

FRITHWOOD PRIMARY SCHOOL

Striving for Excellence, Learning for Life, Achievement for All

Special Educational Needs and Disabilities Information Report



Frithwood Primary school intends to improve choice and transparency for families.

All schools and academies in Hillingdon are expected to identify and support pupils with special educational needs and remove barriers to their learning so that they can make the best possible progress.

Schools should be as inclusive as possible and the needs of pupils with a special educational need or disability are met within a mainstream school setting wherever possible, where families are in agreement.

1. What kinds of special educational needs does Frithwood Primary School provide for?

Frithwood Primary School is an inclusive mainstream school which welcomes all children with Special Educational Needs and Disabilities (SEND). We aim to meet the individual needs of every child and currently support children with:

- Moderate Learning Difficulties (MLD)
- Specific Learning Difficulties (SpLD) eg Dyslexia, Dyspraxia, Dyscalculia, Attention Deficit Hyperactivity Disorder (ADHD)
- Physical difficulties
- Hearing impairment
- Visual impairment
- Language impairment
- Medical needs
- Autism Spectrum Disorder (ASD)
- Global Development Delay
- Social, mental and emotional difficulties e.g. Attachment Disorder

2. How does Frithwood Primary School know if children need extra help?

- Concerns may be raised by parents / carers / teachers / other professionals.
- From information provided by a previous school or pre-school setting.
- By looking at our school data and identifying children who are not making expected progress / whose progress is significantly slower than that of other children of the same age.
- If progress is not closing the gap between the identified child and other children, or that the gap widens.
- When there are changes in or concerns about a child's behaviour.
- If there is a change in circumstances for a child that could have an impact on their emotional wellbeing.
- When a child asks for help or tells us they are having any kind of difficulties.

3. What should I do if I think my child may have special educational needs?

- Speak to your child's class teacher who will discuss concerns with the Special Educational Needs Coordinator (SENCo)
- Contact Miss Watts (SENCo)
- Contact Mrs Walton Jones (Assistant Head)

4. Who will oversee and plan my child's education programme?

- Your child's class teacher will be providing quality, personalised teaching in the classroom targeted at your child's areas of weakness. They will monitor their progress.
- Other adults in school and in the class, such as Teaching Assistants, may also deliver teaching to your child and be included in evaluating their progress as appropriate.
- Miss Watts (SENCo) will work with the class teacher to plan and monitor progress.
- Mrs Walton Jones (Assistant Head) will oversee this planning and progress.
- Miss Watts and Mrs Walton Jones will coordinate all support and liaise with external support services as appropriate.
- Any meetings in school with you about your child will be with your child's class teacher, and any other staff who may work closely with your child.
- Miss Watts and Mrs Walton Jones may also attend these meetings.

5. How can the curriculum and learning environment be changed to match to my child needs?

- Teachers plan differentiated tasks for their pupils and they will carefully match the tasks they plan for your child to their individual learning needs.
- If there is another adult working in the class they may, if necessary, support your child with one to one or small group tasks.
- Your child may be given equipment that helps them, e.g. a writing slope / wedge cushion / easy grip pencils or scissors / coloured reading overlays and text books.
- 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 so that your child is aware of what activities to expect during the day.
- Visual cue cards may be used depending on the need of the child.
- Advice from other professionals will be incorporated into class routines.
- On occasion, in consultation with the SENCo and parents/carers, senior staff may decide it is in the best interests of the child to attend school on a reduced timetable with planned increased attendance over time.

6. How will school staff support and teach my child?

- Your child's class teacher will continually assess, plan and deliver differentiated tasks and review your child's progress.
- Some children will work with one to one or small group support as needed.
- Your child may be placed in a small focused intervention group to support them with specific goals for a specified length of time. You will be informed of any participation in these groups either in writing or at Parents' Evening.
- If your child is identified as having a Special Educational Need they will be provided with SEN Support.
- Children receiving SEN Support may be issued with a Personal Learning Plan (PLP) which is reviewed termly.
- The needs of children with an Education Health and Care Plan (EHCP) will be reviewed annually at a meeting in school. Pupils under five have a review every six months.
- Allocation of adult support is closely linked to the needs of the pupils and some classes may have more adult support if there are a higher number of SEND pupils.
- Adult support across the school is used for all areas of learning and may involve Speech and Language groups, Occupational Therapy Programmes, Seasons for Growth (bereavement), Read Write Inc (phonics and reading), Handwriting groups, Social Skills groups or additional reading/maths support, depending on the needs of pupils across each year group.
- Frithwood may seek advice from outside agencies to support your child if parents/carers are in agreement.

