



SEN Information Report 2024/25

Ratified by the Governing Body on 16th September 2024

All children at Elmgrove Primary School and Nursery have entitlement to learning experiences which will enable them to achieve their maximum potential in terms of their social, emotional and academic development. This is regardless of their gender, ethnicity, sexual identity or educational needs. Inclusion recognises every child's right to a broad, balanced, relevant and challenging curriculum which is appropriate to individual abilities, talents and personal qualities. At Elmgrove Primary School and Nursery, diversity is valued and children are encouraged to develop mutual respect and tolerance of each other and to believe that there are no limits to individual effort and achievement.

This document is intended to give parents and other interested parties information regarding the ways in which we ensure we support all of our children including those with special educational needs and disabilities (SEND), 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 SEN 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 have specific needs-based plans which help support their development and accelerate progress.

As it states in our prospectus, Elmgrove Primary School and Nursery is proud to be an inclusive school. Meeting the needs of all our pupils is a priority. We believe every child has the capacity to astonish themselves with their achievements.

We aim to ensure that children with SEND at Elmgrove Primary School and Nursery make excellent progress 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. Children's views are also critical in ensuring the right provision to meet their needs. We work hard to ensure that reasonable adjustments are made to overcome barriers to learning. We have excellent relationships with external agencies (including Educational Psychology Service, Occupational Therapy Service, Sensory Team and the Speech and Language Therapy Service), who assess children and advise parents and staff in school.

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

Leadership of SEND Provision

The Governing Body and Headteacher ensure that appropriate provision is given to children with SEND. Together with the Inclusion Lead and Assistant Inclusion Lead, they monitor the progress of children with SEND ensuring that the provision specified in Education and Health Care Plans (EHCP) is made and monitor the expenditure on SEND. The Inclusion Lead liaises closely with all external agencies and helps to coordinate support and interventions across the school for children with SEND.

The Inclusion Lead will ensure that provision is made in accordance with the SEN and Disability Code of Practice 2014. The Code sets out the following expectations:

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- High quality first teaching should be available to the whole class. This is differentiated for individual pupils.
- Class teachers are responsible for planning the curriculum and assessing the children's progress, even if she/he has additional needs.
- High quality first 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 teacher, together with the Year Leader and Assistant Headteacher for the phase, will assess whether the child has SEN.
- If parents have concerns about their child, they should make an appointment to see the class teacher.
- Where a special educational need is established, the school, in partnership with the parents/carers and child, will work through a four step graduated response: assess, plan, do, review, which is cyclical – termly or timely reviews are carried out leading to revisions in plans and interventions.
- Where a child with SEND is reaching a point of transition (from a nursery provider to Elmgrove Primary School and Nursery, from Elmgrove Primary School and Nursery to secondary school and within school itself), the school will work with the parents and child to ensure a smooth and successful transition.
- In consultation with parents, staff will work with other agencies and take advice on strategies to support children with additional needs. The level of support will be constantly reviewed in order to identify when and where additional support may be needed.
- Most children with SEND have their needs met as part of the high quality first teaching at our school. Where there is sufficient evidence that a child'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).
- EHCPs are integrated support plans for children and young people with Special Educational Needs and Disability (SEND), from 0 – 25. An EHCP will specify and coordinate additional funding and provision. The plan is focused on achieving outcomes and helping children make a positive transition to adulthood, including paid employment and independent living.
- The school will annually monitor and evaluate the effectiveness of its provision for pupils with SEN.

Who are the best people at school for a parent to talk to about their child's SEN?

- The class teacher is responsible for planning an adapted curriculum, assessing the pupil's progress and liaising with other members of staff who work with a child. The class teacher is a parent's first point of contact on a day to day basis.
- Learning Support Assistants who work with children who have EHC Plans will communicate with parents on a regular basis either verbally or via a home/school link book or email.
- The Inclusion Lead is responsible for coordinating all the support for children with SEND in the school. This includes liaising with parents, staff and other agencies involved in a child's care. She is supported by the Assistant Inclusion Lead.
- Assistant Head Teachers for each phase and Year Group Leaders are also responsible for coordinating all the support and intervention in their teams and tracking children's progress.

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- The Headteacher and Senior Leadership team are all responsible for the day to day management of the school and all the arrangements for children with SEND. The Head teacher has to report to the Governing Body on all aspects of SEND in school.
- There is a member of the governing body or a sub-committee with specific oversight of the school's arrangements for SEN and disability. School leaders should regularly review how expertise and resources are used as part of their approach to school improvement.

How will parents know how well their child is doing at school?

In our school we have:

- An open-door policy – parents/carers are welcome to make an appointment at a mutually convenient time with the class teacher and other adults who work with their child.
- Partnership between parents/carers and teachers – there will be an on-going process of communication relevant to the needs of individual children.
- Curriculum evenings which provide parents with key information about their children's learning.
- Emails and phone calls will be used to ensure good communication between parents/carers and staff.
- Opportunities to discuss concerns with the Inclusion Lead. Additional appointments can be made with staff via the school office.
- If a child has an EHCP, there are annual reviews where progress is reported on. A report is written and made available to all stakeholders.

