Whiteheath Junior School

Special Educational Needs and Disabilities (SEND) Information Report

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Dear Parents and Carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website here.

Note: If you are unsure about the meaning of any terms or terminology used throughout this Information Report, please refer to the Glossary at the end of the document, where you will find explanations of key terms and definitions.

1. What types of SEN does the school provide for?

Our school provides for pupils with a range of needs which can include:

AREA OF NEED	THESE NEEDS MAY INCLUDE:
Communication and interaction Pupils with communication and interaction needs may experience difficulties with understanding, processing and using language, communicating effectively and developing social relationships. We recognise that communication and interaction needs vary from pupil to pupil. Some pupils may experience difficulties in one area, while others may have a combination of needs. Support will be tailored to each pupil's individual communication and interaction profile.	**Autism Spectrum Disorder (ASD)** • Differences in social communication and interaction. • Difficulties understanding social cues, facial expressions, gestures and body language. • Difficulties developing and maintaining friendships. • Difficulties understanding social situations and expectations. • Difficulties with flexible thinking and adapting to change. • Preference for routines, predictability and structure. • Repetitive behaviours or patterns of interest. • Highly focused or special interests.
	Speech, Language and Communication Needs (SLCN) • Speech and language delay. • Speech sound difficulties. • Receptive language difficulties (understanding spoken language). • Expressive language difficulties (using language to communicate thoughts, ideas and feelings). • Difficulties with vocabulary development and understanding new words. • Difficulties understanding and following instructions. • Difficulties with sentence structure and grammar. • Difficulties with listening, attention and processing verbal information. • Social communication and pragmatic language difficulties. • Difficulties initiating and maintaining conversations. • Difficulties with conversational turn-taking and listening to others.

Cognition and learning Pupils with cognition and learning needs may experience difficulties acquiring, processing, retaining and applying new knowledge and skills. These difficulties may affect their ability to access the curriculum, work independently and make expected progress. We recognise that cognition and learning needs vary considerably between pupils. Provision will be tailored to each pupil's individual strengths, needs and learning profile to support access to the curriculum, promote independence and enable them to achieve their potential.	**Specific Learning Difficulties (SpLD)** • Dyslexia – difficulties with reading, spelling and processing written language. • Dyscalculia – difficulties understanding number concepts and mathematical skills. • Dyspraxia (Developmental Coordination Disorder) – difficulties with motor coordination, planning and organisation. **Moderate Learning Difficulties (MLD)** • Difficulties acquiring new knowledge and skills. • Learning at a slower pace than peers. • Difficulties with memory, recall and retaining information. • Difficulties understanding and applying concepts. • Requiring additional repetition, reinforcement and overlearning. • Difficulties working independently and generalising learning. **Other Cognition and Learning Needs** • Difficulties with working memory and information processing. • Difficulties with attention and concentration where these affect learning. • Difficulties with sequencing, planning and organising tasks. • Difficulties retaining and recalling previously taught information. • Difficulties transferring and applying learning to new situations. • Persistent difficulties with literacy and numeracy.
Social, emotional and mental health Pupils with social, emotional and mental health needs may experience difficulties managing their emotions, developing relationships, regulating their behaviour and maintaining positive mental wellbeing. These difficulties may affect their ability to engage with learning, participate in school life and build positive relationships with others.	**Attention and Self-Regulation** • Attention deficit hyperactivity disorder (ADHD) • Attention deficit disorder (ADD) • Difficulties with attention and concentration. • Hyperactivity and restlessness. • Impulsivity. • Difficulties with organisation, planning and managing tasks.

