**Harold Wood Primary School**

**SEND Information Report 2024/25**

**Introduction**

Harold Wood Primary School is a three form entry mainstream primary school where children, staff, pupils and governors are “Working Together. Learning Together. Respecting Each Other. To REACH Our Personal Best!” It is our aim to provide learning experiences that are adapted to take account of the need and attainment of each pupil, with the needs of pupils with Special Educational Needs and Disabilities being met wherever possible. There are currently 641 children on roll, with 91 on the SEND register (14%).

Our last OFSTED inspection report (February 2019) found:

*“The needs of pupils with SEND are identified early. Effective tracking of pupils’ progress and individuals’ needs ensures that support is well targeted and that teaching is accessible to all pupils.*

*Provision for pupils with SEND is good. Parents speak highly of the lengths staff go to in ensuring that pupils’ needs are met. This includes providing highly effective support for individual pupils in the classroom, as well as therapeutic programmes to help pupils with more complex needs.”*

**What is the Local Offer?**

The Local Authority (LA) Havering publishes a Local Offer, setting out in one place information about provision available across education, health and social care for children and young people in the area who have Special Educational Needs or Disabilities, including those who do not have Education, Health and Care (EHC) plans.

The Local Offer provides clear, comprehensive, accessible and up-to-date information about the available provision and how to access it, and it can be found on the Havering website at [www.havering.gov.uk/directory](http://www.havering.gov.uk/directory).

**The School SEND Information Report**

This is designed to make clear how we as a school identify, assess and support children with Special Education Needs (SEND) and Disabilities (D).

**How will the school know if my child needs extra help and what should I do if I think my child may have special educational needs?**

Mrs C Hayward is our Inclusion Manager and oversees the identification of those children with special educational needs and the provision being made for them in school.

At Harold Wood Primary a child is considered to have special educational needs if he/she has significant difficulty following the National Curriculum at his/her level while functioning in a class appropriate to his/her age.

Special educational needs and provision can be considered as falling under four broad areas:

* Communication and interaction
* Cognition and learning
* Social, mental and emotional health
* Sensory and/or physical

We recognise the need to identify and provide for these children at all levels and aim to achieve this by adapting and setting suitable learning challenges in class, responding to individual pupils needs and overcoming barriers to learning.

If your child has a disability, please let the school know at the time of admission so we can ensure that any staff training or adjustments can take place before your child starts.

If you are concerned that your child may have special educational needs, please ring or email the school and ask for an appointment with the class teacher. They can discuss with you the needs, progress and any additional support your child is receiving. They will also seek advice and guidance from the Inclusion Manager when required.

If you are still concerned about your child’s learning after speaking to their class teacher or if your child develops a medical condition that may require action being taken at school, then please contact the Inclusion Manager.

If your child is identified as not making expected progress, the school will set up a meeting to discuss this with you in more detail, including any concerns you may have, additional support your child may need and any referrals to outside professionals to support your child.

**The role of the Inclusion Manager**

Mrs C Hayward is responsible for

* Developing and reviewing the school’s SEND policy which can be found on our website.
* Developing and reviewing the school’s SEND report and school offer
* Updating the school’s SEND register and ensuring the records of your child’s progress and needs are kept
* Identifying those who are having difficulties or have special educational needs
* Co-ordinating the support for children with special educational needs and/or disabilities
* Liaising with class teachers to write and update Individual Education plans
* Liaising with outside agencies who come into school to support your child’s learning, for example, the Educational Psychologist or Speech and Language Therapist.
* Providing specialist support for teachers and support staff in school so that they can support children with SEND to reach their personal best.
* Liaising with the school nurse/health visitor to ensure children with medical conditions, that may require action in school, have a Health Care Plan and arranging medical training for staff when necessary
* Ensuring that you are:
  + Involved in supporting your child’s learning
  + Kept informed about the support your child is getting
  + Involved in reviewing your child’s progress
* Reporting to the Governing Body about the SEND provision at school