7. How is the decision made about what type and how much support my child will receive and what resources they may need?

- The SENCo will discuss your child's areas of need with the class teacher and how they can be best supported in class.
- EHCP children will have the priority of adult support across the school, according to their level of need.
- A Personal Learning Plan (PLP) may be put in place and updated each term with targets agreed between the pupil, key family members and school staff.
- This Learning Plan will also specify the type of support your child will receive through intervention groups and small group or one to one learning activities.
- Where a child is supported within school by a Speech and Language therapist, parents may be invited into school to discuss targets and support strategies with the therapist.
- Advice from outside agencies will be implemented by school staff with parent/carer agreement.

8. How will we all know how my child is doing and how will their progress be evaluated?

Progress will be evaluated by the following methods, according to the year group your child is in:

- Assessments at the beginning and end of an intervention.
- Continued assessment and observations recorded in the Early Years Foundation Stage Profile in Nursery and Reception.
- Assessments at the end of each term to provide standardised reading and maths scores.
- Termly teacher assessment of progress towards year group expectations in Reading, Writing, Maths and Science.
- Teacher assessment of writing each term.
- End of unit Science Assessments.
- Reading benchmarking – ongoing.
- Read, Write Inc assessments every half term in Reception and Key Stage 1.
- Observations of teaching and learning each term by senior staff.
- Pupil Progress reviews.
- Liaison with external support staff.
- Progress your child has made from their starting point.
- Progress your child has made on closing the gap in attainment between them and children of the same age.
- Marking and assessment of work by the class teacher.
- Evaluations of differentiated tasks completed by support staff.
- Observation of a child's learning by class teacher or support staff.

You will know how your child is doing through

- Parent meetings with your child's class teacher each term.
- Progress review meetings each term if your child is receiving SEN support.
- Personal Learning Plans and/or Speech and Language targets will be sent home and reviewed each term.
- Annual Review meetings if your child has an EHCP.
- We have an open door policy so you can make an appointment to speak with your child's teacher or the SENCo, Miss Watts at a mutually suitable time.
- Interim Reports from the class teacher are sent home in February.
- End of Year Reports from the class teacher are sent home in July.
- Any reports from support agencies outside school will be made available upon receipt.

9. How will you help me support my child's learning at home?

You can support your child's learning through

- Attending curriculum evenings
- Following suggestions from the Class Teacher
- Following advice from outside agencies and sharing this information with the school
- Completing homework
- Reading regularly with your child and helping them to learn spellings and tables
- Keeping the school informed of any changes in your child's needs and circumstances.

Strategies or activities planned in school can be continued at home where appropriate, such as

- Physical activity programmes
- Listening and attention activities
- Behaviour techniques being used in school
- Reward incentives
- Working towards the targets on your child's Personal Learning Plan (PLP).

We can provide advice and strategies or signpost you to support for:

- Dealing with your child's behaviour
- Family support
- Understanding your child's needs following a diagnosis.

10. What support will there be for my child's overall wellbeing and their social and emotional development?

Some children will be invited to come to our Nurturing Principles Groups. These groups meet weekly and develop the children's social skills, self-esteem and emotional self-regulation: Caterpillars (Reception pupils), Butterflies (Years 1 and 2) and Comets (Years 3-4 and 5-6).

In Nursery and Reception, we run a social skills programme called PALS (Playing and Learning to Socialise) and Attention Hillingdon (social communication and turn-taking skills).

Additional Social Skills groups may be set up within year groups as needs arise.

We provide the following support when appropriate:

- Coaching/Talk to Support sessions
- Bereavement support called 'Seasons for Growth'
- Play therapy.

External support may be provided by Hillingdon's Behaviour Support Team or the Educational Psychology Service.

Medical Needs:

- If your child has a medical need they will have a Health Care Plan provided by the hospital which will be shared with the adults involved with your child and the staff in the welfare room.
- If your child needs medicine or medical care, this will be provided in school when required and in agreement with parents/carers.
- External health agencies may come in to train relevant staff as required.

11. How will you help my child with personal care if needed eg toileting and eating?

- Parents /carers will meet with relevant staff to discuss the welfare and support needed for your child. This could be your child's class teacher, the SENCo, Welfare staff or other relevant adults.
- Together we will determine what your child can do independently and areas where they may need additional support.
- We will agree a plan which is progressive towards the end goal.
- We will encourage, celebrate and record achievements and maintain good communication with all those involved.
- We will ensure that your child is treated with dignity and respect at all times.
- Adults will model and encourage good hand washing procedures.
- Adults changing your child will follow school safeguarding and toileting policies.
- We will signpost you towards advice and support from Health Visitors or medical professionals where appropriate.

12. How will Frithwood Primary School balance the level of support my child needs with developing their independence?

In discussion with parents /carers (and also your child if age appropriate) we will agree the level of support needed and when this can be gradually withdrawn.