We recognise that social, emotional and mental health needs can present in different ways and may change over time. Some pupils may become withdrawn or isolated, while others may display behaviours that indicate difficulties with emotional regulation. Support will be tailored to each pupil's individual needs, with the aim of promoting emotional wellbeing, positive relationships, resilience and successful engagement in learning.	**Emotional Regulation and Behavioural Needs** • Difficulties recognising, understanding and managing emotions. • Difficulties managing frustration, anger and disappointment. • Emotional outbursts or difficulties regulating behaviour. • Impulsive behaviours and difficulties with self-control. • Difficulties managing conflict and resolving disagreements. • Difficulties coping with change, transitions and unexpected situations.
	Mental Health and Emotional Wellbeing • Anxiety and anxiety-related difficulties. • Low self-esteem and confidence. • Emotional distress and difficulties managing worries. • Obsessive Compulsive Disorder (OCD). • Trauma-related emotional difficulties. • Attachment-related difficulties. • Difficulties developing resilience and coping strategies. • Difficulties adapting to new situations or unfamiliar environments. • Persistent emotional or behavioural difficulties which affect access to learning.
Sensory and/or physical Pupils with sensory and/or physical needs may experience difficulties accessing the learning environment, participating in classroom activities or taking part in wider school life. These needs may arise from sensory impairments, physical disabilities or medical conditions and may require additional support, specialist equipment or reasonable adjustments. We recognise that sensory and physical needs vary considerably between pupils. Support and provision will be tailored to each pupil's individual circumstances to promote accessibility, independence,	**Hearing Impairment** • Mild, moderate, severe or profound hearing loss. • Difficulties accessing spoken instructions or classroom discussions. • Requiring hearing aids, radio aids or other assistive technology.
	Visual Impairment • Partial sight or reduced vision. • Difficulties accessing printed materials, visual information or classroom resources. • Requiring enlarged print, adapted resources or specialist equipment.

participation and inclusion in all aspects of school life.	**Sensory Processing Difficulties** • Sensitivity to noise, light, touch, taste or smell. • Sensory seeking behaviours. • Difficulties processing and responding to sensory information. • Difficulties managing sensory stimulation within the school environment. • Requiring sensory strategies
	Physical Disabilities • Physical disabilities affecting mobility, coordination or movement. • Difficulties with fine and gross motor skills. • Requiring support with personal care.
	Medical and Health Needs • Epilepsy.
	Other Sensory and Physical Needs • Developmental Coordination Disorder (DCD)/Dyspraxia, where physical coordination needs affect access to learning. • Difficulties with handwriting and fine motor control. • Difficulties with gross motor skills, balance and physical coordination.

2. Which staff will support my child, and what training have they had?

Our Special Educational Needs Co-ordinator (SENCO)

Our Special Educational Needs Co-ordinator (SENDCO), Mrs Manfredi, is a qualified teacher who has been awarded the National Award in Special Educational Needs Co-ordination (NASENCo). She has previous experience working as a class teacher and PPA cover teacher at Whiteheath Junior School.

Mrs Manfredi is allocated 2.5 days per week to fulfil her SENDCO responsibilities, overseeing and co-ordinating the school's special educational needs (SEN) provision to ensure that pupils receive appropriate support to meet their individual needs.

Class teachers

All of our teachers receive regular SEN training, and are supported by the SENDCO to meet the needs of pupils who have SEN.

Support Staff (TAs/LSAs)

We have a team of 11 TAs/LSAs who deliver SEN provision.

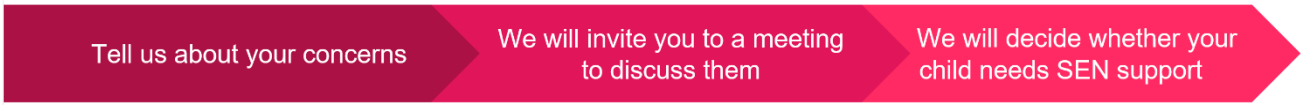
We have teaching assistants who are trained to deliver interventions such as Language Link, Nessy and Lego Therapy. In the last academic year, TAs were trained in Sensory Ladders by our OT.

External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Occupational therapists
- Physiotherapists
- Educational Psychologists
- Visual Impairment Team
- Hearing Impairment Team
- Child and adolescent mental health services (CAMHS)
- Paediatricians at the Child Development Centre
- Hillingdon's SEND Advisory Service (SAS Team)
- School nurses
- Education welfare officers
- Social services and other local authority (LA)-provided support services

3. What should I do if I think my child has SEN?



If you think your child might have SEN, the first person you should tell is your child's class teacher.

You can contact your child's class teacher by email using the class email address. These are available on our website.

Class teachers will liaise with our SENDCO, Mrs Manfredi. Class teachers or the SENDCO will be in touch to discuss your concerns.