**What are the different types of support available for children with SEND in our school?**

* High Quality teaching from the class teacher
  + The teacher has the highest possible expectations for your child and all pupils in their class
  + Teaching is built on what your child already knows, can do and understands
  + Gaps in understanding/learning are identified and extra support is put in place.
  + Different learning styles are used to ensure all children access the learning
  + Specific strategies (which may have been suggested by the Inclusion Manager or specialist) are in place to support your child
  + Specific resources are used to support learning
* Interventions
  + Small group or one to one work
  + Run in the classroom by a teacher or teaching assistant e.g. reading, numeracy, spelling support
  + Emotional support and well being
* Specialist groups
  + Run by outside agencies such a Speech Therapy, Counsellor, and Occupational Therapy. This would require permission from yourself for the school to make a referral. This will help the school to understand your child’s particular needs better and support them more effectively in school.
  + One to one or small group work from in school specialists e.g. speech and language, social skills
* Specified Individual Support

This type of support is available for children whose learning needs are severe, complex and lifelong. It is usually provided through 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. It is available for children with specific barriers to learning that cannot be overcome through Highest Quality Teaching.

* You, your child or the school can request that the Local Authority carry out a statutory assessment of your child’s needs. This is a legal process which sets out the support that will be provided for your child.
* After the request has been made to the ‘Panel of Professionals’ (with a lot of information about your child from you and the school), they will decide whether your child’s needs (as described in the paperwork provided) seem complex enough to require a statutory assessment.
* If this goes ahead, the reports will be sent in and the Panel of Professionals will decide if your child’s needs meet the criteria. If so, they will write an Education, Health and Care Plan (EHCP). If this is not the case, the school will be asked to continue with the current level of support. You do have the right to appeal this decision but in the first instance please contact the Havering Assessment and Placement team if you are unhappy with the decision.
* The EHC Plan will outline the support your child will receive from the LA, how the support should be used and what strategies must be put in place. It will have long and short-term outcomes for your child that the school will work towards.
* An additional adult may be used to support your child with whole class learning, run individual programmes or small groups including your child.

**How is extra support allocated to children?**

* The school budget, received from Havering LA, includes money for supporting children with SEND.
* The Senior Leadership Team decides on the deployment of resources for Special Educational Needs and Disabilities on the basis of needs in the school.
* The SLT discuss where resources are, where the needs are and what training and support are needed.
* The school then identifies the needs of pupils on provision maps. This identifies all support given within the school and is reviewed regularly and changes made as necessary so that the needs of the children are met and resources deployed are effective.
* Support will also be discussed at your child’s Individual Education Plan (IEP) meeting and put into place. E.g. adult support at break and lunch times, extra time in tests, someone to read questions during a test.

**How are the teachers supported and what training do they receive?**

The Inclusion Manager’s job is to support the class teacher and teaching assistants in planning for and supporting children with SEND.

* The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND topics such as ADHD, assessment and adaptation for children with SEND.
* Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class, e.g. Buccal and Epi-pen training from the school nurse.
* Some staff have received training on PECS (The Picture Exchange Communication System) for work with non-verbal children.

**Who are the other professionals supporting pupils with SEND?**

School Provision

* Teachers, Teaching Assistants, Learning Mentors, Specialist Speech and Language Assistants, EAL assistant, Home School Support Officer, ICT support in the form of spelling and maths programmes, Speech and Language Link and Nessy.

Local Authority Provision (which can be delivered in school)

* Children and Young Adults with Disabilities Service (CAD) 0-5 and 5-19 teams, Educational Psychologist, Speech and Language Therapy assessments and reviews

Health Provision (which can be delivered in school)

* Assessment such as hearing tests can be carried out by the school nurse, occupational therapy assessments and reviews, physiotherapy assessments.

**How will we measure the progress of your child in school?**

* Your child’s progress will be continually monitored by his/her class teacher. And this will be reviewed every term by the Inclusion Manager and Assessment Co-ordinator.
* This progress will be shared with you at our parent’s evenings, or if your child is on the SEND register, termly to discuss progress against individual agreed targets.
* The progress of children with an EHCP will also be reviewed termly and more formally at an annual review, with all adults involved with your child’s education.
* Regular book looks and lesson observations will be carried out by the Senior Leadership Team and Year group leaders to ensure that the needs of all children are met and that the quality of teaching and learning is high.

**How are parents involved and supported?**

At Harold Wood Primary School, we work together with parents to ensure that your child will achieve their personal best, whatever their need.