We will actively encourage your child's independence by

- Providing activities which your child can complete independently.
- Gradually reducing adult input in tasks as your child progresses.
- Providing more discreet adult support where possible.

13. How will my child be included in activities outside the classroom including physical activities and school trips?

- All activities and school trips are available to every child and reasonable adjustments will be made where necessary.
- Additional needs will be discussed on an individual basis and provision made to ensure that children with SEND are able to participate in school trips.
- Risk assessments are carried out for every trip to ensure that all children can participate.
- Entry to the outdoor school environment is possible from a number of accessible points around the school.
- For the one school exit/entry with a small set of stairs, there are alternative routes in and out of the building.
- Support and differentiated activities may be offered for PE lessons as required.
- All pupils have access to after school sports activities.

14. How are parents and children themselves involved in the planning, supporting and reviewing process?

This may be through

- Discussions with the class teacher
- Parent Evenings
- Meetings with the SENCo and/or Assistant Head
- Attendance at termly review meetings
- Attendance at annual review meetings for pupils with an EHCP.

15. How accessible is the school environment?

Frithwood is more than happy to discuss any access arrangements that your child may need.

We currently provide:

- A school on one level with no internal stairs apart from one set to the Assistant Head's office
- Two disabled visitor parking spaces.
- A wide entrance door to the school office.
- Toilets adapted for disabled staff, children and visitors in two areas of the school.
- An Equality Scheme and Accessibility Plan.
- An alternative route to the Key Stage 2 playground if your child cannot access the one set of external stairs.

16. What training have the staff supporting children with SEND had?

Staff at Frithwood have ongoing training provided in response to the needs of our children.

Staff training has been provided for

- Child Protection
- Read Write Inc Literacy support (RWI)
- Identifying pupils with Specific Learning Difficulties
- Behaviour Support
- Supporting pupils with Autism
- Meeting medical needs
- Speech and Language support
- Nurture Group Principles
- Coaching
- Seasons for Growth (bereavement)
- Supporting pupils with English as an Additional Language
- Attention Hillingdon
- PALS (social skills)
- Specialised training for SEN staff is ongoing through the Local Authority and other specialist agencies.

17. What additional staffing or resources does Frithwood provide from its own budget?

There may be occasions where a high level of support is provided for a pupil without an EHCP. This will be considered on an individual basis.

**18. What specialist services and expertise are available at or accessed by the school?
And how do you involve other agencies in meeting the needs of children with SEND and their families?**

Sometimes we work with outside agencies to provide support for your child.

Services available from Hillingdon are

- The Behaviour Support Team
- Educational Psychology Service
- CAMHS (Child and Adolescent Mental Health Service)
- Inclusion Team
- Social Services
- School Nurse
- Speech and Language Therapy Service
- Occupational Therapy Service
- Sensory team (Hearing and Visual Impairment)
- Autism Support Service
- CFACS (Child Family and Adolescent Consultation Service)

The Educational Psychologist works with children whose needs are considerable and who have not responded to interventions put in place for them.

As we are a Hillingdon School, Hertfordshire agencies will only offer advice and support for children who reside in Hertfordshire and have an EHCP.

Specialist Services may observe pupils and meet with class teachers. Sometimes these agencies may ask to meet with parents in school and provide written reports for school and parents.

Independent Services which may be accessed are

- Bereavement Services
- Specialist teachers for pupils with a SpLD, such as Dyslexia
- Play therapists
- Educational Psychologists
- Speech and Language Therapists

19. How will Frithwood prepare and support my child when they join the school, transfer to a new school or the next stage of education and life?

We plan periods of transition carefully to make sure it is a smooth and stress free time for your child and your family.

On Entry in the Foundation Stage or any other Year Group

- Stay and Play sessions for new Nursery children in the Summer Term before they start
- Frithwood Staff will visit specific children with SEND in their current setting during the Summer Term before they join the Nursery or Reception class.
- If your child is joining Nursery or Reception and has significant need, they may be able to start school on a reduced timetable with planned increased attendance over time.
- If your child joins in September, they will be invited in to meet their new teacher and class in the previous term.
- Before your child joins Frithwood, you can meet with the class teacher, SENCo or Assistant Head, to share information regarding their needs so that we can make preparations for when your child joins us.
- Your child will be paired up with a 'buddy' in the first few days to help them become familiar with the school.
- Your child will receive a welcome booklet and some children will also be given a transition booklet with photos of the school and classroom staff, if it is felt this would aid their transition.

Transfer to Secondary School or another School

- Secondary school staff may visit your child at Frithwood during the Summer term.
- Children will attend a transition day for secondary schools.
- Children will participate in transition preparation activities on a whole class, small group or one to one basis.
- The SENCo will pass on any SEND information to the SENCo of the new school.
- Your child's records will be sent to the new school.
- If appropriate, a member of staff will accompany your child on their visit to their new school and create a transition booklet containing photos of their new school and teachers.
- Additional visits to the new school may be arranged where appropriate.

