



PERIVALE
PRIMARY SCHOOL

Special Educational Needs (SEN) Information Report

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| Committee with oversight for this policy – Standards Teaching & Learning | |
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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 SEND 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 [SEND-Policy.pdf \(perivaleschool.wpenginepowered.com\)](#)

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

Our school provides for pupils with the following needs:

| AREA OF NEED | CONDITION |
|--|--|
| Communication and interaction | Autism spectrum disorder |
| | Speech and language difficulties |
| Cognition and learning | Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia |
| | Moderate learning difficulties |
| Social, emotional and mental health | Attention deficit hyperactive disorder (ADHD) |
| | Attention deficit disorder (ADD) |
| Sensory and/or physical | Hearing impairments |
| | Visual impairment |
| | Multi-sensory impairment |
| | Physical impairment |

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

Our special educational needs co-ordinator, or SENCO

Our SENCO is Mrs Roxie Mitchell.

She has four years' experience in this role and has worked as an Inclusion Manager in a setting with a Specialist Resourced Provision (SRP). Roxie Mitchell is a qualified teacher.

She achieved the National Award in Special Educational Needs Co-ordination in 2020.

At Perivale, we have a SEND team which includes an ELSA (Emotional Literacy Support Assistant), a teacher with SEND responsibilities and a full-time speech and language support assistant.

Class teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN. Staff are also supported to meet needs of individual children by a range of external professionals, e.g. speech and language therapist.

Staff at Perivale Primary School have explored areas such as; behaviour as communication, autism and trauma informed practise.

Learning Partners (LPs)

We have a team of LPs, including three higher-level teaching assistants (HLTAs) who are all trained to deliver SEN provision.

We have a specialist learning partner who has been trained to deliver speech and language interventions using the Speech and Language Link programme. She delivers a full-time intervention timetable and is based out of class.

In the last academic year, some of our LPs have been trained in Bucket Time, Speech and Language programmes and Precision Teaching.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that 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
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations

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

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

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

Parents can request and organise meetings with the class teacher through the school office.

They will pass the message on to our SENCO, Roxie Mitchell.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. We will also speak to your child to discuss their strengths and interests.

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

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

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.

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

We will assess each pupil's current skills and levels of attainment on entry. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers 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 attainment, for example, social emotional mental health.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, 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 and available national data.

The SENCO will ask for your opinion and 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 educational psychologist, or a paediatrician.

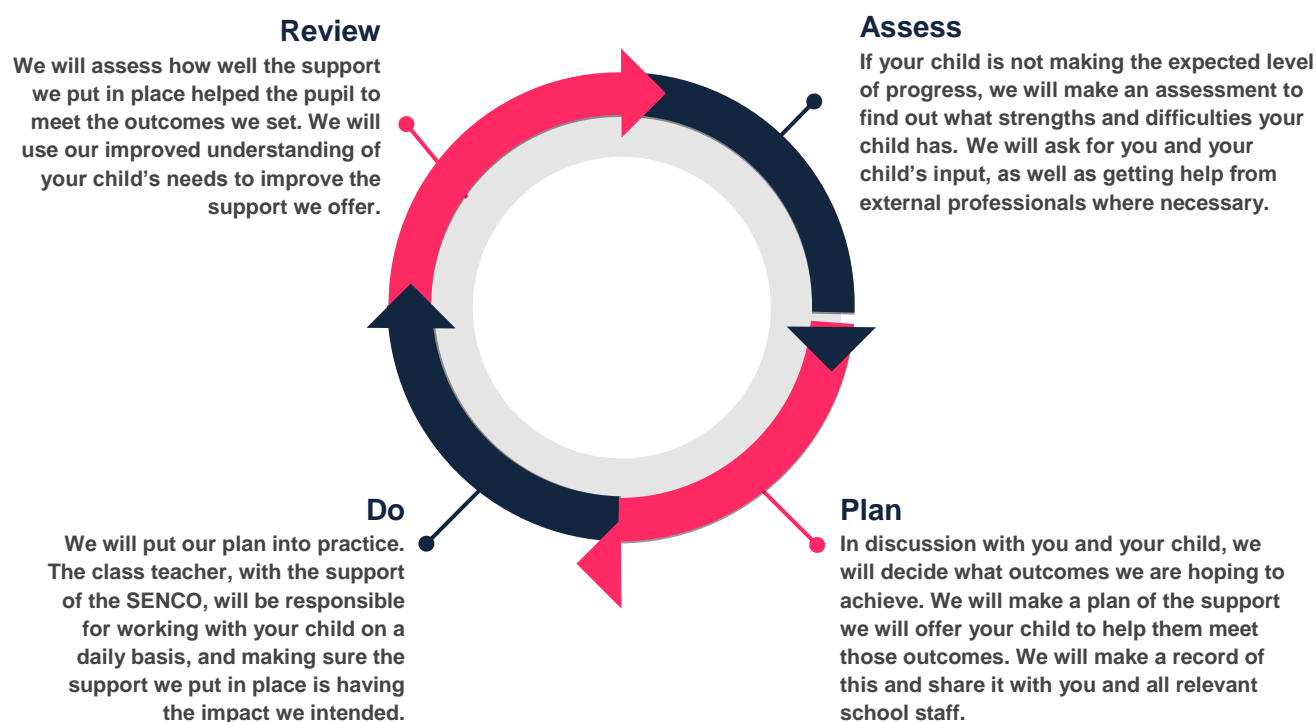
Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEN register, and the class teacher, with support from the SENCO, will work with you to create a SEN Individual Learning Plan for them.

