ST. ANDREW'S C. OF E. PRIMARY SCHOOL



Special Educational Needs and Disability Report

'Growing and Learning Together with God'

Approved by: Governing Body		**Date:** November 2022
Last reviewed on:	November 2026	
Next review due by:	November 2028	

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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 on our website. You can also ask any member of school staff to download and print you a copy of it.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

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 (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity 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 SENDCO



Our SENDCO is Mrs Marana Astill.

She has relevant experience in this role and has worked at St. Andrew's CofE Primary School since September 2016. She is a qualified teacher and is allocated three days a week to manage SEN provision.

Mrs Astill is currently undertaking the National Professional Qualification for SENDCos.



(Mrs Astill is currently on Maternity Leave. Therefore, Mrs Nicola Dallibar, Head Teacher, is the Acting SENDCo. She has been working at the school since September 2017 and is currently undertaking the National Professional Qualification for SENDCos.)

Class teachers and other teaching staff

All of our teachers receive in-house SEND training, attend external courses and are supported by the SENDCO to meet the needs of pupils who have SEN.

Learning Support Assistants (LSAs)

We have a team of LSAs, including 4 higher-level learning support assistants (HLLSAs) who are trained to deliver SEN provision.

We have learning support assistants who are trained to deliver interventions such as ELSA (Emotional Literacy Support), Colourful Semantics, Attention Autism, Nessy and Language Link.

In the last academic year, LSAs have been trained in Speech, Language and Communication, Attention Hillingdon, ELSA, Supporting children with ASD and ADHD, Sensory Circuits, Colourful Semantics, PACE and the Hillingdon OAP.

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
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- SEND Advisory Service
- School nurses
- Child and adolescent mental health services (CAMHS)
- Attendance Officers
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations

Staff training

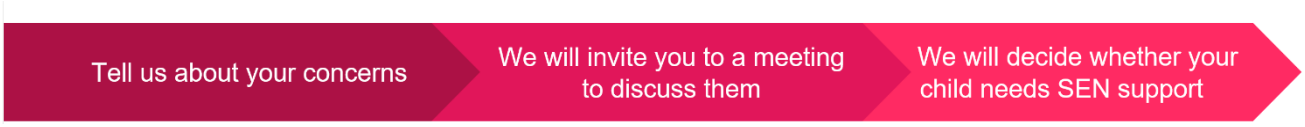
Training will regularly be provided to teaching and support staff. The headteacher and the SENDCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

Staff also have the opportunity to attend SEND and inclusion universal training for educational settings, run by Hillingdon's Send Advisory Service.

In addition, the NPQ for SENDCOs is available for staff to further develop their expertise and leadership skills to effectively support pupils with SEND.

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

Parents should contact the class teacher in the first instance to discuss any concerns around SEND. There are Parent Consultation Meetings twice a year, or a specific meeting can be requested if you are concerned that your child is not achieving their full potential for any reason.



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

You can contact them via Class Dojo to arrange a meeting.

They will pass the message on to our SENDCO, who will be in touch to discuss your concerns.

You can also contact the SENDCO directly via senco@standrewsuxbridge.org.uk or calling the school office on 01895 232768.

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. You will also be given a copy of this.

If we decide that your child needs SEN support, we will formally notify you and 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. This might include lower test scores in formal assessments, evidence in class of dysregulation etc.

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 support 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, and will contact you to discuss the possibility that your child has SEN.

The SENDCO 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 SENDCO 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.

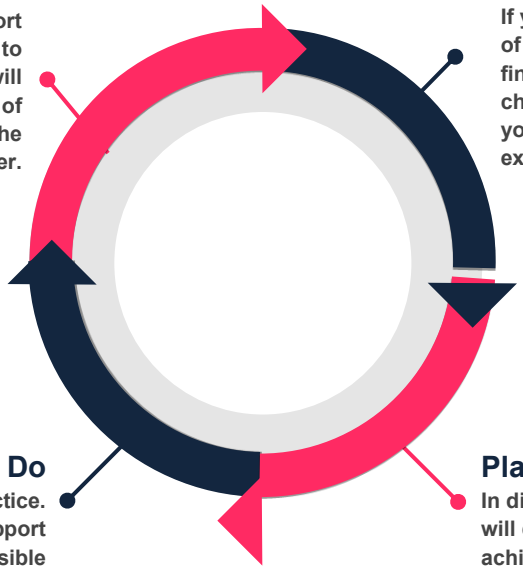
Based on all of this information, the SENDCO will decide whether your child needs SEN support. You will be told the outcome of the decision.

If your child does need SEN support, their name will be added to the school's SEND register, and the SENDCO or class teacher will work with you to create a SEN support 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.

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 reports on your child's progress annually at a minimum.

Your child's class/form 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

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

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. You can do this via Class Dojo or by speaking to them at the classroom door or in the car park.

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. Schools in Hillingdon will make use of the Ordinarily Available Provision document to ensure they are providing for all children's needs.

The document was co-produced by SENDCOs, professionals and parents and involved consultation with a range of services and organisations. It outlines the range of ordinarily available provision for all children and young people, including those with SEND. The document enables schools to enhance their support for pupils with SEND and therefore support Hillingdon's ethos of inclusive practice. It outlines examples of good practice to meet the needs of children and young people with SEND across many different areas:

- Executive functioning and working memory
- Attention and concentration
- Social communication
- Hearing impairment
- Multi-sensory impairment
- Physical disabilities
- Social, emotional and mental health
- Speech, language and communication
- Specific learning difficulties
- Visual impairment

The expectations of what provision and support should be in place are given in three different categories: quality first teaching, SEN support and SEN support plus.