Transition between Key Stages and Classes

- Children will have opportunities to visit their new class and teacher during the last half term of school in preparation for moving class.
- Some children moving from one Key Stage to the next will spend time in new areas of the school and share playtimes and assemblies during the Summer Term, in preparation for upcoming changes.
- Teachers will have transition meetings to pass on information.
- Some children may be given a transition booklet containing photos and information about their new class and teacher.

20. Where can I find further information on the Code of Practice and Frithwood's SEND policies and who can I contact?

The following school policies are available on the school website and paper copies are available from the school office on request.

- Frithwood Primary School - SEND Policy
- Frithwood Primary School – Equality Scheme
- Frithwood Primary School – Accessibility Plan

Other Government Information regarding the responsibilities of schools

- Equality Act - 2010
- Special Education Needs and Disability Code of Practice: 0-25 years
- www.gov.uk/government/publications/send-code-of-practice-0-to-25
- The Children and Families Act 2014

Named Contacts at Frithwood Primary School

- Head Teachers - Mrs Frances Saunders and Mr Dean Morse
- Assistant Head - Mrs Jacqui Walton-Jones
- SENCo - Miss Samantha Watts

School office telephone number – 01923 825548

21. What other support is available?

Hillingdon Information for children with SEND and their families

For more information about services in Hillingdon for families with SEND children look at Hillingdon's Local Offer

Website: <https://children.connecttosupporthillingsdon.org>

Head of All Age Disability Service at London Borough of Hillingdon – Jackie Wright

Information Advice and Support Services Network
Independent information and advice for parents of children with SEND
Website: <http://cyp.iassnetwork.org.uk/service/hillingdon-pps/>
Email: sendiass@hillingdon.gov.uk

Families Information Service: <https://www.hillingdon.gov.uk/fis>

Hillingdon Parent Carer Forum: <http://hillingdonpcf.com>

Hertfordshire Information for children with SEND and their families

For more information about services in Hertfordshire for families with SEND children look at Hertfordshire's Local Offer

Website : <https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>

Early Years Special Educational Needs Disabilities Manager for Watford and Three Rivers – Debbi Watson – 01442 453238

Special Educational Needs and Disabilities Information Advice and Support Services (SENDIASS)

Website: <http://cyp.iassnetwork.org.uk/service/hertfordshire-sendiass/>

Email: sendiass@hertfordshire.gov.uk

This service offers information, advice and support for parents in Hertfordshire.

Useful Hertfordshire Websites

www.hertsparentcarers.org.uk

www.hertsdirect.org

Alternative support and advice for children and their families

www.cafamily.org.uk – for disabled children and their families

www.adhdandautism.org - Centre for ADHD and Autism Support for parents and children

22. If I am not happy about the provision for my child what can I do?

If you are not happy with support your child gets please contact the school and we will arrange a meeting to discuss your concerns. The people you need to speak to are:

- Your child's class teacher
- Miss Samantha Watts - SENCo
- Mrs Jacqui Walton Jones – Assistant Head
- Head Teachers – Mrs Frances Saunders and Mr Dean Morse

The school office telephone number is 01923 825548

We very much hope that all matters can be resolved quickly and within school. We are required to provide information about what can happen if we cannot resolve issues within school.

1. Parent Support Services

Special Educational Needs and Disabilities Information Advice and Support Services (SENDIASS)

<http://cyp.iassnetwork.org.uk>

This service offers information, advice and support for parents.

2. Disagreement Resolution Services

Commissioned by the Local Authority but independent from it.

This service is voluntary must be agreed by all parties. It is not compulsory but it should benefit children, young people and parents to see if issues can be resolved without unnecessary stress and expense.

This service is for all children, young people with SEND and their families.

www.kids.org.uk/mediation

3. Independent mediation procedures

Commissioned by the Local Authority but independent from it.

This is a service young people and parents can use before deciding whether to appeal to the first-tier Tribunal. This service must be used before registering an appeal to the Tribunal.

This service is for children, young people and their families who are not happy with areas of provision in their EHCP. If mediation does not lead to complete agreement parents can appeal.

4. Appeal to a Tribunal

Appeals cannot be registered without a certificate. This is issued within 3 days of contact with the mediation advisor if the issue cannot be resolved. Appeals must be registered with the Tribunal within 1 month of receiving the certificate.

This is the first-tier Tribunal. Tribunals are overseen by Her Majesty's Courts and Tribunals Service.

**Frithwood Primary School prides
itself on being an all-inclusive
school.**

**We will be honest with you about
your child's needs and the support**



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