

Contact us

# SEND INFORMATION REPORT 2021 - DRAFT

OUR SPECIAL EDUCATIONAL NEEDS AND DISABILITIES REPORT.

Meet  
the  
team

WHAT WE CAN OFFER TO THE CHILDREN AT ST ANDREWS C OF E PRIMARY SCHOOL

What is  
the SEND  
information  
report  
about?

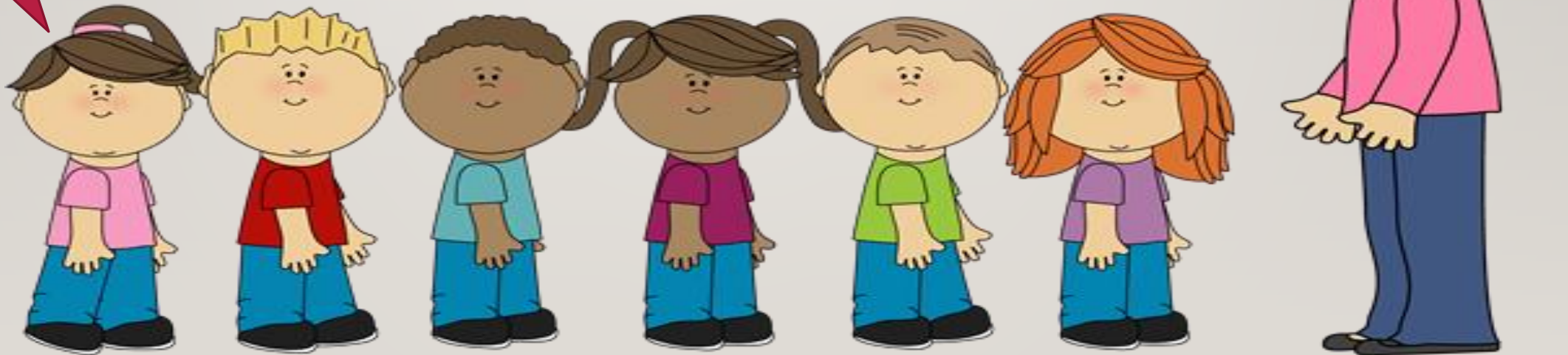
SEND  
provision  
at our  
school

My  
child's  
progress

Partnership  
with  
parents

Outside  
agency  
work

Miss  
Miss!  
What  
does  
this  
mean?



St Andrew's C of E Primary School information report

Do children with SEND come to St Andrews C of E Primary?

How will I know if my child is receiving SEND support? Will I get information about this support?

How does the school know if a child has SEND?

How do you help class teachers to support children with SEND?

What process does the school follow once SEND has been identified?

What kinds of SEND does the school make provision for?

How are children with SEND supported in school?

What do I do if I think my child needs additional support/ referral/ diagnosis?

How does the school support emotional and social development?



[Contact us](#)

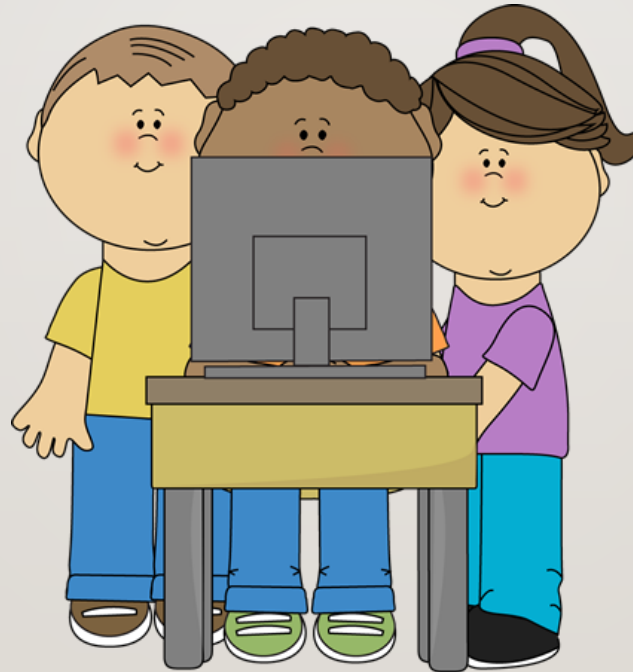
[Teachers](#)

[SENDCo](#)

[Head teacher](#)

[External  
agencies](#)

[SEND Governor](#)





Who should I  
contact if I'm  
concerned with my  
child's progress?

