and support are reviewed regularly and changes made as needed.

Funding is used for:

- Highly trained Teaching Assistants (e.g. Elkan)
- Additional Speech and Language Therapy input to provide a higher level of service to the school.
- Resources, interventions, specified adaptations and equipment that will help to support pupils with SEND.

The following outside agencies work with the school and offer: support programs, advice, strategies and recommendations which are delivered in school:

- Educational Psychology Service (EPS)
- Harrow Autism Team
- Teacher of the Deaf and Hearing Impaired Service
- Speech and Language Therapy
- Occupational therapy
- CAMHs
- Harrow Horizons
- Physiotherapy
- School Nurse
- Pediatric Services NPH

## 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 EHC:
<b>Social, mental and emotional health needs</b>	<ul style="list-style-type: none"> <li>● Consistent application of the school's behaviour policy</li> <li>● A positive supportive and nurturing environment</li> <li>● Circle time/PSHE curriculum</li> <li>● Proactive use of Learning Mentor</li> <li>● Liaison with outside agencies – Early Intervention Team                             <ul style="list-style-type: none"> <li>● Rewards, sanctions (e.g. Golden Time, time-out sessions)</li> <li>● School/class rules</li> <li>● Behaviour logs</li> <li>● Risk management</li> <li>● Timers</li> <li>● Emotion cards</li> <li>● Appropriately differentiated learning activities with opportunities for breaks / movement.</li> <li>● Break time activities – varied and supported</li> <li>● Playground Charter</li> <li>● Class Charter</li> <li>● RRSA</li> <li>● School Council</li> <li>● Chaplaincy Team</li> <li>● Visual timetables</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Early identification and assessment in school</li> <li>● Additional advice and support from outside agencies</li> <li>● Adaptations to the curriculum to secure engagement and progress</li> <li>● Support to build relationships and engage</li> <li>● Trained Learning Mentor to overcome barriers to social inclusion</li> <li>● Targeted support by appropriately trained LSA                             <ul style="list-style-type: none"> <li>● Home-link books</li> <li>● Individualised reward systems</li> <li>● Social skills groups</li> <li>● Circle time-small groups</li> <li>● Materials/ resources to support: e.g. squeeze balls, blue tac pieces</li> <li>● Access to timetabled 'movement' breaks.</li> <li>● 'First/next' timetables</li> <li>● 'Good listening' prompts</li> <li>● Prior warning of changes to routines</li> <li>● Transition work and support</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Interventions are implemented, reviewed and revised</li> <li>● Work with parents to refer to CAMHS/other outside agencies</li> <li>● Targeted intervention to promote social skills and emotional resilience</li> <li>● Adaptations to physical environment eg hand rails</li> <li>● Monitoring and support in unstructured time eg breaks/ lunch</li> <li>● Behaviour Management Plan/Pastoral Support Plan                             <ul style="list-style-type: none"> <li>● Counselling / mentoring – individual basis.</li> <li>● Personal reward /sanction process</li> <li>● 1:1 social skills</li> <li>● Key social skills taught explicitly</li> <li>● Input outside agency support/recommendations</li> <li>● SALT</li> <li>● Social stories</li> <li>● Individual workstation</li> </ul> </li> </ul>

**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
  - Differentiation of activities and resources
  - Visual aids
  - Visual timetables
  - Talk partners
  - Explicit teaching and display of key words/ vocabulary
  - Drama activities
  - Pre and post teaching
  - Additional processing time
  - Simplified Language direct and broken down, with careful use of questioning, rephrasing & repetition
  - Modelling
  - Word banks
  - Targeted questioning
  - PSHE lessons
  - Group work
  - Checking of understanding & listening
  - Different learning approaches such as role play & language rehearsal
- Eklan trained learning support via our Inclusion team
- Small-group phonic support
- Personalised support within the class
- Language monitoring systems upon entry to Reception and follow up provision
- In-school language interventions delivered by the school inclusion team
  - Social skills groups
  - Learning mentor support
  - Small group pre and post teaching
  - Vocabulary books
  - Wizard Theatre drama groups
  - 'Buddy' support
- Access to small teaching and learning groups
- Additional in class LSA support
- Alternative communication systems e.g. PECs
- Access to personal ICT/ adapted ICT Equipment e.g. Clicker 6
- Speech & Language Therapy planned and delivered by a qualified therapist or therapy assistant
- Advice and support via Autism outreach team
  - Counselling
  - CAMHs
  - Input from an Educational Psychologist
  - Individualised language programmes
  - Vocabulary books
  - Vocabulary groups
  - Learning mentor support
  - Social stories
  - Circle of Friends
  - Outside agency strategies and recommendations
  - Individual workstation

