



Special Educational Needs and Disability Information Report 2022-23

This report has been prepared by the SENDCo, SEND Governor and volunteer parents/carers. June 2022

Introduction:

All maintained schools in Ealing Local Authority (LA) have a similar approach to meeting the needs of pupils with special educational needs and/or disability (SEND), regardless of their specific needs. This is supported by the LA to ensure that all pupils make the best possible progress in school.

All schools are supported to be as inclusive as possible to ensure that pupil needs are met in a mainstream setting wherever possible. The four broad areas of needs are: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Difficulties and Sensory and Physical Needs.

What is the Local Offer?

Local Authorities and schools are required to publish and keep under review information about services that are available for the children and young people with Special Educational Needs (SEN) aged 0 - 25.

The intention of the Local Offer is to improve choice and transparency for families. It is also an important resource for parents and carers in understanding the range of services and provision in the local area.

This can be found here:

<https://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/home.page>

What is the school SEND Information Report?

The school SEND information report outlines the school's provision for pupils with SEND and how we implement our SEND Policy.

North Primary School's SEND Information Report

Aims:

We recognise that every child is unique and therefore, we support and ensure that every child makes progress from their individual starting point. We aim to ensure this through a broad and balanced education, which includes the National Curriculum in line with the [Special Educational Needs and Disability \(SEND\) Code of Practice: 0-25 years](#). A parent/carer's guide on the support system for children and young people with special educational needs and disability (SEND) can be found here:

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

To ensure that each child is a life-long learner and well prepared for adulthood, we:

- Ensure that every pupil has an equal opportunity to participate in all aspects of school life and personal development, irrespective of race, gender or special needs.
- Celebrate differences, and for all pupils to know their personal strengths and value these along with the differences of others.
- Ensure that support and opportunities for all pupils, including those with SEND, are built intrinsically into the school ethos, curriculum, extra-curricular opportunities, and opportunities for personal development.
- Ensure that every pupil reaches their full potential through a personal and individualised approach to learning.
- Support pupils to become independent learners, with confidence to identify and access personal strategies and resources which support them in their learning.
- Develop staff confidence in their knowledge, understanding and implementation of research-based strategies, so that they meet the needs of pupils with SEND most effectively.
- Provide opportunities for continuous professional development and coaching to identify their own professional needs and support subsequent implementation and impact.
- Work in partnership with parents, carers, pupils and other professionals at SEND stage and Education, Health and Care Plan (EH+CPlan) stage.
- Assess, plan, implement and review provision termly in order to involve parents and carers in resourcing and budgeting for SEND.
- Maintain close links with support services, other schools and agencies.

- Meet with parents and pupils on the SEND register termly to review the support that has been provided during the previous term.

Objectives:

- To identify as early as possible those children with SEND and the nature of their needs.
- To maintain regular contact with parents and carers at all stages of support.
- For all parties involved to agree an appropriate response to enable children to access the National Curriculum.
- To determine any resource implementations and establish whether they will be implemented internally and/or externally.
- To establish criteria for assessing, planning, carrying out the plan, monitoring, evaluating and reviewing the effectiveness of the provision.
- To decide if formal steps need to be taken such as recommendations for involving Local Authority specialists.
- To assist the governors in fulfilling their duties regarding the provision of pupils who have additional needs.
- To ensure that any withdrawal support is monitored by the Class Teacher, SENDCo and Deputy Headteacher, in accordance with the SEND Code of Practice: 0-25 years.

1. What is SEND?

We welcome and support children with every type of need. We make our best efforts to ensure that every child makes rapid and sustained progress from their individual starting point, academically, socially and emotionally, and is well prepared for adulthood. The SEND Code of Practice 0-25 years identifies four broad areas of need.

1.1 Communication and Interaction

This may include but not restricted to speech, language and communication needs, Autism, attention-deficit/hyperactivity disorder.

Support we can provide at North Primary School:

Specialist support - speech and language therapist

Personalised learning plans

Visual timetables

Pictorial Exchange Communication (PECs)

Vocabulary Walls and Pre-Teach Vocabulary (PTV)

Colourful Semantics

Dual Coding and Makaton lessons

NELI

Language for Thinking
Box Clever/Talking Box
Lego Therapy

1.2 Cognition and Learning

This may include but not restricted to moderate learning difficulties (MLD) or specific learning difficulties (SLD) such as dyslexia, dyspraxia, speech and language development.