How do you make  
sure that the SEN  
support is helping my  
child make progress?



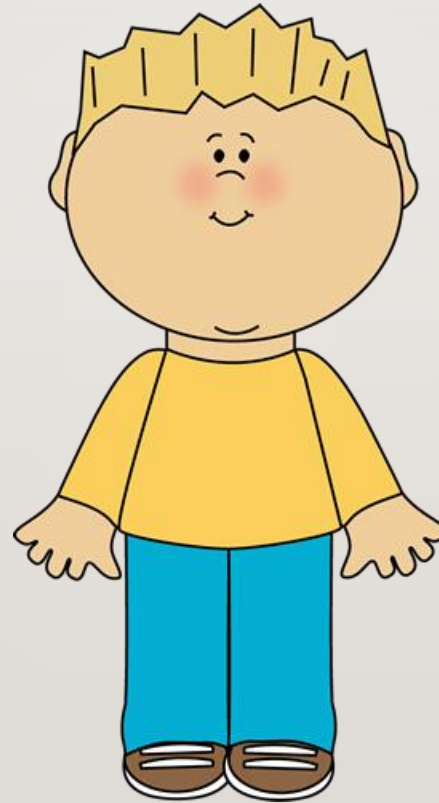
How will you support  
my child when they  
move to a new class  
or school?



How can I support my child at home?

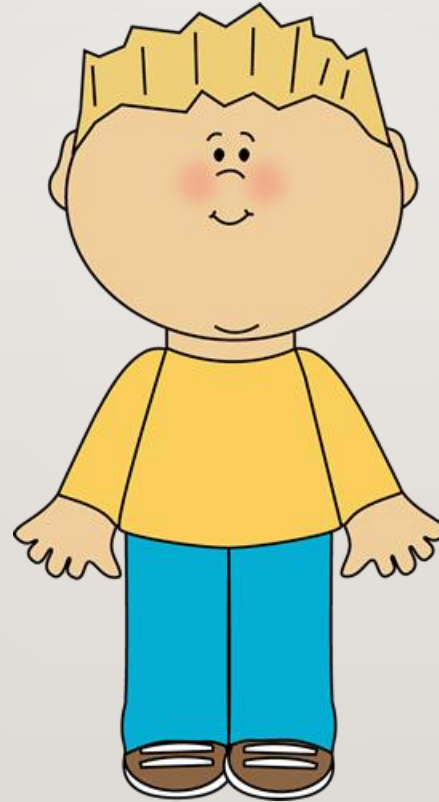
What extra curricular activities are available for pupils with SEND?

How will my child be involved in their own learning?



We work closely with other agencies where necessary to help us provide the best possible resources for your child. We will liaise with you if we feel this would be a good idea.

What happens if my child needs specialist equipment or other facilities?



Who should I contact to find out about other support and services?

How can the learning environment be changed to match my child needs?



# WHAT IS THE SEND INFORMATION REPORT ABOUT?

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- We are an inclusive school and we follow the guidelines from the SEN code of Practice 2014. [Click here for more information.](#)
- We ensure that all our children are included in all aspects of learning and school life from Nursery all the way to Year 6.
- From time to time some children will require additional support for a period of a few weeks, months or even longer to meet their needs. These children may have additional support or targeted intervention work. If a child's needs persist, then they may be identified as having special educational needs, or disabilities (SEND). This will be discussed with the parent/carers, the child (if appropriate) and the class teacher. Following this the child will be added to the SEND support register. Our school's definition of SEND is 'Any child who receives any support which is additional or different to everyday practise and or receives support from outside agencies.' The decision to do this is made by the school after consultation with the parents and is based on each child's individual needs. The SEND information report describes the provision we offer and support available.





