



Happiness Promotes Success

SEND Information Report

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SEN information report

1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia, developmental delay, dyscalculia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), Emotionally based school avoidance (EBSA)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, dyspraxia,

2 Identifying pupils with SEND and assessing their needs

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than academic attainment, for example, social needs.

Slow progress and lower attainment will not automatically mean a pupil is recorded as having SEND.

Diagnosis and SEND

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

The needs of many children with a diagnosis of ASD, dyslexia or ADHD for example, can and should be met through Quality First Teaching and Ordinary Available Provision. The definition of SEND should be needs-led and based on providing provision to meet children's needs and if this can be done without additional SEND provision, there's no need for a child to be on the SEN register.

3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child

- Everyone is clear on what the next steps are

We will notify parents when it is decided that a pupil will receive SEND support.

4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5 Supporting pupils moving between phases

We will share information with the school the pupil is moving to. Pupils will take part in induction sessions at their new school. They will also complete any transition work provided.

6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We will also provide the following interventions:

- EAL (inclusion)
- English intervention
- Focus Readers
- Handwriting Intervention
- Language Link
- Lego group
- Mathematics intervention
- Occupational Therapy
- Rainbows group

- Social Skills Group
- Speech and Language
- The Homunculi Approach to Social and Emotional Wellbeing
- The Word Wasp

7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, visual aids etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

8 Additional support for learning

We have teaching assistants who support learning and deliver interventions.

Teaching assistants will also support pupils on a 1:1 basis or support pupils in small groups.

We work with the following agencies to provide support for pupils with SEND:

- CAMHs
- Education Psychology
- School Nurse
- Children's Integrated Therapy Service (CITS)
- SEND Advisory Services
- Stronger Families Services

9 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions half termly
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans

10 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. Prior to a child engaging in these activities the school will carry out a full risk assessment and discuss the outcome with parents.

All pupils are encouraged to go on our residential PGL trip.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

The schools accessibility policy is available from the school office.

11 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to join multi-skills club to promote teamwork/building friendships etc.
- Pupils with SEND are encouraged and supported to play with other children at break times.
- We have a zero tolerance approach to bullying.

12 Working with other agencies

The school works with a variety of outside agencies including;

- Educational Psychology
- SEND Advisory Services
- Speech and Language Therapy Services
- Occupational Therapy Services

13 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the Headteacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

14 Contact details of support services for parents of pupils with SEND

The contact details for the support services can be found on the Hillingdon Local Offer website – www.connecttosupporthillington.org/children

The Hillingdon Local Offer Web site contains information of the services available to children, young people and their families under the Hillingdon Local Offer.

15 Contact details for raising concerns

Concerns should initially be raised with the class teacher. If this does not resolve the issue please contact the SENCO.

Parents/Carer may also raise their concerns with the Headteacher if they feel this is necessary.

16 The local authority local offer

Our contribution to the local offer is: <https://careandsupport.hillingdon.gov.uk/Categories/133>

Our local authority's local offer is published here: <https://www.highfield.hillingdon.sch.uk>