How will the school's resources be allocated and matched to children's special educational needs?

- The school budget, received from Harrow LA, includes money for supporting children with SEND.
- The Head Teacher decides on the budget for Special Educational Needs in consultation with school governors, on the basis of needs in the school.
- The money is used to provide additional support or resources dependent on individual needs.
- Additional provision may be allocated, after discussion with the head teacher and the class teacher at pupil progress meetings, or if a concern has been raised at another time.
- Resources may include deployment of staff depending upon individual circumstance.

Other support available for children at Elmgrove Primary School and Nursery is set out below:

Elmgrove Primary School and Nursery has a resourced provision for children who have an EHC plan with a diagnosis of a physical disability. The 11 places across the school are a part of the published admission number of 120 places per year group. Elmgrove Primary School and Nursery has a strong ethos of inclusion and this expanded provision continues to maintain this approach. There is on-going consultation with the Local Authority, parents and other stakeholders about the provision, particularly with regard to admission criteria. Further information can be provided by the Head teacher or Manager and can be found on Harrow's SEND local offer page (<http://www.harrow.gov.uk/localoffer/>).

What are the different types of support that may be available for children at this school?

Area of needs	Whole school ethos and practice – Part of QFT	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
Social, mental and emotional health needs	<ul style="list-style-type: none"> • Consistent application of the school’s behaviour policy • A positive supportive and nurturing environment • Circle time/Personal, Social, Health Education (PSHE) curriculum 	<ul style="list-style-type: none"> • Identification and assessment in school • Additional advice and support from outside agencies • Adaptations to the curriculum to secure engagement • Support to build relationships and engage • Trained Learning Mentor to overcome barriers to social inclusion • Trained therapist for 1:1 counselling and trainee Educational Mental Health Practitioner • School nurse 	<ul style="list-style-type: none"> • Interventions are implemented, reviewed and revised • Work with parents to refer to Child and Adult Mental Health Services (CAMHS) • Targeted intervention to promote social skills and emotional resilience • Adaptations to physical environment • Monitoring and support in unstructured time e.g. breaks/ lunch • Individual Learning Plans
Speech, language, communication and interaction	<ul style="list-style-type: none"> • Training for staff to meet the diversity of communication language skills • Strong emphasis on speaking and listening and phonics teaching • Communication friendly 	<ul style="list-style-type: none"> • Small group phonic support • Personalised support within the class • Language monitoring systems upon entry to Reception and follow up provision • Speech and Language Therapy (SALT) interventions delivered by the school inclusion team 	<ul style="list-style-type: none"> • Access to small teaching and learning groups • Additional in class Teaching Assistant (TA) support • Alternative communication systems • Access to personal IT/ adapted IT equipment • Speech & Language Therapy planned and delivered by qualified therapist or therapy assistant
Autistic spectrum	<ul style="list-style-type: none"> • Structured day • Positive behaviour management • Management strategies • Learning style understood. • Adaptations within lessons 	<ul style="list-style-type: none"> • Curriculum modified to take account of learning styles • Individual coaching and support from the class teacher and our Inclusion Team <ul style="list-style-type: none"> • Use of appropriate resources e.g. visual timetables, social stories, work stations. 	<ul style="list-style-type: none"> • 1:1 support • Advice and support via Autism outreach team • Small group targeted intervention. • IT used to reduce barriers • Alternative communication systems - Makaton. Picture Exchange Communication System
Cognitive and Learning/Moderate Learning Difficulties	<ul style="list-style-type: none"> • Adaptation/ scaffolding of the curriculum and teaching • Teaching resources are accessible and appropriate, including the use of technology • Multi-sensory approach to learning • Interactive environment 	<ul style="list-style-type: none"> • Curriculum is adapted to meet the needs of pupils • Targeted intervention programmes • Specific SMART targets • Differentiated resources are provided as appropriate • Learning support via in school Inclusion • 1:1 reading alongside intervention programmes • Access to personal IT/adapted IT equipment alternative methods of recording 	<ul style="list-style-type: none"> • Access to small teaching and learning groups • Additional in class TA support • Additional specialist teaching support • Educational Psychology assessment / support • Access to personal IT/ adapted IT equipment
Sensory and physical needs (e.g. hearing, visual impairment, multi-sensory, physical and medical needs	<ul style="list-style-type: none"> • Referrals to Harrow’s Sensory Team • Provision of specialised equipment/ adapted resources • Curriculum is adapted • Seating position within class prioritised. • Medical needs catered for by welfare 	<ul style="list-style-type: none"> • Modified learning environment. • Learning support via our Inclusion team. • Occupational Therapy and Physiotherapy from experienced TAs & inclusion team working from Therapy plans • Mobility and care plan management • Liaison with a range of medical professionals as needed assistance via School Nursing Team • Medical needs plan 	<ul style="list-style-type: none"> • Individual protocols and plans for children with significant physical and or medical needs. • Additional modifications to the school environment • Additional resources to reduce individual barriers to learning • Occupational Therapy and Physiotherapy from qualified therapists and therapy assistants • Access to external advice and assessment. • Advice and outreach from Sensory Team • Care Teaching Assistant to oversee the more complex medical needs of a child

What support will there be for a child's overall well-being?