The Hillingdon Ordinarily Available Provision document can be accessed here – https://pre.hillingdon.gov.uk/downloads/file/786/hillingdon-ordinarily-available-provision

We use this document to differentiate (or 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 adaptations include:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 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, etc.
- Learning support assistants will support pupils on a 1-to-1 basis when this is a recommendation as part of Section F of an EHCP
- Learning support assistants will support pupils in small groups when this is agreed between class teachers and SLT that this will be of benefit

We may also provide the following interventions:

AREA OF NEED	**CONDITION**	**HOW WE SUPPORT THESE PUPILS**
Communication and interaction	Autism spectrum disorder (ASD)	Visual timetables Social stories Now and Next boards Sensory Room time

	Speech and language difficulties	Speech and language therapy Colourful Semantics Language Link
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Writing overlays Use of technology
	Moderate learning difficulties	Attention Hillingdon
	Severe learning difficulties	
Social, emotional and mental health	ADHD, ADD	Quiet workstation
	Adverse childhood experiences and/or mental health issues	Nurture groups ELSA Sensory Room time
Sensory and/or physical	Hearing impairment	Radio aids Visual aids
	Visual impairment	
	Multi-sensory impairment	
	Physical impairment	Walking frames Height adjustable furniture

These interventions are part of our contribution to Hillingdon's local offer. Details of which can be found here: https://www.hillingdon.gov.uk/article/4654/SEND-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 after 6 weeks
- 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 learning support 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 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 trip to Grittleton Manor.

All pupils are encouraged to take part in trips, sports days, workshops, taster sessions, visits etc.

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?

Children with an Education Health Care Plan (EHCP) naming St. Andrew's CofE Primary School will always be offered places.

Further details can be found in our Admissions Policies, available on our website.

13. How does the school support pupils with disabilities?

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The School Vision is that 'there is no difference between the one who plants and the one who waters. God will reward each one according to the work each has done.' 1 Corinthians 3 verse 8

At St Andrew's, we have a code of practice that supports inclusion and enables all pupils to celebrate the diversity of our community. We adhere to the Children and Families Act (2014).

We identify unacceptable behaviour (racist, sexist, discriminatory or harassing) and offer strategies for dealing with the perpetrators and provide support for the victims.

All staff take responsibility for these issues in all aspects of school life.

All individuals within the school are:

- Entitled to learn, teach or work in a non-threatening and supportive environment in which self-esteem is enhanced.
- Valued and have the opportunity to develop to their full potential within a context of mutual respect, justice and fairness.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan. We work closely with the London Borough of Hillingdon and the London Diocesan Board for Schools.

Our school is one floor, which provides access to those with physical disabilities.

Staff are trained as needed to support children with medical needs, e.g. by completing training at Hillingdon Hospital for diabetes.

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 or Worship Ambassadors
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by educating all pupils about anti-bullying, and following our Behaviour Policy.
- We provide extra pastoral support for listening to the views of pupils with SEN by employing a Pastoral Support Assistant (Miss Woods) who works with a number of children both individually and in small groups.
- Children are usually referred to Miss Woods by their teacher, once they are identified as needing pastoral support. Miss Woods offers children a range of support in many areas, including:
- Emotional school based non attendance
- Emotional literacy support
- Anxiety
- Loss and grief
- Self esteem
- Zones of regulation
- Records are kept of sessions that take place. Progress is monitored and next steps are considered once a programme has been completed.

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

Between years

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

New starters

When children with SEN are due to join the school, wherever possible we arrange for transition visits to take place. This can involve the SENDCO and/or class teacher visiting them in their current setting then arranging school visits with a parent/guardian and then independently.

Transition to secondary school

When children with SEN are in year six, we work with their secondary school to arrange transition visits where possible and support parents in taking children on designated SEN transition days. Staff from their new secondary schools are also encouraged to visit them here at St Andrew's.

The year six teacher and SENDCO also work closely to hand over information to secondary schools to aid transition.

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

Mrs Dallibar, the Head Teacher and Designated Teacher for looked after children and previously looked-after children, will work with the 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?

Complaints about SEN provision in our school should be made to the class teacher in the first instance. They can also speak to the SENDCO or SLT and 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.

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 SENDIAS.

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

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.

At school, we run coffee mornings and workshops to support parents. We also promote training courses and events for parents that are taking place in the local area and support with their attendance wherever possible.

To see what support is available to you locally, have a look at our local authority's local offer:

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

The local offer includes information such as:

- Details of how parents and young people can request an assessment for an EHCP
- Sources of SEND information, advice and support in the borough
- Information on where to find information on types of care and support, local provision and financial advice

Our local special educational needs and disabilities information, advice and support (SENDIASS) services are: https://discover.hillingdon.gov.uk/sendiass-drop-ins

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

Hillingdon Local Parent Carers Forum https://hillingdonpcf.com/

Hillingdon Autistic Care and Support https://www.hacs.org.uk/

Centre for ADHD & Autism Support https://adhdandautism.org/

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

- https://adhdandautism.org/
- IPSEA

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

19. Suspensions and Exclusions

The school follows current statutory guidance when considering any exclusions for pupils with SEND. Further details can be found in our Suspensions and Permanent Exclusions Policy.

20. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN 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 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 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 (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
- **OAP (Ordinarily Available Provision)** – typical resources and arrangements that schools should have in place to support needs, utilising schools' existing delegated budgets
- **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 stages