# WE WOULD LIKE YOU TO GET IN TOUCH!

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- Do you have any suggestions about how we can improve our service to you?
- Is there a topic you would like to know more about?
- Can you recommend places or services for your child with SEND that you have enjoyed?  
For example: Play centres, opticians, dentists, dance classes, etc.
- Please contact: [senco@standrewsuxbridge.org.uk](mailto:senco@standrewsuxbridge.org.uk)





# OUR SENDCO-(SPECIAL EDUCATIONAL NEEDS AND DISABILITIES CO-ORDINATOR) IS MISS COLMAN.

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The key responsibilities of the SENDCo include:

- Overseeing the day-to-day operation of the school's SEN policy.
- Co-ordinating provision for children with SEND.
- Liaising with and advising fellow teachers.
- Overseeing the records of all children with SEND.
- Being the key point of contact for external agencies including the LEA's support and educational psychology services, health and social services and voluntary bodies and with parents of children with SEND.
- Contributing to the in-service training of staff.
- Liaising with local high schools or next providers so that support is provided for pupils as they prepare to transfer.
- Co-ordinating and developing school based strategies for the identification and review of children with SEND.
- Working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.



# MRS DALLIBAR IS OUR HEAD TEACHER.

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She is 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 Class teachers but is still responsible for ensuring 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.

Along with the Governing Body, the head teacher has the responsibility for allocating the SEND Budget.



# OUR SEND GOVERNOR IS MARIA COLES:

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She is responsible for:

Making sure that the necessary support is made for any child who attends St Andrew's C of E who has SEND.

Alongside the head teacher she has responsibility for allocating the SEND budget. If you would like to contact our SEND governor then please contact the school office via email or on 01895 232768.





# DO CHILDREN WITH SEND (SPECIAL EDUCATIONAL NEEDS AND DISABILITIES) COME TO ST ANDREW'S C OF E PRIMARY?

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- We are a mainstream school and the majority of our pupils are expected to reach the learning goals for their age. A small number of our pupils do have special educational needs and/or disabilities. We identify a child as having SEND if they receive any support which is additional to or different from every day practice and/or receive support from outside agencies. We use a graduated approach to the level of provision provided, based on each individual child's needs.



# EXTERNAL AGENCIES

- Sometimes we work with outside agencies to provide support for your child. Services available from Hillingdon are:

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- The Behaviour Support Team
- Educational Psychology Service
- CAMHS (Child and Adolescent Mental Health Service)
- Inclusion Team
- Social Services
- School Nurse
- Speech and Language Therapy Language Class and Advisory Service
- Occupational Therapy
- Hearing Impairment Team
- Visual Impairment Team
- Autism Advisory Service
- CFACS (Child Family and Adolescent Consultation Service)
- ASD/ADHD Centre in Eastcote
- SENDIASS (previously parent partnership)



# **Class Teachers:**

Mrs Logeswaran – Nursery

Mrs Calder – Reception

Miss Iqbal – Year 1

Mrs Hymns/ Mrs Spicksley –Year 2

Mrs Van Duin – Year 3

Miss Whitley – Year 4

Mrs Allen/ Miss Lawrence – Year 5

Mr Astill – Year 6

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants and specialist staff.

High quality teaching, differentiated for individual pupils, is the first step in response to pupils who have or may have SEND.

If a teacher has ongoing concerns about a child's progress, they will liaise with the SENDCo who will offer advice and support. If the SENDCO and class teacher feel that SEN support is required, this will be discussed with parents/ carers and the child, who will then be placed on the schools SEN support register.

The class teacher is the first point of contact for parents/carers who may have concerns/ Questions about their child's progress. This can be done via Class Dojo.





# HOW DOES THE SCHOOL KNOW IF A CHILD HAS SEND (SPECIAL EDUCATIONAL NEEDS OR DISABILITIES)?

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- Our class teachers closely monitor the progress made by all children in their class and ask advice from the SENDCo (Special educational needs and disabilities co-ordinator) as soon as they have concerns about any pupil. The SENDCo may then suggest activities such as small group work or special intervention programmes to help the child. If, following this intervention, the child continues to have difficulties, the SENDCo and class teacher would suggest additional support and/ or assessment. At this point the child may be placed on the SEN Support Register after consultation with parents/ carers.



