Special Educational Needs Information Report

Document control	
Committee with oversight of the policy	
Lead person	Miss Charlotte Rose
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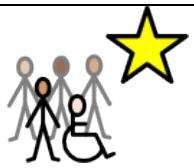
Document Title	Special Educational Needs Information Report
Next review:	

Our School	**Our School Vision** Acton Gardens Primary School: Always striving for excellence and learning together for the future. Our school aims to provide a broad and balanced curriculum that develops the knowledge and skills pupils need to thrive now and for a fulfilling future. We believe that every pupil has the potential to grow and achieve excellence in their learning and personal development. We support our pupils to develop resilience and confidence in themselves and their capacity for growth. We foster a culture of respect and inclusion, where pupils feel valued, value others and learn to work together to make a positive contribution in the community. We encourage creativity in an innovative learning environment, where pupils are challenged and inspired to explore their passions and talents. We promote the wellbeing of our pupils, ensuring they stay safe and healthy in mind and body. We also help them appreciate the spiritual, moral, social and cultural richness of the world at large, and prepare them to become responsible global citizens. **<u>October 2024 Information</u>** Acton Gardens Primary School currently has 386 children on role from nursery up to year 6. There are currently 71 children (18%) on SEND register with a range of needs from universal to specialist. 18 children (25%) have an Education Health and Care Plan (EHCP) and 53 children (75%) are on SEND Support and have an Individual Education Plan (IEP).
 Meet our SENDCO	The SENDCO is Miss Charlotte Rose. If you would like to contact Miss Charlotte Rose, please call the school office on **020 8993 9053** or via the email senco@agprimary.org.uk
 Meet our SEND Team	The Emotional Literacy Support Assistant (ELSA) is Mrs Becky Gavin.



Special Educational Needs

At Acton Gardens Primary School we support children with a variety of differing special educational needs and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference.

SEND is categorised into the following areas in the SEN code of practice 2014:

	Cognition and Learning
	Communication and Interaction
	Social, Emotional and Mental Health
	Sensory and Physical

Definition of SEND

The overall definition of what constitutes a special educational need is stated within the Code of Practice (2015):
A child or young person has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age or
- has a disability, which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age.

or is characterised by progress which:

- is significantly slower than that of their peers
- 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.

Progress in areas other than attainment is also considered e.g., where a child needs to make additional progress with social needs in order to be fully integrated into school life or make a successful transition to high school.
If behaviour is causing concern, it is always considered whether there are any underlying difficulties; if there appear to be none, the class teacher would speak to parents/carers about anything that might have happened at home. The class teacher/SENCo would gather information about incidents occurring, at what time of day, paying close attention to possible triggers, during which lessons and behaviour checklists may also be used to analyse and consider any patterns of behaviour.
Observations would be conducted in class/on playground to record behaviours, considering the involvement of others/environmental factors and an intervention will be devised taking into account all information gathered.
Parents are always informed if school staff considers that their child has an additional need and parents and children (as appropriate depending upon age and capability) are involved in the planning to meet the need.

	We often recommend initially that eyesight and hearing are checked to discount these aspects as possible underlying causes of learning issues.
 Identifying and Assessing Need	At Acton Gardens, we work closely as a team and if staff have a concern about a child they discuss concerns with parents. If staff continue to have concerns then they complete an internal referral form, which is shared with the SENDCO. A child may then be placed on the monitoring register and we begin to follow the Graduated Response approach of 'Assess, Plan, Do and Review'. After a period of 6 – 8 weeks we will decide if a child needs to be placed on the SEND register and invite you in for a meeting, where we will share the targets your child is working on and the support they are receiving. Some children may require more support than is ordinarily available and we may ask outside agencies to support us in ensuring that we are offering the best support we can. Staff can access the ELP SEND Support Expectations (July 2019) to help support children's learning within the classroom.

Our approach to teaching children with SEND

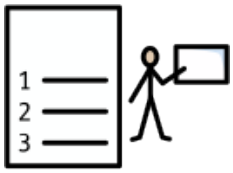
We are an inclusive school. Wherever possible, children are taught alongside their peers in flexible teaching groups.

Teachers adapt their high-quality teaching to cater for their pupils' needs and plan individual timetables where necessary. When appropriate, staff are deployed to give children additional interventions in small groups outside the classroom, or to provide one-to-one support.