Support we can provide at North Primary School:

Specialist support - speech and language therapist, educational psychologist

Read, Write, Inc tuition

Mathematics Mastery tuition

PixL therapies

Personalised and inclusive curriculum - adapted/modified learning tasks and environments, multi-sensory approach

PTV

Visual timetables and mind/word maps

PECs

Concrete materials

Working memory support strategies

Dual coded knowledge organisers

1.3 Social, Emotional, Mental Health

Children can experience a wide range of social and emotional challenges that present in different ways, including withdrawn, passive and quiet, social isolated, disruptive and/or aggressive, hyperactive, eating disorders, socially inappropriate, self harming. This may be due to, but not exclusive to, trauma and bereavement, poverty and homelessness, long standing educational difficulties.

Support we can provide at North Primary School:

Pastoral Lead - trained counsellor, works with pupils and their families

Play Therapist - works with identified pupils

Educational Psychologist

Social groups

Lego therapy
Zones of Regulation/RULER approach
Trained bereavement and trauma trained staff
Individual learning plans
Recovery curriculum upon returning to school after Covid

1.4 Sensory and/or Physical Needs

This may include but not restricted to visual impairment, hearing impairment, multisensory impairment, physical disabilities

Support we can provide at North Primary School:

Personalised learning plans
Visiting professionals to support teacher planning
Customised physical environment
Individualised curriculum when required
Adapted learning support resources
Sensory room
Occupational Therapy programmes

2. Who can I talk to about my child's needs?

We recognise the importance of sharing information when working with your child. If you wish to speak to someone, you can speak directly to your child's:

2.1 Class teacher and support teacher who can help you with:

- the progress of your child and identifying, planning and delivering any additional help your child may need such as targeted work and additional support. Information shared will be passed onto the SENDCo and Deputy Headteacher.
- your child's provision and what are the targeted steps to success.
- ensuring that all staff working with your child in school is helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and personalised planned work and resources used.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any additional needs.

2.2 Assistant Headteacher for Inclusion or Deputy Headteacher who can help you with:

- Coordinating all the support pupils with SEND and developing the school's SEND Policy to make sure all pupils are a consistent, high quality response to meeting their needs in school.
- Working with parents/carers in supporting your child's learning and ensuring you are informed about the support your child is receiving.
- Reviewing how your child is progressing alongside teachers and support staff.
- Liaising with outside agencies to support your child's learning including Speech and Language Therapists, Educational Psychologist and Occupational Therapists.
- The school's SEND register (a system for ensuring all the SEND needs of your child are known) and making sure that there are detailed records of your child's progress and targeted outcomes are shared with all invested parties.
- Providing specialist support for teachers and support staff in the school so they can ensure pupils with SEND in the school achieve the best progress possible.
- Monitored impact of policies and the effectiveness of provision in the school.
- Working with the LA and external consultants to implement and monitor provision.

You can make an appointment by:

Speaking to your child classroom teacher

Emailing admin@northprimary.co.uk

Phoning 020 85717 749

3. How are a child's needs identified?

3.1 New to North Primary School:

When your child starts at North Primary School we begin with honest and open discussions with both the child and parents/carers. This is so that we can plan with an understanding of their strengths and needs. This is to ensure that they settle into school happily and make good progress in their learning. We also:

- Conduct Parent/Carer Information Meetings
- Contact previous school or educational settings for transfer reports
- Meet with outside agencies involved with the daily or child
- Class visits
- Transition days

Before children start in Reception we will do a home visit and host open mornings.

3.2 Currently attending North Primary School:

On a day to day basis all adults at North Primary School listen carefully to what pupils share with us through:

- Informal chats about their learning.
- Circle time.
- PSHE.
- Listening Post.
- Visible learning - children self assess their learning and use a shared language to identify where they are in their learning.
- Weekly Raising Attainment (RA) meetings with teachers and the deputy headteacher

Parents and Carers can share information by:

- Informal talks with staff.
- Consultation meetings.
- Parent workshops.
- Contact the SENDCo or a member of the Senior Leadership Team (SLT).
- Coffee Mornings.

3.3 Teacher Assessment:

Pupil progress and achievement is monitored and assessed by teachers in every lesson. Teachers evaluate children knowing more and remembering more. Academic, social and emotional achievement and progress information is collected and reviewed by classroom teachers and SLT and used to plan opportunities to revisit and consolidate gaps in a child's learning.

3.4 Working in partnership - Teachers, Parents/Carers and the SENDCo:

We aim to work closely with all our parents and carers to ensure that all pupils are happy and make progress. For parents and carers of children with SEND we do the following:

- Teachers and teaching assistants communicate regularly and informally through phone calls, emails and informal chats at the beginning and/or end of the school days as and when needed.
- Have an open-door policy so that parents and carers can make appointments to see the class teachers and SENDCo when they are concerned and would like a longer discussion.
- Termly parent consultation meetings to discuss the support that has been put into place and to identify new targets and desired outcomes.