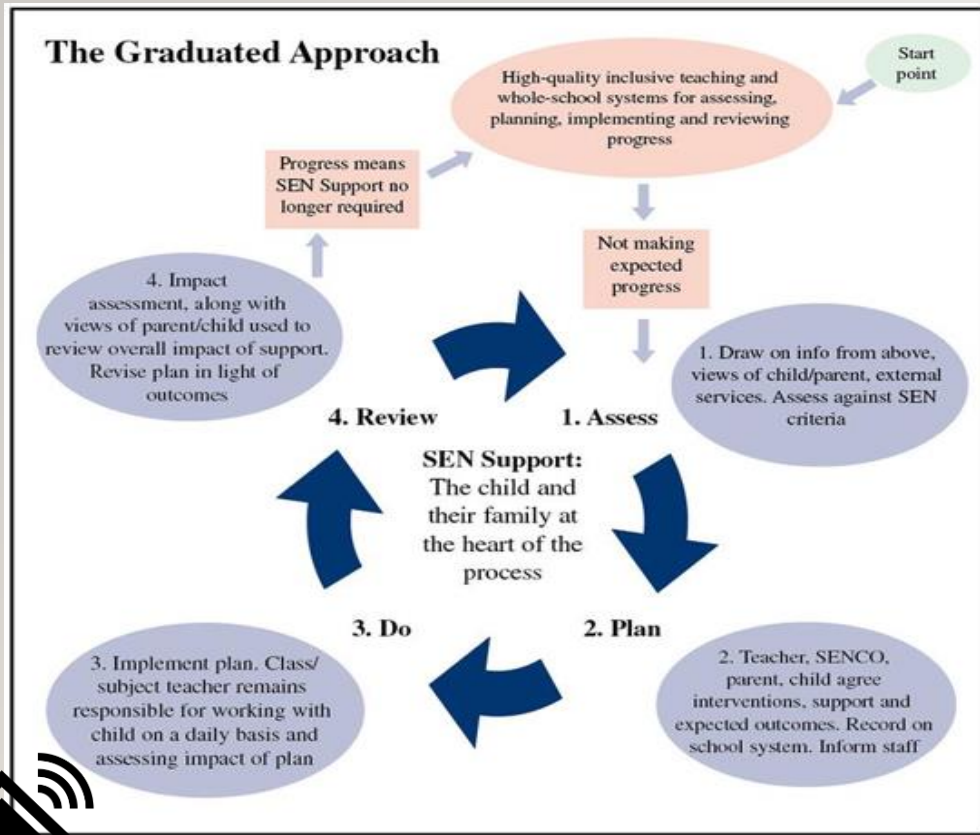
# HOW DOES THE SCHOOL SUPPORT PUPILS' SOCIAL, MENTAL AND EMOTIONAL HEALTH AND DEVELOPMENT?

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- Each class teacher teaches PSHE (Personal, Social, Health Education) in class so that children have the time to consider, reflect and discuss a range of issues and topics so that they develop knowledge and skills to live happy and healthy lives. Wellbeing for education is taught to the children along with the Zones of Regulation at the start of each year. For children with specific social, emotional or mental health difficulties we have an ELSA (Emotional Literacy Support Assistant) and a mental health first aider who support children through specific interventions. Further to this we work with the EPS – (Educational Psychology Service) and CAMHS (Children and Adolescent Mental Health Service). We can access a range of other services if the need arises.
- Miss Colman is our Wellbeing Champion.



# WHAT PROCESS DOES THE SCHOOL FOLLOW ONCE SEND HAS BEEN IDENTIFIED?



Once identified we follow the graduated approach. This is then recorded in a 'My Support Plan' so that it becomes a working document of what support each child has received and what works.

Step 1: Class teacher, SENDCo and Parents/carers make the joint decision to put the child on the SEN support register.

Step 2: Individual targets and strategies/interventions are identified and put in place alongside quality first teaching.