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. This takes the form of your child's Individual Learning Plan (ILP).

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others,

the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

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

We will provide termly updates to your child's Learning Plan which reports on your child's progress. Your child's class teacher and/or SENCO will meet you throughout 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

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

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, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher. Please contact the school office to arrange a meeting.

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

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

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 during the meeting
- › Complete a survey

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

Your child's teacher/s is/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 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 differentiate (or adapt) how we teach to suit the way the pupil works best. There is no 'one 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 adaptations include:

- › Differentiating 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 of the lesson, etc.
- › Differentiating 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.
- › Learning Partners will support pupils on a 1-to-1 basis when a child has an Education Health and Care Plan and the school and other professionals believe this is what the child needs in order to access their environment/learning.
- › Learning Partners will support pupils in small groups when there has been an identified gap and the additional support will facilitate accelerated progress.

We may also provide the following interventions:

| AREA OF NEED | CONDITION | HOW WE SUPPORT THESE PUPILS |
|--------------------------------------|---|--|
| Communication and interaction | Autism spectrum disorder | Visual timetables Social stories |
| | Speech and language difficulties | Speech and language therapy Language Link interventions |
| | Social skills difficulties | Lego Therapy Social Skills groups |
| Cognition and learning | Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia | Writing slope Use of IT (where |

| | | |
|--|---|---|
| | | recommended) Coloured overlays Specialist teacher, where appropriate |
| | Moderate learning difficulties | Differentiated curriculum Use of scaffolds and resources |
| Social, emotional and mental health | ADHD, ADD | Quiet workstation |
| | Adverse childhood experiences and/or mental health issues | Nurture groups |
| Sensory and/or physical | Hearing impairment | 1:1 support, where appropriate Teacher of the deaf |
| | Visual impairment | Limiting classroom displays Adapted resources |
| | Multi-sensory impairment | Movement breaks Sensory resources |
| | Physical impairment | Lift in school to enable access across the school site. |

These interventions are part of our contribution to Ealing's local offer.

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 set in their Individual Learning Plans each term
- Reviewing the impact of interventions after every cycle
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) 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 equipment or facilities
- More Learning Partner hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority by submitting an Ealing's Request for a Statutory Assessment (ERSA).

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

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 trip in year 5/6.

All pupils are encouraged to take part in sports day, school plays and workshops.

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 that they can be included.