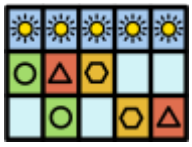
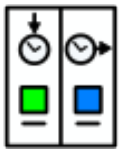
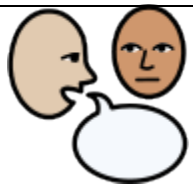
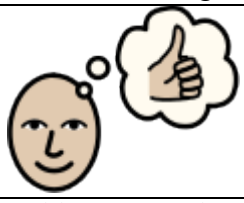
We have a strong focus on Quality First Teaching (QFT) and embedded a range of assessment for learning (AfL) strategies to ensure that all children are assessed in the moment, and any misconceptions or areas of challenge can be identified and addressed.

We use the ELP SEND Support Expectations document produced by the Local Authority to complement our teaching (July 2019).

Curriculum adaptations



We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment.
We also seek advice and equipment from outside agencies as and when the need arises.

		
Visual timetables	Task boards	Peer mentoring
		
Assistive technology	Talk partners	Peer marking
		
Self-assessment	Word banks	Positive behaviour
Ear defenders	Timers	Explicit instruction

Interventions

We know that children learn best alongside their peers within the classroom environment. Because of this, we have ensured that our staff have received training in Quality First Teaching and are confident in how they can make adaptations to their everyday practice to ensure that they are meeting the needs of all of the children within their classes.

Sometimes, children do need additional intervention which cannot be offered within the classroom by the class teacher.
We offer the following interventions at Acton Gardens:

Bucket Time

Language Link

Social Skills

Lego Therapy

Colourful Semantics

Emotional Literacy

Boosters

Social Stories

Fine Motor

We have an ELSA who is trained to run the Emotional Literacy Support Assistant program to support children with their Social, Emotional and Mental Health.

Zones of Regulation

The Zones of Regulation is a curriculum framework that teaches children to recognise and regulate their feelings, energy and emotions. At Acton Gardens Primary School, we want our children to better understand their emotions, sensory needs, thinking patterns and learn different strategies to help them cope and manage their emotions based on which colour zone they are in.

We have implemented this practice across the whole school, from nursery up to year 6. This common language will support children throughout their journey here at Acton Gardens and will enable them to be independent regulators of their emotions, no matter how complex they may be.

Therapeutic Thinking

Therapeutic Thinking

Therapeutic Thinking is a philosophy. It focuses on how all children and young people are to be supported, particularly in terms of their emotional wellbeing and mental health.
Through training, we provide a trauma-informed approach to behaviour within our school which is grounded in evidence-based research.

This philosophy has shaped our Behaviour Curriculum and approach to how we support children to manage their emotions and subsequent behaviours.

 Contacts	In the first instance, it is always best to talk to your child's class teacher about your concerns, since he/she is the person who knows your child the most. The class teacher has regular discussions with the SENDCO regarding his/her concerns and any concerns that you may have. You may wish to arrange a meeting with the class teacher or Miss Rose via the school office **once you have spoken to the class teacher** and still need further guidance.
 Parent Consultations	At Acton Gardens Primary School we work closely with parents and carers and recognise that they have much to contribute to our support for children with SEND. We hold SEND focused Parent Workshops and Miss Rose is available at parents' evenings to discuss any concerns. This year, we will also hold three coffee mornings a year where parents can meet up and support each other in a safe environment. During these sessions we will gather parent feedback on SEN provision at Acton Gardens Primary School, direct to training courses and support groups and offer opportunities to meet up with outside agencies. For children who have an Education, Health and Care Plan, SEN Support IEP or require specialist support (over and above what is ordinarily available) we will invite you in for 3 further meetings a year, in the Autumn, Spring and Summer term, with the class teacher. These meetings are used to celebrate your child's progress and learning, create new targets and discuss next steps. A copy of this will always be sent home after the meetings. During the year a parental questionnaire is sent out to gain views on the school and the SEND provision.
Child Consultations	Pupil's views are very important; they have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school. Children are fully involved and their views feed directly into all policies, procedures and daily teaching of children with SEND. We ensure that our student leadership roles are inclusive, and children with additional needs are represented.

Evaluating Provision

At Acton Gardens Primary School we ensure that we are reflective in approaches to supporting our children. We constantly evaluate the provision in place for our children to ensure that it is enabling our children to make the best possible progress.

In order to accurately review and evaluate our provision we:

- Review progress in phase meetings and discuss next steps.
- Discuss and share ideas in staff meetings to ensure up to date research and policy is in place.
- Review children' individual progress towards their goals at regular intervals, as a minimum every term during Pupil Progress Meetings with the SENDCO and assessment lead.
- Establish children's baseline before receiving interventions and reviewing the impact of interventions at regular intervals.
- Ask our children if they feel the adjustment or intervention is helpful and makes a difference.
- Monitoring SEND provision by the SENDCO.
- Regularly using a tracking tool to update targets and measure progress.
- Hold termly reviews for children who are on Education Health and Care Plans, SEND Support IEPs and those requiring specialist support.
- Hold annual reviews for children with Education Health Care Plans.