You can also contact the SENCO directly by emailing sendco@whiteheath-jun.hillingdon.sch.uk or telephoning the School Office and leaving a message.

Class teachers or the SENDCO will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

A child should be identified as having as having SEN when they require special educational provision that is additional to or different from that normally available to pupils of the same age.

4. How will the school know if my child needs SEN support?

All class teachers at Whiteheath Junior School have an understanding of Special Educational Needs (SEN) and play an active role in identifying pupils who may be experiencing difficulties with their learning, progress or social development.

Teachers continually monitor pupils' academic progress and communication and social interactions remaining alert to any pupils who are not making expected progress or who may be experiencing barriers to learning and participation.

Early identification is informed by a range of evidence, including:

- Classroom observations and ongoing teacher assessments.
- Marking and monitoring of pupils' classwork.
- Results from optional assessments undertaken during the Autumn, Spring and Summer terms.
- Termly reading and oracy assessments.
- Feedback from staff supervising and monitoring pupils during playtimes.
- Concerns raised by parents, carers or other members of staff.

This ongoing monitoring enables teachers to identify emerging needs at an early stage and, where appropriate, raise concerns with the SENDCO. Further assessment and discussion will help determine whether additional support or special educational provision is required.

When a teacher identifies that a pupil is not making expected progress, they will initially investigate whether there are any gaps in the pupil's learning or understanding that may be contributing to the difficulties experienced. Where gaps are identified, appropriate additional teaching, targeted support or intervention will be provided to address these areas and help the pupil to catch up.

Pupils who do not have an underlying special educational need will often make good progress once these gaps in learning have been addressed. However, where a pupil continues to experience difficulties despite receiving appropriate support and high-quality teaching, further investigation may be required to identify whether they have additional needs and may benefit from SEN Support. Any concerns will be discussed with the SENDCO and parents or carers as appropriate.

The SENDCO will gather evidence and may observe the pupil in the classroom and/ or in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers.

The SENDCO will ask for your opinion and may speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an OT or an educational psychologist.

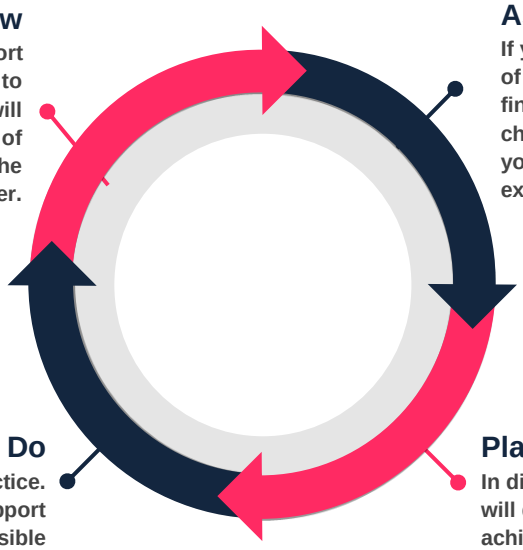
Based on all of this information, the SENDCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing or through a telephone call.

If your child does need additional SEN support, their name will be added to the school's SEND register. A child will be placed on the Special Educational Needs register when their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Placing a child on the Special Educational Needs register will happen with parental consent.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve through Learning Plans. Learning Plan Targets will be shared with parents at least termly using Edukey software.

Whenever a pupil receives targeted intervention, progress will be monitored using a range of evidence, which may include annual and termly assessment data, teacher assessments and observations.

We will regularly monitor each pupil's progress towards the outcomes identified in their Learning Plans and intervention targets or outcomes. This enables us to evaluate the effectiveness of the provision in place, identify strategies that are having a positive impact and adapt support in response to the pupil's changing needs and this is an ongoing process.

Where a review indicates that a pupil has made sustained progress and no longer requires provision that is additional to or different from that ordinarily available, they may no longer need to remain on the SEN Register. For pupils who continue to require additional support, the cycle will continue, with targets, strategies and provision reviewed and refined to ensure that their individual needs are appropriately met.

Parents and carers will be kept informed and involved throughout this process.

6. How will I be involved in decisions made about my child's education?

We will provide half-termly reports on your child's progress.