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

Prior to offering a start date, all families are invited to attend an admission meeting with our medical and welfare assistant. If your child has SEN or a disability then the SENCO will also attend. Conversations regarding what arrangements will be put in place to support your child's admission will then take place, for example a staggered timetable start may be discussed.

13. How does the school support pupils with disabilities?

We believe that all our children benefit from the experience of being in a school with children with disabilities and that together they learn skills and attitudes that will help them as they grow older.

Our inclusive approach to education ensures that all children learn together in their classroom, but where needed and appropriate, children have access to quiet areas such as a group room or an individual learning station.

For some children, managing unstructured periods throughout the day, such as lunch times, can be very difficult. At Perivale Primary School we run a Structured Lunch

program, whereby children are supported by a member of staff in developing social skills which ensures a successful lunch time for all children.

Our building is across two floors, to ensure equal access to the environment the school has a lift to the first floor.

You can find the schools accessibility plan here: [Accessibility-Plan-Summer-2017.pdf](#) ([perivaleschool.wpenginepowered.com](#))

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 school council
- › We work in partnership with the School's Counselling Partnership who offer direct 1:1 counselling and also drop in service's during lunch time. Children can refer themselves to this service.
- › We provide extra pastoral support for listening to the views of pupils with SEN by utilising our ELSA (Emotional Literacy Support Assistant).
- › We have a 'zero tolerance' approach to bullying. At Perivale, we have high expectations for all our children. We aim to provide an inclusive, safe and calm environment where everyone is valued and knows that they will be listened to.

We believe that developing positive relationships between staff, pupils and families are integral to building the self-esteem, trust and integrity necessary to promote positive behaviour.

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

At Perivale we recognise that transition can be difficult for all children, but particularly those with SEND and take many steps to ensure that the process is as smooth as possible. When a new child starts in Nursery or Reception our SENCO and/or Early Years Lead will always try and arrange a meeting beforehand at the previous setting. For those starting in KS1 or KS2 with SEND our SENCO will always try and have a phone conversation with the previous setting. This enables information to be effectively communicated between the two settings and all records/paperwork handed over within the timeframe. Likewise, if a child decides to move on from Perivale Primary School, we will always work closely with the child's new setting to ensure a smooth transition.

Between years

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

- › Ask both the current teacher and the next year's teacher to attend final meeting of the year when the pupil's SEN is discussed
- › Schedule lessons with the incoming teacher towards the end of the summer term
- › Prepare social stories, which include pictures of the child's new class and teaching team

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

We will always endeavour for the SENCO of the secondary school to come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support. If this cannot be done in person, it will take place over the phone.

Pupils will be prepared for the transition by:

- Practising with a secondary school timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge
- Arranging visits to the secondary school

16. What support is in place for looked-after and previously looked-after

Roxie Mitchell is also the designated teacher for looked-after children and previously looked-after children and she will 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 SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN Individual Learning 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?

You can find a copy of our school's Complaints Policy here: [Complaint-Policy-July-2022.pdf](https://perivaleschool.wpenenginepowered.com/Complaint-Policy-July-2022.pdf)

Complaints about SEN provision in our school should be made to the class teacher 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 [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, 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.

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

If you have questions about SEND, 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, have a look at Ealing's local offer. Ealing publishes information about the local offer on their website: [Ealing SEND Local Offer | Ealing Directory \(ealingfamiliesdirectory.org.uk\)](#)

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

[Ealing I SAID! information for young people - Family Action \(family-action.org.uk\)](#)

Local charities that offer information and support to families of children with SEND are:

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

- › [IPSEA](#)
- › [SEND family support](#)
- › [NSPCC](#)
- › [Family Action](#)
- › [Special Needs Jungle](#)

19. Glossary

- › **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- › **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- › **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND 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 EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- › **EHC plan** – an education, health and care 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 SEND
- › **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 which explains what services and support are on offer for pupils with SEN in the local area
- › **Outcome** – target for improvement for pupils with SEND. 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
- › **SENCO** – 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 which meets the needs of pupils with SEN
- › **Transition** – when a pupil moves between years, phases, schools or institutions or life stages