



**Our Special Educational Needs and
Disability (SEND)
offer at Camrose Primary School**

**All Harrow schools will have a similar approach to meeting the
needs of pupils with
Special Educational Needs and/or Disabilities
to ensure that they make
the best possible progress in school.**

- High Quality
- Locally available
- Achieving Excellence



Our commitment and aspirations at Camrose

Camrose Primary School is a fully inclusive school which strives to ensure that all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs)

This document is intended to give you information regarding the ways in which we support all of our pupils including those with SEN and disabilities, in order that they can reach their full potential; upholding our school vision and the rights respecting ethos of our school.

As a school, we are committed to creating a happy and vibrant community, where everyone feels valued, where students are supported and challenged academically and are provided with memorable experiences that excite them about learning for life.

We aim to build a strong relationship between home and school where trust, understanding and support form the basis of a shared responsibility for preparing children to be successful citizens in an ever-changing society. We welcome and encourage parents to play a full part in their child's education and school life and you will find many opportunities to join us to talk about and to take part in your child's journey through our school.

What is SEN / SEND?

If your child has more difficulties than most children their age with aspects of their learning, communication or behaviour, they are likely to benefit from additional support in school which will enable them to access the curriculum at their level.

Good special needs practice is good practice for all pupils, which is of utmost importance as any pupil may encounter difficulties at some stage in their school lives. Within school, this means that they will be identified on the school's special educational needs register so that provision to meet their needs can be planned for.

Sometimes parents/carers can be concerned about their child being added to this register; please do not be. It is simply a record of which children require additional support and allows the Special Educational Needs Co-ordinator to ensure that resources are allocated appropriately and to enable support to be sought for your child from additional outside agencies, such as an Educational Psychologist, Child & Family Support Worker or Speech & Language Therapist.

As children progress, they may be taken off of the register at a future point when their needs no longer require additional support. Children are not regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

What is a disability?

A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal, day to day activities.

Children with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, that is anything that is additional to or different from what is normally available in school.

Who are the best people at school to talk to about my child's SEN?

The Special Educational Needs Coordinator (SENCO) –

Responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are:
 - involved in supporting your child's learning
 - kept informed about the support your child is getting
 - involved in reviewing how they are doing
 - part of planning ahead for your child
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc...
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.
- Supporting your child's class teacher to write Personal Learning Plans (PLP), also sometimes called Individual Education Plans (IEP) that specify the targets set for your child to achieve.
- Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school.

Class teacher –

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENCO know as necessary.
- Writing Personal Learning Plans ,also known as Individual Education Plans (IEP), and sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

Head teacher –

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- She will give responsibility to the SENCO and class teachers but is still responsible for ensuring that your child's needs are met.
- She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

SEN Governor –

Responsible for:

- Making sure that the school has an up to date SEND Policy
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school
- Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities.
- Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school.

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

Area of needs	Whole school ethos and practice	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/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 ● Trained Learning Mentor to overcome barriers to social inclusion 	<ul style="list-style-type: none"> ● Interventions are implemented, reviewed and revised ● Work with parents to refer to CAMHS if appropriate ● Targeted intervention to promote social skills and emotional resilience ● Behaviour Management Plan / Pastoral Support Plan
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 learning environment 	<ul style="list-style-type: none"> ● Elklan trained learning support via our Inclusion team ● Small group phonic support ● Personalised support within the class ● Language monitoring systems upon entry to Reception and follow up provision ● SALT interventions delivered by the school inclusion team in liaison with the Speech and Language Therapist. 	<ul style="list-style-type: none"> ● Access to small teaching and learning groups ● In class support ● Access to ICT equipment and suitable programmes ● Speech & Language Therapy planned and delivered by a qualified therapist or trained ELKLAN member of staff. ● Advice and support via Autism outreach team
Autistic spectrum	<ul style="list-style-type: none"> ● Structured day ● Positive behaviour management ● Management strategies. ● Learning style understood. ● Differentiation within lessons 	<ul style="list-style-type: none"> ● Curriculum modified to take account of learning styles ● Use of appropriate resources e.g. visual timetables, social stories, work stations. 	<ul style="list-style-type: none"> ● 1:1 support ● Small group targeted intervention. ● ICT used to reduce barriers ● Advice and intervention from Harrow Outreach Autism Service

