Harmondsworth Primary School

Special Educational Needs and Disability Report

Approved by: **Hardip Lawana**	**Date:** Autumn 2025
Last reviewed on: **Autumn 2025**	
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1	Spring 22	Created
2	October 23	Updated
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4	October 24	Updated
5	September 25	Updated

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: https://www.harmondsworthprimary.org/

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

Our Vision

At Harmondsworth Primary School we believe that each child is special. Our educational aims are the same for all pupils, including those with Special Educational Needs and Disability to realise their full potential. We have high expectations for all children.

2. Which staff will support my child?

All staff have a responsibility for the inclusion of all pupils on a daily basis.

Our Inclusion Team consists of:

Mrs Dowding (Head Teacher /Designated Safeguarding Lead)

Miss Miriam Mohammadi (Assistant Headteacher, SENDCo, Deputy Designated Safeguarding Lead)

Mrs Daheley (Assistant Headteacher, Early Years Manager, Deputy Designated Safeguarding Lead)

Mrs Delaney, Mrs Richards and Mrs Goodliffe (Welfare Officers)

Teaching assistants (TAs)

We have a team of TAs, including of higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision. We have number of teaching assistants who are trained to deliver a range of interventions and support.

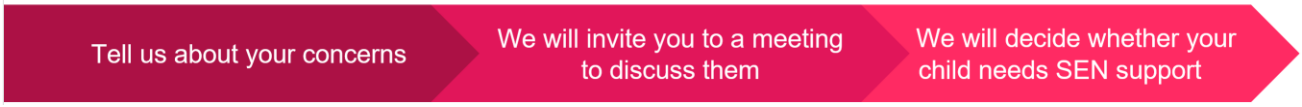
External agencies and experts

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:

- An Early Mental Health Practitioner EMHP- NHS
- Speech and language therapists -NHS
- Educational psychologists
- Occupational therapists- NHS
- Physiotherapists- NHS
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Child Development Centre (CDC)

- Education welfare officers
- Social services and other 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 teacher.

The Class Teacher will discuss this with our SENDCO who will be in touch to discuss your concerns.

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.

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.

If we decide that your child needs SEN support, your child will be added to the school's SEND register.

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

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

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, the pupil may join an additional group or have 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 SENDCO.

We 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.

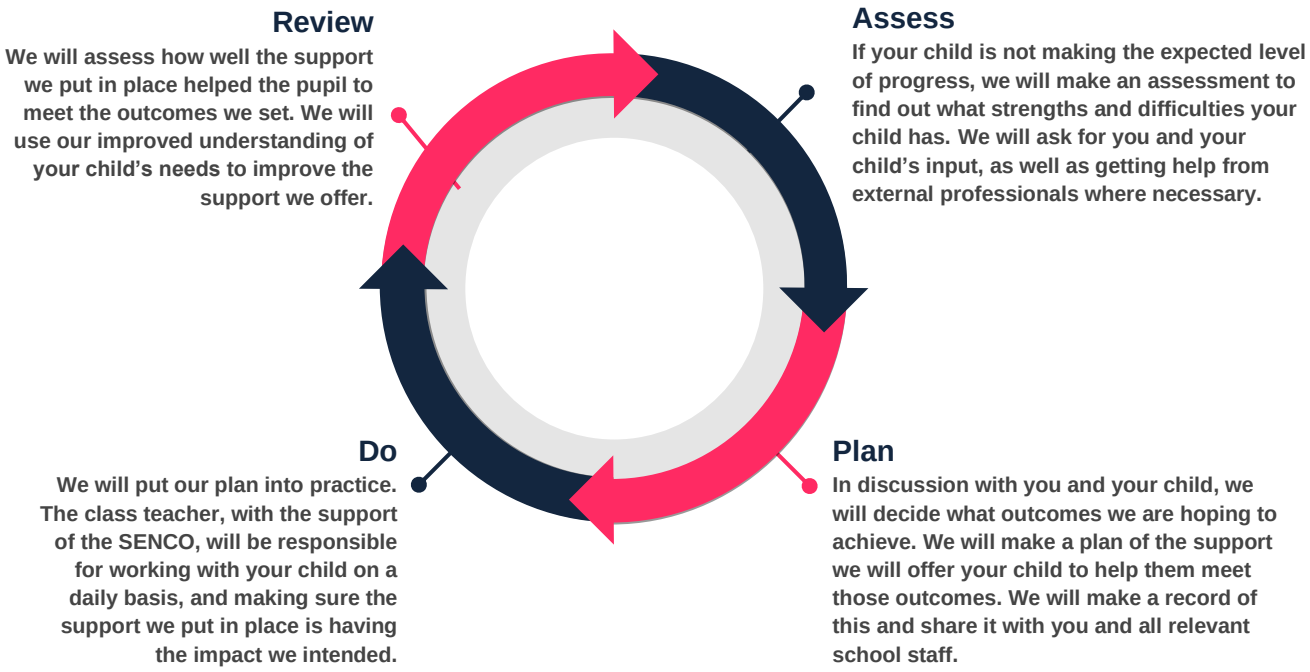
The school will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist or an educational psychologist.