Your child's class teacher will meet you regularly during the year to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress

- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENDCO may also attend these meetings, to provide extra support.

We recognise that parents and carers have invaluable knowledge and understanding of their child's individual needs, strengths, interests and aspirations. We believe that working in partnership with families is essential to ensuring that pupils receive effective and appropriate support.

We are committed to keeping parents and carers fully informed about the SEN provision in place for their child, including the strategies, interventions and outcomes we are working towards. We actively encourage parents and carers to share their views, experiences and suggestions so that they can contribute to decisions about the support provided.

We also value regular feedback from families about how their child is progressing and how the support they receive in school may be impacting their learning, development and wellbeing at home and in the wider community.

Through open communication and collaborative working, we aim to develop a shared understanding of each child's needs and ensure that provision is responsive, effective and focused on achieving the best possible outcomes.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff.

If you have concerns that arise between these meetings, please contact your child's class teacher through the class email or telephoning the School Office and leaving a message.

You will be invited to share your views through an annual survey and be invited to regular information meetings where the SENDCo will share aspects of SEND Practice at Whiteheath Junior School.

7. How will my child be involved in decisions made about their education?

The level of involvement and participation expected from each pupil will be appropriate to their age, stage of development, understanding and individual needs. We recognise that every child is unique and that their ability and confidence to express their views will vary. Therefore, we will take an individualised approach, working in partnership with parents and carers to ensure that each pupil is given meaningful opportunities to share their views, contribute to decisions about their support and have their wishes and aspirations taken into consideration.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative
- Complete surveys

8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

The class teacher will adapt the task and support as appropriate to provide challenge and enable success. This may involve your child participating in a small group or a smaller set with a higher ratio of adult support.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These may adaptations include:

- Adapting or personalising our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content or outcomes of the lesson, etc.
- Providing resources to provide a personalised curriculum, where appropriate (eg to meet KS1 or early years outcomes)
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils (eg on a 1-to-1 basis or in a small group) when specified in an EHCP, recommended by professionals (eg following an assessment) or when identified as necessary by your child's class teacher. The level of support your child may receive is monitored and may be adjusted over time.
- Providing appropriate interventions according to the individual needs of the children at any one time.
- Providing appropriate equipment (eg within the classroom or for the small area of the playground at lunch time).
- Providing additional supervision at playtime or lunchtime.

We may also provide support which includes:

AREA OF NEED	TYPE OF NEED	EXAMPLES OF SUPPORT
Communication and interaction	Autism spectrum disorder (ASD)	Visual timetables Social stories Visual cues Movement breaks Personalised organisation/ motivation charts
	Speech and language difficulties	Speech and language therapy
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Alternative methods of recording outcomes
	Moderate learning difficulties	Adapted tasks Visual supports and prompts
	Other cognition needs	Adapted tasks Visual supports and prompts

Social, emotional and mental health	ADHD, ADD	Quiet workstation Thera bands Visual cues
	Adverse childhood experiences and/or mental health issues	Pastoral support
Sensory and/or physical	Hearing impairment	Positioning within the classroom Visual supports Following advice from Hearing Impairment Team
	Visual impairment	Limiting classroom displays Coloured overlays Following advice from Visual Impairment Team
	Multi-sensory impairment	Concentration cushions Ear defenders Occupational Therapy
	Physical impairment	Pencil grips Therabands Physiotherapy

The support outlined provide examples of the range of strategies and resources that may be available to meet pupils' individual needs. Provision is not restricted to specific diagnoses or conditions, as we recognise that every child is unique and may present with a range of needs across different areas of development. There may also be overlap between the types of support offered and this will be tailored to reflect each pupil's individual strengths, needs and circumstances.

The support and provision outlined in this document form part of Whiteheath Junior School's contribution to the London Borough of Hillingdon's Local Offer.

The Local Offer can be found at https://pre.hillingdon.gov.uk/send

In addition to the provision described, we can draw upon the wider range of support and strategies detailed in Hillingdon's Ordinarily Available Provision (OAP) guidance. This enables us to provide a flexible and responsive approach, ensuring that provision is adapted to meet the individual needs of our pupils.