- Shared learning plans which document progress, targets, strategies and provision to enable the child to achieve them. This is set in partnership with parents and carers.
- Provide resources and copies of professional reports, programmes of interventions, learning plans that have been agreed for their child.
- Holding annual review meetings for any child with an EH+CPan.

In some occasions your child may require expert assessment by an outside agency. This will be organised by the SENDCo. Outside agencies can include:

- Educational Psychologist
- Education Welfare Officer
- Specialist teacher
- Paediatrician
- Occupational therapist
- School Nurse
- Speech and Language therapist
- Physiotherapist
- Travellers Education Service
- Youth Support Worker
- Family Support Worker
- Social Worker
- SEnsory Impairment Services
- Children and Adult Mental Health Services
- Play therapist
- Behaviour Support Teams

4. How do we enable children with SEND to make decisions about their education?

At North Primary School, we believe in the importance of empowering all children to make decisions about their own learning. They are expected to evaluate their learning and discuss their needs with others. This can be through:

- Self regulation
- Peer marking
- Use of learning pit
- Teacher and pupil feedback

- Questioning
- Self reflection
- Identifying next steps
- Use of strategies autonomously

Children with additional needs will have a plan that outlines the personal support they need to achieve personalised outcomes to help them become prepared for adulthood. The pupils, parents/carers and teachers work together to decide these outcomes three times a year. This is recorded each term on the child's learning plan and shared with parents/carers and children.

It is important that parents/carers, child and other adults involved are all present at the meetings as this is the best way to work together in supporting a child. If a parent needs help to get to the meeting, or someone to help you (eg translator), then we can arrange this, if given notice.

Children with an EH+CPan will also be invited to an Annual Review meeting, in addition to the termly review meetings outlined above. Parents/carers, child, teacher, support teachers and other people involved with the child will work together in order to review the progress made against the outcomes in the EH+CPan. We will include the views of the child, parents/carers and all adults involved with the child. This may include any information that one wishes to share including well-being, support strategies, successes, worries and aims for the future.

5. What happens when children move?

5.1 Moving to North Primary School:

Before a child moves to our school, we try to find out as much about them as we can to prepare them to settle into school quickly. All new children have the opportunity to come and visit the school so that they know what to expect.

Once we have identified that a child may have additional needs, all relevant information will be gathered and discussed with all involved parties, including parents/carers. We will meet to discuss desired outcomes and work together to form a plan to support the child to achieve these outcomes. A copy of this plan will be shared with parents/carers. A 'transition meeting and plan' will also be organised and shared where necessary.

5.2 Moving to another school:

Whenever any child moves to another school we will always pass on school records to the new school. This is in accordance with the General Data Protection Regulation (GDPR). If a child has SEN we will also:

- Pass on support plans and resources, EH+CPans and programmes and reports from all outside agencies.

- Liaise with the new classroom teacher/SENDCo to ensure clarity of information.
- Include ways to support a child with the transition, when needed. For example, pre-visits to the new school or social stories.
- When possible, we will invite the new school to the child's last annual review, if they have an EH+CPlan. This will be offered both in person or virtually.

5.3 Moving between classes and/or phases in education:

Children will move classes each academic year. Rarely do children move between classes throughout a school year. When moving classes in school:

- Information will be shared with the new class teacher BEFORE and a planning meeting will take place.
- All learning plans, reports and programmes from external agencies will be shared, in the classroom Inclusion Folder, with all adults working with the child.
- Children will visit their new classroom on a 'move up day'.
- When required, social stories, additional visits and interactions with the new adults will be provided.
- Building a trusting relationship and familiarisation is key for some children, particularly those with attachment difficulties, and therefore may need a more personalised approach.

6. What adaptations are made to the school to help children with SEND?

Adaptations made to the physical environment, curriculum and/or learning experiences for a child are done to provide appropriate support after careful assessment and consideration. This is done through a 4-part cycle outlined in the SEND Code of Practice, chapter 6. This means if the child fails to make progress by typical means there will be a gradual increase of interventions and support in order to access the curriculum. A child is only regarded as having SEND when he or she needs provision or interventions which is additional to, or different from, High Quality Teaching (HQT) and the range of differentiated learning typically used by the school. This graduated response is explained below.

High Quality Teaching:

- Pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and progress measures will be monitored weekly through RA meetings with the classroom teacher and Deputy Headteacher and shared with the SENDCo.
- Once a pupil has been identified as *possibly* having SEND they will be closely monitored by staff in order to gauge their level of learning and possible barriers.
- The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching styles that need to be applied.
- The Deputy Headteacher will implement targeted 'therapies' if required.