If your child does need SEN support, their name will be added to the school's SEN register for continued support and monitoring.

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.

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 annual reports on your child's progress.

Your child's class teacher will meet you 3 times a 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.

If you have concerns that arise between these meetings, please contact your child's class teacher.

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 is 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 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:

-Adapting 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.

-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, writing slopes, larger fonts etc
- Teaching assistants will support pupils individually and in small groups

We may also provide a range of interventions. These interventions are part of our contribution to Hillingdon'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 each term
- Reviewing the impact of interventions using a baseline and end point assessment for each intervention
- Using pupil questionnaires
- Monitoring by the SENDCO
- 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 teaching assistant 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.

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 to PGL in Year 5 and 6. All pupils are encouraged to take part in activities.

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 support pupils with disabilities?

- Our accessibility plan is on our website, it describes the:
    - Increase the extent to which disabled pupils can participate in the curriculum
    - Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide
    - Improve the availability of accessible information to disabled pupils

13. 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 take on roles of responsibility throughout the school e.g. School Council, Young Leaders, Eco Council, monitors etc
- Pupils with SEN are also encouraged to be part of various after school clubs to promote teamwork/building friendships

-We provide extra pastoral support for listening to the views of pupils with SEN.

-We have a 'zero tolerance' approach to bullying. We have a comprehensive anti-bullying policy.

-We employ a play therapist.

- We have staff trained in therapeutic support programs e.g. Rainbows, Emotional Literacy Support and drawing and talking.

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

Between years

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

-Provide pupils with a social story, including photos of their new teacher and classroom.

-Schedule lessons with the incoming teacher towards the end of the summer term.

-Schedule extra visits to their new classroom if needed.

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.

-Our Class Teacher or SENDCo meets the SENDCo of the incoming or outgoing school to discuss the needs of pupil.

-We arrange meetings with the parents of incoming pupils to discuss how we can best welcome their child into our community.

-We set up new pupils with a buddy from their year to help them get settled in and make friends.

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

Our Head Teacher will work with 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 SEND. 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.

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

Concerns about SEN provision in our school should be made to the Class Teacher in the first instance. If further discussion is required, please speak to the school SENDCO. They will then be referred to the school's complaints policy if required.

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. The

Details of the disagreement resolution and mediation services for Hillingdon can be found:

https://www.hillingdon.gov.uk/article/4654/SEND-local-offer

17. Ordinarily available provision

A great majority of pupils with special educational needs and/or disabilities should have their needs effectively met through high-quality teaching and SEND support arrangements within mainstream settings.

https://www.hillingdon.gov.uk/article/4409/Levels-of-support outlines the indicative arrangements that should be ordinarily available for pupils with SEND in Hillingdon (from within schools' delegated budget shares).

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, London Borough of Hillingdon publishes a local offer:

https://www.hillingdon.gov.uk/article/4654/SEND-local-offer

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

https://careandsupport.hillingdon.gov.uk/Services/130

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

https://www.hacs.org.uk/

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

Ordinarily available provision- outlines the indicative arrangements that should be ordinarily available for pupils with SEND

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

SENDCO – the special educational disability 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