Staff Training

At Perivale Primary School, we value professional development and aim to ensure all our staff have the understanding they need to enable them to support your child.

We run regular audits within our staff teams to ensure that we are capturing where our staff feel they need further support and ensuring that this support is provided.
Where necessary, we will ask external providers to support our staff by delivering sessions during INSET time.

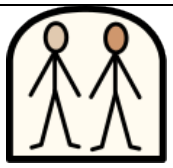
When a new member of staff joins the school, we ensure they understand the systems within school and they are given information about the children they are working with.

The SENDCO make themselves available to support teachers and support staff in meeting the needs of the children.

The teaching and learning lead and behaviour lead also ensure that they are available to support staff as and when needed.

The senior leadership team within school are constantly moderating needs within the school and, where an area of concern is highlighted, whole school training could be organised to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies that

	could be utilised. If your child needs specialist support from an outside agency, such as the Speech and Language Service (SALT), Educational Psychologist (EP), Occupational Therapist (OT) or school nurse, we will always discuss this with you first. Some of our staff have completed training in the following areas. When staff attend a course, they have an opportunity to give feedback to the rest of the staff during staff meeting sessions.
 Transition Support	**<u>Nursery to Reception</u>** We hold a parent and carer session in the summer term for our new reception starters, providing parents with the opportunity to meet with the class teacher and SENDCO. Transition to Reception, and then into each successive year-group, is supported by meetings, information leaflets and taster sessions in each new class. **<u>End of Year transition</u>** When children move up a year, we provide transition sheets which include photos of the teacher, support staff and classroom environment. We hold transition sessions during the summer term allowing the children to go up to their new classroom and meet their teacher. Some children may require extra transition visits to their new classroom to help reduce their anxiety and ensure that the transition is successful and positive. Class teachers and support staff meet with each other during the summer term to discuss the needs of the children and share Individual Education Plans. **<u>Secondary Transition</u>** We liaise very closely with our partner schools to ensure that the transition from primary school to the secondary school is as smooth as possible. Visits are arranged for all children, and additional visits for those who may need it. **<u>Mid-Year new starters</u>** When we are aware that pupils joining us from other settings have identified special educational needs, we arrange a meeting with the family to enable us to gain a greater understanding on the support we need to put in place. Individual Education Plans are put in place, where relevant, at the earliest point and shared with families.

 **Outside Agencies**	We work with the following agencies to provide support for children with SEND: Local Outreach providers, Ealing Educational Psychology Service, School Health Advisory Service, Speech and Language Therapy, Visual and Hearing impairment team, Occupational Therapy, Ealing Primary Centre We will ask your permission before we arrange for any outside agencies to come in and work with your child. Once the feedback has been received we will contact you to share the advice.
 Clubs and Trips	Inclusion is one of our core values at Acton Gardens Primary School and therefore we ensure that all our extra-curricular activities and school visits are available to all our children, including our after-school clubs. All children are encouraged to go on our trips such as residential and overnight stays at school. All children are encouraged to take part in sports day, school competitions, school assemblies and performances, workshops, etc. All children are encouraged to apply for roles of responsibility in school e.g. school council, house captains, playground buddies etc. No child is ever excluded from taking part in these activities because of their SEN or disability. Please read the school's accessibility plan for further information about the steps we have taken to prevent disabled children from being treated less favorably than other children and the arrangements we have made to help children with SEND access our school.
Complaints Procedure	Your first point of contact is your child's class teacher and/or phase leader. If you are not satisfied that your concern has been addressed, then you may make an appointment to speak to one of the Assistant Headteachers. If they cannot solve your issue, then an appointment can be made to speak to the Headteacher. If you are not happy with the response, then you may contact the governors through the school office.

Ealing Local Offer	All local authorities in the UK are required to publish information about education, health and social care services available in their area for children and young people (0 - 25 years old) who have special educational needs and/or disabilities (SEND). This is called the 'Local Offer'. The Local Offer: • gives information about education, health and family support services • gives information about leisure activities and support groups • makes service provision more responsive to local needs and aspiration • will be developed and reviewed with service users and service providers The Local Offer is for: • children and young people with SEN and/or disabilities (SEND) from 0-25 years • parents and carers • practitioners and professionals **Ealing I SAID** **020 3978 8989** **Early Start Ealing** **020 8102 5888** **Family Information Service** **020 8825 5588** **Child Development Centre** **0300 123 4544** **Contact** **0208 840 6870**