



Inclusion At Harlyn Matters.

Local Offer – Harlyn Primary School and Nursery

How does Harlyn School identify the needs of children with special education needs and disabilities?

- We collect information from the parents during Nursery initial home visits, parent consultations, from previous settings, completed admissions forms and during transition to our school.
- We liaise with external agencies, for example, Health Visitors, Speech and Language therapists, Educational Psychologists, CDC (Child Development Centre) etc.
- We carry out assessments and use data to track and monitor progress
- We hold pupil progress meetings every term, finishing each school year with a detailed school report.
- All Reception children are tested using Language Link to determine their understanding of language and their communication skills.
- We communicate with teachers, highlighting any concerns, using our Inclusion concern sheets and speak directly with parents.
- We work with our children and families to fully understand individual needs, noticing behaviour changes, limited progress and low assessment results.
- We would be mindful of a change of circumstances that could have an impact on a child's mental health.

What should a parent do if they think their child has additional needs or SEND?

- If a parent has concerns they should contact the school.
- Speak to the child's class teacher who will discuss any concerns with the Inclusion Manager.

Contact Inclusion Manager: Mrs Tosdevin

Contact Head Teacher: Mr Jones

- The Inclusion Manager, Mrs Tosdevin, will work with the class teacher to plan and monitor progress. All support will be co-ordinated and liaison with external agencies will take place if appropriate.
- Mr Jones will oversee planning and monitor progress.
- Any meetings in school with parents about their child will be with the child's class teacher, and any other staff who may work closely with that child.

How will Harlyn support children with Special Needs and Disabilities?

- A child's class teacher will be providing, personalised teaching in the classroom using a graduated approach of "Assess, Plan, Do and Review", targeted at a child's areas of difficulties. They will monitor their progress alongside Quality First Teaching (QFT) and Ordinary Available Provision (OAP).
- Other adults in school and in the class, such as teaching assistants may also deliver teaching to children and be included in evaluating their progress as appropriate.

- Planning for each class is differentiated to ensure that children learn at an appropriate level and are able to reach their full potential with confidence, increasing their self-esteem.
- If necessary, a Personalised Learning Plan or My Support Plan is written with specific targets to enable the child to progress. We value our children's and parent's input when writing individual targets.
- Classes in Reception and Year 1 have full-time teaching assistant cover and other classes are allocated support staff as appropriate. Supporting staff quickly build a strong rapport with the children, understanding and meeting their needs. Small group interventions or one to one support may be provided by our teaching assistants, staff from our Inclusion Team, outside specialised agencies and our volunteers.
- We provide equipment and resources, such as visual timetables, target and reward charts, to ensure each child can access the curriculum at their own level.
- We adapt the learning environment to create a structured, distraction free space.
- A home-school link book can be established to facilitate effective communication between home and school.
- Children are supported with transition from Nursery to Primary School, then to Secondary School and with any other changes in their school life.

What interventions does Harlyn offer?

- We organise our interventions by supporting small groups or on a 1:1 basis depending on ability and needs.
- We prioritise supporting our children in basic skills in reading, writing and mathematics.
- All our classes have reading folders to encourage daily reading at school and at home and our volunteers play a big part in supporting this programme.
- Other interventions include Communication programmes such as Language Link, Speech Link and Race to English, Social Skills, Attention and Listening, Fine and Gross Motor Skill programmes, Life Skills, Lunchtime clubs.
- With specialist training and advice, we facilitate specific programmes as recommended for individual children by outside professionals.

How does Harlyn monitor the children's progress?

- Initial assessments are carried out before and after interventions take place, to determine the success of the programme. This may be in the form of observations within the classroom or formalised tests.
- We continually reflect and review children's progress and appropriate interventions are carried out as necessary.
- Class teachers assess once a term, set targets, track progress and identify areas of slow progress, and as a result put interventions in place. The Inclusion team will make themselves available whenever possible, to discuss your child's progress and highlight any concerns at school and encourage the family to share any concerns from home.
- Personalised Learning Plans are reviewed twice a year, progress recorded and new targets set. We welcome input from our children and their parents as accurate target setting is vital to ensure success and to provide a consistent approach from both school and home.
- We are keen to encourage learning at home and carry out focus evenings on specific subjects, parents' evenings to discuss individual progress and there is always the opportunity to speak to teachers or the Inclusion team on a regular basis.

- The Inclusion team will inform you of proposed interventions and also keep you informed of your child's progress.

Progress will be evaluated by the following methods, according to the year group the 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.
- Tests and assessments to provide age standardised scores in September and January.
- National Curriculum teacher assessments each term.
- Termly teacher assessment of writing.
- End of unit Science Assessments.
- Reading benchmarking – ongoing.
- Literacy Difficulties Assessment (to ascertain phonological awareness).
- Observations of teaching and learning each term by senior staff.
- Pupil Progress reviews termly
- 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.
- Observations of a child's learning by the class teacher or support staff.

Parents/Carers will know how their child is progressing through:

- Parent meetings with the child's class teacher each term.
- Personalised Learning Plan review meetings twice a year if the child is on the SEND Profile.
- Personalised Learning Plans will be sent home.
- Annual Review meetings if the child has an Education, Health and Care Plan.
- We also have an open-door policy so parents/carers can speak to their child's teacher or the Inclusion Manager and make a suitable appointment time.
- End of Year Reports are sent home in July from the class teacher.
- Any reports from support agencies outside school will be made available.