Hillingdon’s Ordinarily Available Provision can be found at:

https://pre.hillingdon.gov.uk/downloads/file/786/hillingdon-ordinarily-available-provision

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after the specified number of weeks

- Evaluating termly Learning Plans
- Monitoring termly assessment and progress data
- Holding an annual review (if they have an education, health and care (EHCP) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra funding for support staff to support teaching and learning in every year group.
- Extra equipment or facilities
- Further training for our staff. Examples of past training includes:
  - How to support pupils through emotional regulation
  - Supporting Children with Behavioural, Emotional & Social Difficulties
  - Supporting Children with Autism Spectrum
  - Supporting Specific Language and Communication Needs
  - Supporting Children with Dyslexia
  - Graduated response and provision mapping to support SEND children
  - Developing the use of SMART Targets
  - Use of Ordinarily Available Provision
- External specialist expertise. The following expert services are accessed by the school.

  Each service has its own access criteria:
  - Educational Psychology Service
  - Support Service for Hearing Impairments
  - Support Service for the Visually Impaired
  - Speech and Language Therapy Service
  - Occupational Therapy Service
  - Physiotherapy Service
  - SEND Advisory Service
  - Child Development Centre
  - Child and Adolescent Mental Health Service
- Resources to provide a personalised curriculum, where appropriate (eg to meet KS1 or early years outcomes)
- Play equipment for the small area of the playground at lunch time.
- Safeguarding and Pastoral Lead, Karen Padley, who provides pastoral support to our children and families.
- Quality leadership time for the SENDCo.

Where a pupil requires support beyond that which can be provided through the school's existing provision, we may seek advice and guidance from relevant external agencies and specialist professionals. This will help us to gain a deeper understanding of the pupil's individual needs and access recommendations, strategies and interventions to support their learning, development and wellbeing. Any additional support will be considered in partnership with parents and carers to ensure that provision is appropriate and meets the pupil's needs.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will apply for additional funding from our local authority through Early Support Funding or an Education, Health and Care Plan.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trips in Year 5 (PGL) and Year 6 (Isle of Wight).

All pupils are encouraged to take part in all school activities, such as Sports Day, performances and plays, day trips, workshops and special events within school.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

- Arrangements for the admission of prospective pupils with an EHCP is through the Hillingdon's SEN Admissions Team so appropriate consultations can be made.
- All prospective pupils whose EHCP names the school will be admitted before any other places are allocated though the local authority's SEND Admissions Team.
- Arrangements for the admission of prospective pupils with SEND is made through contact with the School Office. The SENDCO then ensures information is gathered prior to your child starting school from both parents and from your child's previous school.
- We offer comprehensive transition arrangements for pupils with SEN:
    - Prospective pupils with SEN are able to make additional visits to the school prior to starting.
    - There is a transition evening in July for all parents of children joining Year 3.
    - There is a transition morning for pupils to spend with new class teacher.
    - Information meetings are held for parents.

13. How does the school support pupils with disabilities?

- The school takes steps to prevent disabled pupils from being treated less favourably than other pupils by removing barriers and ensuring all children are included in learning within and beyond the classroom
- The school can provide a range of facilities and support to ensure that disabled pupils can access the school environment and participate fully in education. These include ramps, accessible toilets, wide corridors and adapted classrooms to support physical access. School can also provide auxiliary aids and services such as large-print materials, specialist computer software, communication devices and adapted furniture. Additional support may include teaching assistants, specialist teachers, speech and language therapy, occupational therapy and physiotherapy. Teachers adapt lessons, learning resources and assessment methods to meet individual needs. The school works closely with parents, carers and relevant professionals to identify barriers and make reasonable adjustments so that every pupil has equal opportunities to learn and participate in school life.
- A copy of the school's accessibility plan can be found here.

14. How will the school support my child's mental health, and emotional and social development?

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

- Pupils with SEN are encouraged to be part of the range of pupil leadership opportunities which we offer.
- Pupils with SEN are also encouraged to be part of all school run clubs and clubs run by external providers. These clubs also help promote teamwork and building friendships
- We provide extra pastoral support for listening to the views of pupils with SEN through sessions run by our Pastoral Leader, Karen Padley.
- We run a sessions for pupils who need extra support with social or emotional development by our Pastoral Leader, Karen Padley.
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by following our school Anti-Bullying Policy.