<b>Autistic spectrum</b>	<ul style="list-style-type: none"> <li>● Inclusive teaching in classrooms</li> <li>● Clear structure to day</li> <li>● Positive behaviour management</li> <li>● Management strategies</li> <li>● Learning style understood.</li> <li>● Differentiation within lessons</li> </ul>	<ul style="list-style-type: none"> <li>● Curriculum modified to take account of learning styles</li> <li>● Individual coaching and support from the class teacher and our Inclusion Team</li> <li>● Use of appropriate resources e.g. visual timetables, social stories, work stations.</li> </ul>	<ul style="list-style-type: none"> <li>● Key teacher</li> <li>● Small group targeted intervention.</li> <li>● ICT used to reduce barriers</li> <li>● Advice and intervention from Harrow Outreach Autism Service or appropriate borough</li> </ul>
<b>Cognitive &amp; Learning/Moderate Learning Difficulties</b>	<ul style="list-style-type: none"> <li>● Differentiation of the curriculum and teaching approaches</li> <li>● Teaching resources are accessible and appropriate</li> <li>● Interactive environment <ul style="list-style-type: none"> <li>● Verbal and non-verbal information with cues, demonstration, and checking of understanding;</li> <li>● Use of different learning and multi-sensory approaches and resources;</li> <li>● Pitched questioning</li> <li>● Modelling of skills-high expectations</li> <li>● Sharing of the success criteria</li> <li>● Whole school phonics - high quality systematic phonics teaching</li> <li>● ICT to support learning</li> <li>● Maths packs</li> <li>● Guided reading</li> <li>● Guided writing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Curriculum is adapted to meet the needs of pupils</li> <li>● Targeted intervention programmes - SEN Support Plan</li> <li>● Specific goals - short steps</li> <li>● Differentiated resources are provided as appropriate</li> <li>● Learning support via in school Inclusion</li> <li>● 1:1 reading alongside intervention programmes</li> <li>● Access to personal ICT/adapted ICT equipment <ul style="list-style-type: none"> <li>● Alternatives to written recording: laptops, scribing, taping, video, charts, diagrams.</li> <li>● Fine/ gross motor skills programme</li> <li>● Additional phonics support</li> <li>● Dynamo Maths</li> <li>● Rapid Reading</li> <li>● Memory groups</li> <li>● Smart Reading</li> <li>● Read, Write Inc Spelling</li> <li>● Coloured overlays</li> <li>● Larger Font</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Access to small teaching and learning groups</li> <li>● Additional in class LSA support</li> <li>● Educational Psychology assessment / support</li> <li>● Access to personal ICT/ adapted ICT equipment <ul style="list-style-type: none"> <li>● Precision teaching</li> <li>● Daily paired reading</li> <li>● Motor Skills</li> <li>● Outside agencies' strategies/ recommendations</li> <li>● Direct Phonics</li> <li>● Rapid Reading</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>● LSA support</li> <li>● Checklists</li> <li>● Use of displays</li> <li>● Visual timetables</li> <li>● Grammar groups</li> <li>● Maths groups</li> <li>● Spelling journals</li> <li>● Writing frames</li> <li>● Word-banks</li> </ul>	<ul style="list-style-type: none"> <li>● Touch-typing programs</li> <li>● Handouts of key teaching points</li> </ul>	
<b>Sensory and physical needs (e.g. hearing, visual impairment, multi-sensory, physical and medical needs)</b>	<ul style="list-style-type: none"> <li>● Referrals to Harrow Hearing Impaired Service or Visual Impaired Service</li> <li>● Provision of specialised equipment.</li> <li>● Curriculum is adapted</li> <li>● Seating position within class prioritised. <ul style="list-style-type: none"> <li>● Use of specialist equipment such as sloping boards, pencil grips, lap weights and wobbly cushions etc.</li> </ul> </li> <li>● Use of ICT</li> <li>● Time-out sessions and movement Breaks</li> <li>● Adaptions to the classroom e.g. lighting (when appropriate)</li> <li>● Fine motor skill activities such as – peg boards, putty, cutting etc.</li> <li>● Overlays</li> <li>● Medical support</li> <li>● Adapted resources – large font, coloured paper</li> <li>● Accessible classroom /</li> </ul>	<ul style="list-style-type: none"> <li>● Modified learning environment.</li> <li>● Learning support via our Inclusion team.</li> <li>● Occupational Therapy and Physiotherapy from experienced LSAs &amp; inclusion team working from Therapy plans</li> <li>● Mobility and care plan management</li> <li>● Liaison with a range of medical professionals as needed assistance via School Nursing Team <ul style="list-style-type: none"> <li>● Fine/ gross motor skills practise</li> <li>● Touch-typing programs</li> <li>● Targeted groups to develop key skills</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Individual protocols and plans for children with significant physical and or medical needs.</li> <li>● Additional modifications to the school environment</li> <li>● Additional resources to reduce individual barriers to learning</li> <li>● Occupational Therapy and Physiotherapy from qualified therapists and therapy assistants</li> <li>● Access to external advice and assessment.</li> <li>● Advice and outreach from Sensory Team <ul style="list-style-type: none"> <li>● Targeted Work from Occupational Therapy, sensory support service or physiotherapist</li> <li>● CAMHs</li> <li>● Occupational / Physiotherapy programme for individuals or small group.</li> <li>● Individual support for access to curriculum.</li> <li>● Adapted activities / movement for unstructured times in school day.</li> <li>● Adapted ICT programs and equipment – eye movement, speech recognition, keyboards, mouse.</li> <li>● Individual flexible timetable – allowing for rest breaks.</li> <li>● Reduced timetable/ school day</li> <li>● Hearing aids/ FM system</li> <li>● Daily fine/ gross motor skills practise</li> </ul> </li> </ul>