Step 3: Interventions are reviewed termly at meetings with parents/carers, following the assess, plan, do review format. Where necessary outside agencies may be requested to support intervention.

Step 4: Where children have very complex needs and/or despite the school having taken relevant and purposeful action to support the SEN of the child, the child does not make expected progress, the school may request an Education, Health and Care needs assessment.



# WHAT KINDS OF SEND DOES THE SCHOOL MAKE PROVISION FOR?

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Our school currently provides additional and/or different provision for a range of needs, including:

- **Communication and interaction**, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- **Cognition and learning**, for example, dyslexia, dyspraxia, mild learning difficulties,
- **Social, emotional and mental health difficulties**, for example, attention deficit hyperactivity disorder (ADHD), low self-esteem, grief or loss,
- **Sensory and/or physical needs**, for example, processing difficulties, mild hearing loss, sensory overload and mobility difficulties.



# HOW ARE CHILDREN WITH SEND SUPPORTED?

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Our teachers have the highest possible expectations for your child and all pupils in their class. All teaching is built on what your child already knows, can do and understands. Each teacher will put in place different ways of teaching so that your child is fully involved in learning in class. We have a small team of Teaching Assistants (TAs) who under instruction from the class teachers deliver interventions and support for those pupils identified as SEND.

This may be through:

- supporting pupils on a 1:1 or small group basis inside the classroom to access the lesson being taught by the class teacher, adapting the task to more practical learning or providing different resources.
- providing specific interventions and activities on a 1:1 or small group basis outside of the classroom or delivering targeted work specified in your child's support plan.



# HOW CAN THE CURRICULUM AND LEARNING ENVIRONMENT BE CHANGED TO MATCH TO MY CHILD'S NEEDS?

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- Teachers plan differentiated tasks for their pupils and they will carefully match the tasks they plan for your child to their individual learning needs using the graduated teaching approach – “Assess Plan, Do and Review.”
- If there is another adult working in the class they may if necessary, support your child in 1-1 or small group tasks.
- Your child may be given equipment that helps them. E.g. a wobble cushion / easy grip pencils or scissors/specialised keyboard.
- The teacher may change your child's table or place in class so they can access the smartboard or activities with more ease.
- Furniture in the classroom may be moved so your child can access the classroom freely.
- Visual timetables may be used to show your child 'what happens next' in the day.
- Visual cue cards may be used depending on the age of the child and to aid communication.
- Advice from other professionals will be incorporated into class routines.
- On occasion, senior staff, in consultation with the SENDCo and parents / carers may decide it is in the best interests of the child to attend school on a reduced timetable with planned increased attendance over time.





# HOW WILL I KNOW IF MY CHILD IS RECEIVING SEND SUPPORT?

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- Class teachers will discuss pupils' progress at regular Parents' Evenings and in their yearly written reports. Class teachers will differentiate work and teaching within the class to meet the needs of individual children. Ordinarily available provision may be suggested by the SENDCo for some children. If children continue to have difficulties, the SENDCo and class teacher would suggest additional support and/or assessment. At this point, you will be invited in to school to discuss your child's needs, at which point they may be placed on the SEND support register. If your child is placed on the SEND register, there will be termly meetings to discuss individual targets, strategies and progress.



# HOW WILL I BE INVOLVED IN REVIEWING MY CHILD'S WORK AND PROGRESS?

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- We enjoy sharing your child's progress with you! We aim to share lots of information with you throughout the year so you know how much progress is being made. There are Parents Evenings throughout the year so that you have the opportunity to speak to your child's class teacher about strengths and any areas of concern or difficulty. We also produce and share annual reports to explain whether your child is working within , above or below the expected level for their age in each area of learning. You can also message the class teacher at any time of the year through Class Dojo to share any concerns or worries and to ask any questions. Please contact the school office to arrange a meeting with your child's class teacher. If your child has SEND, you can also contact the SENDCo.