* Parents are formally invited to meet with the teacher twice a year and there is an open evening in the summer term when you will be encouraged to see your child’s work. If your child is on the SEND register you will be invited to termly meetings with your child’s teacher and your child to discuss their progress. All present will have a chance to contribute to the review.
* We have an open door policy and class teachers are regularly available to discuss your child’s progress or any concerns you may have.
* The Inclusion Manager is available to meet with you to discuss your child’s progress or any concerns.
* All information from outside agency professionals will be discussed with you, either directly in a meeting or in a report.

At Harold Wood Primary School, we think about the wider life of the child and want to support families of this school where we can.

* Our Senior Home School Support Worker, Mrs E Storey, can help with pastoral support and can put you in touch with other services.
* SENDIASS - Special Educational Needs and Disabilities Information and Advice Support Service (formally Parents in Partnership - PiPs) is available locally and can be contacted on 01708 433 885 01708 433 885.
* The Havering Local Offer also has information on services and support available for SEND children and their parents. [www.havering.gov.uk/directory](http://www.havering.gov.uk/directory)

**How accessible is Harold Wood Primary School to children with SEND?**

The school is fully compliant with the Disability Discrimination Act requirements. It is accessible for wheelchair users with easy access and ramps in and out of a majority of classrooms and communal spaces. There is a disabled toilet and changing facilities. We ensure wherever possible that equipment used is accessible to all children regardless of their needs. Should specialist equipment be necessary we will consult with outside agencies to ensure this is made available.

At Harold Wood Primary School there are many opportunities for extra-curricular activities and school trips. All children will be encouraged to take part in all trips and reasonable adjustments will be made to ensure that this can happen. Please see our accessibility policy and action plan on our website.

**How will the school support your child when they join the school, move classes, transfer or move onto Secondary school?**

We recognise that transitions can be difficult, especially for a child with SEND, and we make every effort to ensure the transition is as smooth as possible.

If your child is starting with us in reception, the Inclusion Manager will visit many pre-schools with the Foundation Stage Lead Teacher. Reception staff meet with parents and children who will be starting in reception and a staff booklet is shared with SEND children to prepare them for all the new faces. SEND children will also have a Person Centred Plan meeting with the pre-school SENDCO, yourselves and the Inclusion Manager and Reception Lead Teacher, to discuss what works best for your child.

If your child is moving to another school all records about your child will be passed on as soon as possible. If your child has an EHC Plan, a Person Centred Review will be held for them which you, your child, their class teacher, Inclusion Manager and SENDCo from the new school will attend.

When moving classes in school, teachers will meet (in advance) to discuss each pupil and all information will be passed on to the new teacher, including IEPs. There will also be the opportunity to meet their new teacher.

In year 6, the Inclusion Manager will discuss the specific needs of your child with the SENDCO of the child’s secondary school. In some cases, a person centred review (PCR) meeting will be held to which you, your child, their teacher and the Inclusion Manager will take place with the new school’s SENDCO. This is to create an action plan to ensure a smooth transition between the schools. Your child may have the opportunity for extra visits, as well as the induction days, to ensure they feel supported in their move.

**How will we support your child’s social and emotional development?**

We understand and recognise that some children have extra social and emotional needs that need to be developed. These needs can become visible in a number of ways, including behavioural difficulties, anxiousness and being uncommunicative, which develops into a barrier to learning.

All classes follow a structured PSHE (Personal, Social and Health Education) curriculum to support this development and address these needs. However, for those children where the need is greater we offer:

* Time to see the Senior Home School Support Worker, Mrs Storey
* Play leaders who provide structured activities at lunchtime
* Peer Mentors to carry out the restorative approach

We can also, with your permission, refer children to Havering Child and Adolescent Mental Health Services (CAHMS) and access further support through the Early Help Assessment process.

**What can you do if you have a complaint?**

If you have a complaint or a concern at any time to do with your child’s special educational provision, please speak to the class teacher in the first instance. If they cannot resolve the issues, then please see the Inclusion Manager. If you are still unhappy at this point, then please make an appointment to see the Headteacher. If the Headteacher is unable to resolve your complaint, then he will direct you to the school’s complaints policy.