We recognise that some children may have additional emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness and being uncommunicative.

The whole school follows a structured PSHE (Personal, Social and Health education) curriculum to support this development. However, for those children who find aspects of this difficult further support will be put in place. The school has a learning and behaviour mentor, Miss Gayle, who works with children either one to one or in small groups to support children's overall well-being, this could be on issues such as anger management, friendships or self-esteem.

Members of staff are available for pupils who wish to discuss issues and concerns. Parents may be invited in to school to discuss concerns and plan for further support. Where it is felt that pupils are encountering significant emotional difficulties, the support of outside agencies will be considered, such as CAMHS, the school nurse or counselling support.

What should a parent do if they have a concern about the school provision?

In the first instance we encourage parents to contact their child's class teacher. If they still have concerns, parents are invited to contact the Inclusion Lead followed by the Deputy Headteacher if necessary. In the unlikely event that their concern is not resolved, then they would need to follow the school complaints procedure that can be obtained from the school website.

What specialist services and expertise are available at or accessed by the school?

The school works closely with a number of outside agencies to support the needs of children. Therapy services includes: physiotherapy, occupational therapy and speech and language therapy. Specialist services include: hearing impairment, visual impairment, educational psychology, CAMHS (Child and Adolescent Mental Health Services) and children's services.

What training have the staff, supporting children with SEND had or are having?

The school provides training and support to enable all staff to improve the teaching and the children's learning, including those with SEND. This includes whole school training on SEND issues. Individual teachers and support staff have access to training from outside specialist agencies relevant to the needs of specific children in their class. Staff members have received training on how to support pupils:

- On the autistic spectrum.
- With social and emotional needs.
- With speech and language difficulties.
- With specific learning difficulties.

- With medical issues.

How will the school support parents in helping their child at home?

A child's class teacher may suggest different ways in which parents can support their child at home, both with homework and with an individual area of need. The Inclusion Lead may meet with parents to discuss strategies on how to support a child with their specific needs. If outside agencies such as the Educational Psychologist have been involved then suggestions and programmes of study are normally provided by them which can be used at home.

How will both a child and parents be involved in making decisions about a child's education?

At Elmgrove Primary School and Nursery we believe in a child-centred approach. When children have been identified as having additional needs, the thoughts and feelings of the child as well as the parents/carers, together with the views of school staff and relevant professionals, are taken into account. This may be through:

- Informal discussion with staff.
- Teacher and child meetings.
- Teacher and parent meetings.
- Review meetings, including outside agencies where appropriate.
- Informal meetings and discussions.

How will a child with SEND be included in activities outside the classroom, including school trips?

Appropriate provision and reasonable adjustments will be made where necessary. Medical support will be put in place if required, considering reasonable adjustments.

How accessible is the school environment?

Our school is fully accessible to those with a physical disability, with a dedicated disabled parking bay and toileting facilities. We have ramps, a lift and mobile hoists. We also have changing facilities for children who require adult support. All Harrow schools comply with the Equality Act 2010.

How will the school prepare and support a child to join the school, transfer to a new school or the next stage of education and life?

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

If a child is joining us from another school:

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- The Inclusion Lead may undertake a pre-visit to the existing setting where appropriate.
- Contact the previous school to gain information.
- They will be able to visit our school and stay for taster sessions, if this is appropriate.
- Contact will be made with the parent/carer.

If a child is moving to another school:

- We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that needs to be made for the child. Where possible, a planning meeting will take place with the SENDCo from the new school.
- We will make sure that all records about the child are passed on as soon as possible.
- Where appropriate, we would encourage pre-visits to the school by the child.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher.
- There will be opportunities to make additional visits to the new classes, if this is appropriate.
- Where appropriate, we will discuss transition with the parents and child.

In Year 6:

- The Inclusion Lead, Assistant Head teacher for the phase, year group leader or class teacher will discuss the specific needs of a child with the SENDCo of the child's secondary school.
- The children will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- Where possible, the children will visit their new school on several occasions, and in some cases staff from the new school will visit the children in this school.
- If a child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.

If parents need to complain:

Parents have the following rights of redress, should the school, Governors or LA 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 (See **Concerns and Complaints Procedure** found on the school's website)
- An appeal to The SEN and Disability Tribunal (LA decision)
- A claim against the responsible body for discrimination on the grounds of disability
- To the SEN and Disability Tribunal for discrimination
- A complaint to the LA Ombudsman (Schools and LAs)

Key contacts for further information:

Headteacher – Ms Neary – 020 8909 2992

Inclusion Lead – Mrs Gardner – 020 8909 2992

Assistant Inclusion Lead/SENDCO – Miss Poonja – 020 8909 2992

Learning Mentor – Miss Gayle – 020 8909 2992

SEND Governor – Ms Upadhyaya – 020 8909 2992

Harrow Local offer site - <http://www.harrow.gov.uk/localoffer/>