[Click here for details.](#)



# HOW DO YOU MAKE SURE THAT THE SEND SUPPORT IS HELPING MY CHILD MAKE PROGRESS?

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We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term on their My Support Plan
- Reviewing termly the impact of interventions on pupil progress through our established assessment and tracking processes.
- Monitoring by the SENDCo and trialing different strategies to find out what works best for each child.
- Holding annual reviews for pupils with EHC plans



# HOW WILL YOU SUPPORT MY CHILD WHEN THEY MOVE TO A NEW CLASS OR SCHOOL?

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We are very aware that moving to a new class or school is a time of worry and anxiety for all children and their families. If your child has SEND, we will discuss transition arrangements with you during the summer term. We will agree an action plan for pupils, dependent on the individual student's needs. These may include:

- Transition visits to a new setting
- Preparation for change lessons included in end of year PSHE planning
- Sharing pupil's achievements and current levels of learning where appropriate
- End of year reports and final assessment data,
- Sharing knowledge of pupils' learning strategies and support requirements, Pupil Profiles, Parents views
- Visits from the receiving school teaching staff





# HOW DO YOU HELP THE CLASS TEACHERS TO SUPPORT CHILDREN WITH SEND?

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School staff attend training on various SEND issues throughout the year.

We attend training to share knowledge, strategies and experiences and to ensure consistency of the school's approach for children with SEND.

Teachers and support staff attend training run by outside agencies including the Hillingdon's Special Educational Needs Advice Service (SAS). Teachers and support staff will also attend training relevant to the needs of the children they are working with at the time. The SENDCo works closely with specialists who provide advice and direct support regularly.



# WHAT EXTRA-CURRICULAR ACTIVITIES ARE AVAILABLE FOR PUPILS WITH SEND?

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All our extra-curricular activities and school visits are available to all our pupils. After school clubs run by outside providers are expected to be contacted directly by the parents. But, we will support the provider and parents by offering advice and support where possible and within the capacity of reasonable adjustments.

- All pupils are encouraged to go on excursions and outings arranged by the school
- All pupils are encouraged to take part in sports day/school plays/special workshops, etc.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.



# HOW CAN I SUPPORT MY CHILD AT HOME?

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- Your child's class teacher will send homework tasks home where appropriate. These tasks will include a range of activities, building on what your child already knows, consolidating previous knowledge and providing challenge where appropriate. Mathematics, Timetable Rock Stars and reading books are all set to individual levels and assessed regularly by the class teacher.
- As discussed in your child's SEND review meetings, there may be particular ways that you can support your child at home and these will be shared with you.



# HOW WILL MY CHILD BE INVOLVED IN THEIR OWN LEARNING?

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- We try to involve children in their own learning as much as possible. Children's opinions about their learning and what works well for them are sought before SEND/EHCP review meetings in school and one page profiles explaining what works, children strengths and needs are devised with the teacher at the beginning of each academic year. Children's views are included, where appropriate, in the planning and target setting process.
- Children are also able to join the School Council and talk their class council members to give feedback to the senior leadership team.
- Pupil voice feedback is also collected regularly with regards to different subjects and how they are taught across the school





# WHO SHOULD I CONTACT TO FIND OUT ABOUT OTHER SUPPORT AND SERVICES?

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**There are a number of support services available for families of children with special educational needs and disabilities. Please contact our SENDCo for further information or** Confidential, impartial support and advice for parents, carers, children and young people (up to 25 years) in relation to Special Educational Needs and Disabilities can be obtained by contacting Hillingdon SENDIASS.

Address: 4E/08, Civic Centre, Uxbridge, UB8 1UW      Telephone: 01895 277 001

The local authority also has a Local Offer website and information about services that may be available to you ([Click Here](#)).

Government information for children with SEND and their families: Transforming children and young people's mental health provision: a green paper Published 4 December 2017 - Department of Health and Social Care and Department for Education DfE Children's and Families Bill – [www.education.gov.uk/a00221161](http://www.education.gov.uk/a00221161)

Other support and advice for children and their families:

[www.cafamily.org.uk](http://www.cafamily.org.uk) – for disabled children and their families

[www.info4carekids.org.uk](http://www.info4carekids.org.uk) – for looked after children



# WHAT HAPPENS IF MY CHILD NEEDS SPECIALIST SEND EQUIPMENT OR OTHER FACILITIES?

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Our SENDCo will work closely with specialist agencies and services where needed, who may loan or supply specialist equipment to support a learning difficulty. Hillingdon's sensory intervention team or Hillingdon's Children's Integrated Therapy Service – Physiotherapy, Speech and Language and Occupational Therapy look at specific needs and may also loan equipment to support where necessary.