<p>Cognitive and Learning/Moderate Learning Difficulties</p>	<ul style="list-style-type: none"> ● Differentiation of the curriculum and teaching ● Teaching resources are accessible and appropriate 	<ul style="list-style-type: none"> ● Curriculum is adapted to meet the needs of pupils ● Targeted intervention programmes Independent Learning Plan ● Specific goals- with manageable and measurable steps ● Differentiated resources are provided as appropriate ● Learning support via in school Inclusion ● 1:1 reading alongside intervention programmes 	<ul style="list-style-type: none"> ● In class TA support ● Educational Psychology assessment / support ● Specific resources and strategies will be used to support your child individually and in groups. ● Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.
<p>Sensory and physical needs (e.g. hearing, visual impairment, multi-sensory, physical and medical needs)</p>	<ul style="list-style-type: none"> ● Referrals to Harrow Hearing Impaired Service or Visual Impaired Service ● Provision of specialised equipment. ● Curriculum is adapted ● Seating position within class prioritised. 	<ul style="list-style-type: none"> ● Learning support via our Inclusion team. ● Liaison with a range of medical professionals as needed assistance via School Nursing Team 	<ul style="list-style-type: none"> ● Individual protocols and plans for children with significant physical and or medical needs. ● Additional resources to reduce individual barriers to learning ● Access to external advice and assessment. ● Advice and outreach from Sensory Team

How will I know how well my child is doing at school?

In our school we have:

- An open door policy - parents welcome to make an appointment at any time.
- Partnership between parents and teachers - we will communicate regularly.
- Home school link book when appropriate to ensure that comments can be responded to.
- If your child has an EHC plan there will be formal meetings where progress is reported on and a report written and available.
- Termly Parents Meetings with class teachers.
- Termly written progress reports from class teachers.

What happens if my child with SEN makes less than expected progress at school?

- Parents are encouraged to make an appointment with the class teacher and/or SENCo if they have any concerns about attainment, achievement, progress or the happiness of your child in our school. Information arising from these meetings and reviews will be used to inform and support approaches to ensuring your child's needs are met.
- Where a child with SEN continues to make little progress despite the support provided by the school's SEN provisions, including external support and advice, and there is evidence that the child has severe and complex needs that cannot be met within the resources ordinarily available to school, we will ask the Local Authority to undertake a statutory assessment of the child's SEN either as set out in the SEN Code of Practice or through a request for an Education Health and Care Plan.
- Governor Involvement: Our school has a designated SEN Governor responsible for making sure the necessary support is available for every child who attends Camrose Primary school.

How we will support your child when they are leaving Camrose Primary School OR moving to another class?

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

If your child is moving to another school:

- We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

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. All IEP's will be shared with the new teacher.
- If your child would be helped by a book to support them understand moving on then it will be made for them.

In Year 6:

- Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.
- Where possible your child will visit their new High School and in some cases staff from the new school will visit your child in this school.

If you 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
- An appeal to The SEN and Disability Tribunal (LA decision)
- A claim against the responsible body (Chair of Governors or LA) for disability
- To the SEN and Disability Tribunal for discrimination
- A complaint to the LA Ombudsman (Schools and LAs)

GLOSSARY OF TERMS

IEP	Individual Education Plan
PLP	Personal Learning Plan
S	Statement stage of the SEN Code of Practice
SA/SA+	School Action stage of the SEN Code of Practice
SA+	School Action Plus stage of the SEN Code of Practice
SEN	Special Educational Needs
SEN Code of Practice	The legal document that sets out the requirements for SEN
EHC plan	Education, Health, Care Plan
SEN	Special Educational Needs
SEND	Special Educational Needs and or disabilities
SALT	Speech and Language Therapist
CAMHS	Child & Adolescent Mental Health Service
EP	Educational Psychologist
INCLUSION MANAGER	Special Educational Needs Coordinator
ASD	Autistic Spectrum Disorder