

## SEND Report 2017 / 18

### **1. What are Special Educational Needs?**

The term Special Educational Needs and Disability (SEND) has a legal definition. Children with SEND all have difficulties or disabilities that make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children.

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

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

### **2. How does the school know if my child has SEND and what should I do if I think my child has SEND?**

We place great importance on identifying SEND early so that we can help children as soon as possible. Teachers are continually observing and grow to know the children in their class in addition to monitoring the progress and if they have any concerns they can discuss these with the SEND Consultant at any time. Pupil Progress meetings are held each half term more formally using tracking to identify those not making expected progress. We do not assume just because a child is making slower progress than expected that the child has SEND, but if there are any concerns they will be discussed with the parents as soon as possible. Sometimes the needs do not focus around academic achievement, but, more about attention and concentration skills, communication skills and social interaction skills, which can manifest themselves as behavioural issues. If you are concerned about how your child is doing at school please talk to either the class teacher or SEND consultant.

### **3. How will the school support my child**

The SEND Consultant is Mrs Trainor, her role is to co-ordinate all the specific provision that is put in place, liaise with the class teachers and, together with all adults involved, monitor a pupil's progress and well being. Mrs Trainor also liaises with a range of external agencies such as speech therapists who can give us more specialised advice.

The SEND Code of Practice describes how help for children with SEND should be made by a step-by-step or graduated approach.

Teachers will choose the most appropriate way to help each child learn from a range of activities within the classroom, or differentiating the curriculum.

Support can also be offered in the form of group work or interventions with teaching assistants. Parents will be made fully aware and engaged in the planning of support and interventions and, where appropriate, be asked to contribute or reinforce progress at home.

Interventions offered at Harefield Junior School include:

- Five minute box ( English and Maths)
- Rapid Maths (Maths)
- Read Write Inc (English)

- Seasons for Growth (Social and Emotional)
- Red Group (Anger management)
- Green Group (Nurture)
- Nessy (Phonics)
- Wodblaze (Phonics)
- Ships Ahoy (Memory skills)
- OT groups (Fine and Gross motor skills)
- S&L groups (Communication)

#### **4. How Accessible is the school?**

Our school is on two levels with accessible facilities for wheelchair users. We also make every effort to ensure children with SEND are included in activities outside the classroom such as clubs and trips, including residential.

#### **5. How will the school prepare for my child to join the school and move on to a new school?**

There are a range of transition arrangements in place for all children and additional ones can be implemented depending on individual need. When starting in Year 3 a parents meeting and tours of the school for both pupils and parents are arranged. Transition booklets are provided and if appropriate additional visits can be made.

When transferring across year groups children will meet their new teacher and teaching assistant (if applicable). Transition One Page Profiles are provided for all children on the SEND register.

When transferring to secondary school, our Inclusion manager and year 6 teachers will meet with SEND Consultant to share information and arrange meetings with the parents of children with SEND and extra visits to the new school for individuals or groups.

#### **6. How will we know how well they are doing?**

Within school pupil progress meetings are held to discuss progress formally, although if progress is a concern informal meetings can be held at any time. To support a child with SEND teachers may work with the SEND Consultant to produce an Individual Education Plan or IEP which will consist of individual targets for the child to work on in school. The child will be working towards these targets and will be reviewed towards the end of each term. Teachers will ask for parents' views on how they feel their child has got on with their targets and a meeting will take place to look at new targets with the parents.

#### **7. How can I be involved?**

Where a child is receiving SEN support we will regularly talk to parents to set clear targets and review progress towards them. The IEP will outline the personal targets for your child and these

can be worked on at home as well as in school. Should you need any advice or strategies on how best to do this the class teacher or SEND Consultant will provide this.

#### **8. Who can I contact for more Information?**

Within school the SEND Consultant is Mrs Trainor, if you would like a meeting, please call school on 01895 824447.

The Local Authority have published a “Local Offer” to outline services available to children and their families and to explain what they can expect from a range of local agencies. More information can be found at: London Borough of Hillingdon at:

<http://children.connecttosupporthillingdon.org/s4s/WhereILive/Council?pageId=3540&lockLA=True>