- The SENDCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
- If a pupil has been recently removed from the SEND register, they may also fall into this category and will continue to be monitored.
- Parents and carers will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

If there are further concerns, then the class teacher, Deputy Headteacher and SENDCo will decide upon the appropriate intervention to further target a specific area of need. After a term of additional support, the child's progress will be closely monitored and reviewed. If the teacher and SENDCo are in agreement that all usual strategies have been implemented and the child needs extra support beyond that provided, then the child's name will be added to the SEND register. The class teacher will organise a meeting with parents to discuss any actions that the school proposes to take.

When a child is on the SEND register, we ensure they can still participate and achieve across all areas of school activity (social, curricular, physical) by:

- Planning a balanced curriculum both within and outside the classroom, including breaks and lunchtimes.
- Implementing an array of teaching methods that suit the individual needs of pupils.
- Promoting an inclusive ethos throughout the school, driven by our values based curriculum.
- Identifying and celebrating differences in learning styles and supporting children's understanding of strengths and challenges through the Zones of Regulation/RULER approach and the Learning Pit.
- Classroom teachers carefully plan lessons according to the needs of all groups of children in their class.
- Classroom teachers ensuring that your child's needs are met.
- Creating and offering specific resources and strategies to be used to support your child individually and in small groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.
- Some children with SEND may have a personalised curriculum to best support them.

Effectiveness of SEND Provision:

The effectiveness of a child's provision is monitored through the collective knowledge of the pupil and all agencies involved, including the child, parents/carers, all involved staff members, therapists and other professionals. Through continual observations and collection of evidence, the SEND provision is monitored and adapted as appropriate. Whole school assessment is strategically placed throughout the year to encourage accelerated learning through Pixl and other programmes of study checks. The SLT provide regular year group/phase scrutiny sessions and weekly meetings to ensure that individuals and small groups of children are on track to make their expected progress.

What to do if you are concerned about quality or effectiveness of support being provided:

The quality of the support for each child and the effectiveness of the provision in place is reported to governors. Regular visits by both the Chair of Governors and the SEND Governor are scheduled throughout the academic year. However, if you do have a concern at any time, please contact the school to discuss your concerns with:

1. Classroom teacher and support teacher
2. SENDCo
3. Deputy Headteacher
4. Headteacher
5. Chair of Governors

7. What skills and training do our staff have?

Who?	Training Completed	Staff
All Staff	<ul style="list-style-type: none"> ● Safeguarding and Keeping Children Safe in Education ● Equality, Diversity and Inclusion ● The SEND Code of Practice ● All general school policies, including: SEND, HQT, Inclusive Practice, Curriculum and Behaviour POLICY and procedures ● Zones of Regulation/RULER ● The Learning Pit 	
SEND Teaching Partners	<ul style="list-style-type: none"> ● Autism ● TEACCH Autism Programme ● Speech, Language and Communication Programmes ● Makaton ● Occupational Therapy Programmes ● Phonics Interventions: Read, Write, Inc ● Mathematics Mastery Tuition ● Writing and Reading Scaffolding support: Colourful Semantics ● Handwriting Heroes ● Trauma training 	

	<ul style="list-style-type: none"> • Zones of Regulation/RULER 	
SENDCo	<ul style="list-style-type: none"> • BEd (Primary) specialism in SEND • National Award for SEN Coordination • Getting Ahead London - Aspiring Headteacher programme 	
Leadership	<ul style="list-style-type: none"> • RWI • Maths Mastery 	
SMSAs	<ul style="list-style-type: none"> • Zones of Regulation/RULER 	

8. How does the school support the emotional and social development of children?

We understand and believe in the need for each and every child to feel emotionally safe and confident to participate actively in their learning. We have a full-time Play Therapist and Pastoral Lead at North Primary School. Through a holistic and shared approach, we teach strategies to help children's social and emotional development through:

- Brain breaks
- Zones of Regulation/RULER
- PSHE lessons
- School assemblies including values assemblies and certificate assemblies
- Social Skills interventions
- Playground Buddies
- Family Support

9. Can the school work with other agencies/services?

The school works with many different agencies and professionals to support children's needs. These are a few we have worked with this year:

- Speech and Language Therapists
- Occupational Therapist
- Visual Impairment Team
- Educational Psychologist
- CAMHs
- Child Development Team

- Ealing Primary Centre
- Social Services
- SAFE Team
- Springhallow Outreach Team
- Castlebar Outreach Team