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Moving to Year 3

To help pupils with SEN be prepared for a new school we:

- Schedule a meeting between SENDCos of Infant and Junior schools to discuss the child's SEN
- Schedule a meeting between current teacher and the new class teacher to discuss the child's SEN.
- Arrange a transition session for the Year 2 class with their new teacher at the end of the Summer Term.
- Arrange for Year 2 children with SEN to make additional visits to the Junior School
- Arrange for Year 2 children, to have a buddy from Year 5 to help them get settled in and make friends.
- Schedule a meeting for parents
- Schedule meetings with the new class teacher, parents and the SENDCo to discuss the child's SEN.

Moving to a new year group/ starting

To help pupils with SEN be prepared for a new school year we:

- Schedule meetings between the current teacher and the new class teacher to discuss the child's SEN.
- Schedule meetings with the new class teacher, parents and the SENDCo to discuss the child's SEN.
- Arrange a transition session for the class with their new teacher at the end of the Summer Term.
- Arrange sessions when the classes are mixed for the next school year, so children can experience the new class mix at the end of the Summer Term.
- Arrange additional visits for children with SEN to familiarise the new classroom/ year group area at the end of the Summer Term.

Moving to a new setting

When your child is moving on from our school we will schedule, where possible, an annual review meeting for children with EHCP so you and your child can share information with the new setting.

The SENDCo will contact the SENDCo at the new setting to discuss the child's needs and pass on documents.

Moving to secondary settings

The SENDCO of the secondary school will meet with our SENDCO. They will discuss the needs of all the children who are receiving SEN support and pass on documents.

Class teachers will meet with secondary colleague to discuss the child's SEN.

Pupils will be prepared for the transition by:

- At the transition to the next Key Stage your child will experience a day in their new school. They may, if appropriate, participate in a transition group and may have additional visits if appropriate.
- Transition sessions will include:
    - Practising with a secondary school timetable
    - Learning how to get organised for secondary school independently
    - Learning how to access public transport safely
    - Learning about road safety
    - Learning about keeping safe online and awareness of 'Stranger Danger'
    - Year 6 pupils are able to access Bikeability

Parents may also be supported in the application for a secondary place by the Pastoral Lead.

16. What support is in place for looked-after and previously looked-after children with SEN?

Karen Padley, our DSL and Pastoral Lead, is the designated leader for looked-after children and previously looked-after children here.

Karen Padley, will work with Mrs Manfredi, our SENDCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a Personal Education Plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

A copy of the school's complaints procedure can be found here.

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

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEND Code of Practice.

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: https://www.gov.uk/complain-about-school/disability-discrimination

You can make a claim about alleged discrimination regarding:

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

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

You can obtain information through Hillingdon's Local Offer: https://pre.hillingdon.gov.uk/send

18. What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, Hillingdon publishes information about the local offer on their website: https://pre.hillingdon.gov.uk/send

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are: https://careandsupport.hillingdon.gov.uk/Services/130

Information about Hillingdon's SEND Family Support can be found at: https://careandsupport.hillingdon.gov.uk/Services/209/SEND-Family-Support

The Centre for ADHD and Autism Support has a range of services designed to support parents and carers of young people with ADHD or autism: https://careandsupport.hillingdon.gov.uk/Services/69/CAAS-Centre-for-ADHD

HACS offer a range of services for autistic people and their families, including Family Support, Training, Children and Young People's Service, Skills and Employment and Adult Support: https://careandsupport.hillingdon.gov.uk/Services/1159/HACS-Hillingdon-Auti

The Families' Information Service provides information, advice and assistance for families with a child or young person up to the age of 25: https://careandsupport.hillingdon.gov.uk/Services/1404/Families-Informatio

National charities that offer information and support to families of children with SEN are:

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Adaptive Teaching** – When teachers adapt how they teach in response to a pupil's needs
- **Annual review** – an annual meeting to review the provision in a pupil's EHCP
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are: communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs

- **CAMHS** – child and adolescent mental health services
- **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHCP. The local authority will do an assessment to decide whether a child needs an EHCP.
- **EHCP**– an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENDCo** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stage