school environment.

- Screen readers / magnifiers.
- Markers for starting / finishing work.
- Flexible teaching and social arrangements for learning, unstructured times, movement between sessions.
- Physically/ sensory clutter-free environment
- Storage for specialist equipment/ aids
- Awareness of positioning, voice and pace
- Accessible resources, multi-sensory approaches to learning, equipment and aids

- Individual workstation

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

- Your child's progress is continually monitored by all involved in their education.
- His/her progress is reviewed formally half-termly. From this data, the Headteacher, deputy Headteacher, SENCO and class teachers meet about the data and discuss the progression made by the children in pupil progress meetings.
- Children at SEND Support will have a SEN support plan which will be reviewed with your involvement, every term (or sooner if needed) and the plan for the next term made.
- The progress of children with a statement of SEND/ EHC Plan is formally reviewed at an annual review with all adults involved with the child's education invited to attend.
- The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in through regular tracking. All LSAs and teachers, who carry out targeted work, track the child's progress closely each session.
- Parents are encouraged to have ongoing contact with class teacher, SENCO and any other professionals, if they have concerns about attainment, achievement, progress or happiness in school. This is part of a graduated approach to assessing progress against very specific targets.
- If there are concerns about your child's progress, early intervention is crucial therefore additional support and intervention will be implemented at the earliest possible opportunity. Your child's progress will be monitored closely.
- Where a child with SEN does not make progress over time, despite planned support, including support and advice from outside agencies and there is evidence that the child has severe and complex needs that cannot be met through the school resources, further assessment may be required. We will ask the Local Authority to undertake a statutory assessment of the child's SEN either as set out in the SEN Code of Practice or through a request for an Education Health and Care Plan (EHCP)
- 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

## How does the school help with transition?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

### **If your child is joining our school from an infant school:**

- We will contact the school SENCO and ensure he/she informs us about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are sent to us as soon as possible.
- We will invite you to come and speak with us about your child's additional needs.

### **If your child is moving to another school:**

- We will contact the school SENCO and ensure he/she knows about any special arrangements or support that needs to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

### **When moving classes in school:**

- Information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher. All SEN support plans will be shared with the new teacher.

- The children, who we think may have additional worries and concerns, will take part in transition work during the summer term. This will enable the children to receive additional support to help to prepare them for transition.

#### **In Year 6:**

- Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.
- Where possible, your child will visit their new school on several occasions
- We prepare transition booklets with children if transition is potentially going to be difficult.
- When children are preparing to leave us for a new school, we arrange additional visits. Our 'feeder' school runs a programme specifically tailored to aid transition for the more vulnerable pupils.
- 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.
- If your child has an EHC Plan an annual review will be planned as a transition.

### **Where can I find information about the Harrow Local Offer?**

The Harrow Local Offer sets out the services and support available in Harrow for children and young adults under the age of 25 with special educational needs and those who are disabled. It also provides information about a young person's transition into adulthood. You can find it by clicking on the link below:

<http://www.harrow.gov.uk/localoffer/>

You will find:

- One place to find information about the support available
- Details about how to access services
- Clear and easy to understand information

### **If you need to complain**

Parents are encouraged to have ongoing contact with the class teacher, SENCO or Headteacher if they have concerns about attainment, achievement, progress or the emotional wellbeing of their child in school.

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. The governor responsible for SEND and Inclusion is **Mr Sean Keeley** who can be contacted via the school office on 020 8863 1239.

Parents have the following rights of redress, should the school, Governors or Harrow Local Authority 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 (Governing Body or LA) for disability
- Appeal to the SEN and Disability Tribunal for discrimination
- A complaint to the LA Ombudsman (Schools and LAs)

**If you require any of this information in another language please contact the school office Via email – [office@ppjs.harrow.sch.uk](mailto:office@ppjs.harrow.sch.uk)**