The local authority and NHS may provide specialist equipment such as wheelchairs or standing frames when prescribed by a health professional. If auxiliary aids or equipment, or any other useful resources are necessary to facilitate learning then these will be provided.



## What other services are available for children with SEND?

There are a range of services available to children with SEND and their families. Examples of these services include the following: Click on each one for more information

OT/Physiotherapy

CAMHS

School nurse

EPS

Hillingdon talks,  
moves and plays.

SALT



# MISS, MISS WHAT DOES THIS MEAN?

<b>ADHD</b>	<b>Attention Deficit Hyperactivity Disorder</b>
<b>APD</b>	Auditory Processing Disorder
<b>AR</b>	Annual Review
<b>ARP</b>	Additional Resource(d) Provision
<b>ASC</b>	Autistic Spectrum Condition
<b>ASD</b>	Autistic Spectrum Disorder
<b>Baseline Assessment</b>	A standardised teacher assessment designed to establish the attainment level of children at a significant point
<b>Basic Skills</b>	Reading, Writing and Maths
<b>BSP</b>	Behaviour Support Plan
<b>CAF</b>	Central Assessment Framework
<b>CAMHS</b>	Child and Adolescent Mental Health Service
<b>CFA</b>	Children and Families Act 2014
<b>CIN</b>	Child In Need
<b>DfE</b>	Department for Education
<b>EP</b>	Educational Psychologist
<b>EPS</b>	Educational Psychology Service
<b>EHCP</b>	Education, Health and Care Plan
<b>ESP</b>	Early Support Programme
<b>ESW</b>	Education Social Worker
<b>EYFS</b>	Early Years Foundation Stage
<b>GDD</b>	Global Developmental Delay
<b>HI</b>	Hearing Impaired
<b>IASS</b>	Information, Advice and Support Service

<b>IBP</b>	<b>Individual Behaviour Plan</b>
<b>IEP</b>	Individual Education Plan
<b>LA</b>	Local Authority
<b>LD</b>	Learning Difficulties
<b>LO</b>	Local Offer
<b>LA</b>	Local authority
<b>LEA</b>	Local Educational Authority
<b>LSA</b>	Learning Support Assistant
<b>MLD</b>	Moderate Learning Difficulties
<b>MSP</b>	My Support Plan
<b>OT</b>	Occupational Therapist
<b>PECS</b>	Picture Exchange Communication System
<b>PT</b>	Physiotherapists
<b>SaLT</b>	Speech and Language Therapy/ Therapist
<b>SEN</b>	Special Educational Needs
<b>SENDCo</b>	Special Educational Needs Co-ordinator
<b>SPD</b>	Sensory Processing Disorder
<b>SpLD</b>	Specific Learning Difficulties
<b>TA</b>	Teaching Assistant
<b>TAC</b>	Team Around the Child
<b>VI</b>	Visual Impairment





# CONTACT US

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- **School address:**

Nursery Way  
Uxbridge  
Middlesex  
UB8 2BX

**School telephone:** 01895 232768

- **School email:** [OFFICE@STANDREWSUXBRIDGE.ORG.UK](mailto:OFFICE@STANDREWSUXBRIDGE.ORG.UK)
- **SEND CO EMAIL:** [SENCO@STANDREWSUXBRIDGE.ORG.UK](mailto:SENCO@STANDREWSUXBRIDGE.ORG.UK)



# WHO SHOULD I CONTACT IF I AM CONCERNED ABOUT MY CHILD'S PROGRESS?

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- If you are concerned about your child, your first point of contact should always be your child's class teacher. Within the school, the class teacher knows your child the best. The class teacher will then liaise with the SENDCo if they feel that additional support would be of benefit.