Who supports the children at Harlyn?

- The class teacher is responsible for ensuring that each child in his/her class is safe, happy and confidently meets their full learning potential.
- The Inclusion team facilitate intervention groups and support teachers with SEND children in their classes. Support staff work alongside some children on a one to one basis, as necessary, to ensure their personal, medical and educational needs are met.

Who are the other people providing services to children with SEND in this school?

- Other professionals in the borough who are available to the school for support and advice include: Educational Psychologist, Speech and Language Therapist, Occupational Therapist, Physiotherapist, Community Nurse, Behaviour support, Advisory teachers for hearing and visual impairments, CAHMS, Social services, SENDIASS (Parent Partnership), and teachers from specialist resource provisions.

What training are the staff supporting children with SEND having or have had?

- Staff at Harlyn have ongoing training provided in response to the needs of our children.
- All teachers have qualified teacher status.
- We have a full time Play Therapist/Pastoral Care Assistant.
- Regular training from outside agencies regarding medical and learning needs,
- Access to training from outside professional agencies and attendance at training outside for teachers and teaching assistants.
- Regular in-house training to keep staff updated in their skills and knowledge.
- Audits of training needs.
- Safeguarding & Child Protection training plus procedures in place.
- The whole school has participated in the Inclusion Commitment Training supported by the London Borough of Hillingdon.
- Mental Health and Counselling Skills on-line training for the Inclusion Team and Support staff across the school.
- Play Therapy training to support Pastoral Care role.
- Harlyn continues to be part of the many working party projects across the Borough and have now successfully incorporated the outcomes from the transition and mental health and wellbeing working parties into the school.

Staff training has been provided for:

- Child Protection
- Identifying pupils with SpLD
- Behaviour Support
- ASD
- Meeting medical needs
- Bereavement
- Mental Health
- Language Training

Specialised support training for Teachers and teaching assistants in:

- Inclusion Manager has gained the National Award for SEN Coordination (accredited course).
- SEND training updates from Local Authority and Hillingdon Learning Partnership.

What else is available at Harlyn?

- Harlyn has a safe and stimulating learning environment both inside the classroom and outdoors.
- The Hub is a lunchtime haven – a quiet area for a small group of children who may find the dining hall and playground overwhelming. It offers the facility to socialise with peers across the school and share any thoughts or worries with adults, supervised by the Inclusion team.

- The school is very accessible for wheelchair users and children with limited mobility. A lift is available, in both the east and west wing of the school, as well as wide corridors linking each learning environment. DDA & Equality acts - Equality policy and Accessibility plan
- Harlyn has facilities for disabled pupils.
- We pride ourselves at Harlyn with our in-house specialised knowledge and our flexible approach to include all children whatever their disability.
- We have disabled parking facilities.
- Our website is accessible to you in your home language.
- We hold Informal Parent Meetings for our Parents whose children have been diagnosed with ASD/ADHD – “Chat, Share and Cuppa”
- FRA – Fundraising parent group.

How will my child be included in activities outside the classroom including school trips?

- Risk assessments, inclusion policy, additional staffing, parent support on journeys where necessary.

How will we support your child when they are leaving this school or moving to another year?

- We plan periods of transition carefully to make sure it is smooth and stress-free time for children and their families.
- Harlyn are part of a network of schools consistently monitoring and reviewing transition across the Borough.

On Entry in the Foundation Stage we offer: -

- Harlyn Staff will visit specific children with SEND in their current setting in the term before they join the Nursery or Reception class.
- Soft and supported start into Nursery.
- Stay and play opportunities with parents.
- Gradual admission or reduced hours until they are ready to start full time.
- Parenting workshops.

Pupils who join in other year groups: -

- If a child joins in September they will be invited in to meet their new teacher and class in the previous term.
- Parents / Carers will meet with the class teacher, a member of the Inclusion Team before a child starts so you know what to expect and so we can prepare any resources.
- A new child will have a ‘buddy’ given to them in the first few days to help them and guide them around the school.
- Each child will be given a welcome information pack, a transition booklet and some children will be given photos of the school and the adults who will work with them if it is felt this would aid their transition.

When Transferring to Secondary School or another School: -

- Secondary school staff will visit a child at Harlyn in the summer term.
- Children will attend a transition day for Secondary Schools.
- The Inclusion Manager will pass on any SEND information to the SENCo of the new school.

- A child's records will be passed onto the new school.
- If appropriate a member of staff will accompany a SEND child on their visit to their new school and create a transition booklet containing photos of their new school and Teachers.
- Extra visits are facilitated for our SEND children to meet individual needs.

Transition between Key Stages and Classes: -

- Children moving from the Early Years to Key Stage 1 and from Key Stage 1 to Key Stage 2 will have opportunities to visit their new class, tour the new areas of the school and share playtimes and assemblies in the Summer Term.
- Teachers will have transition meetings to pass on information.

How can you help your child?

- Harlyn encourages good attendance and your child's education will benefit from regular attendance. We celebrate and reward high attendance.
- Attendance matters. We know from experience that children who do not attend school regularly (above 95%) do not make as much progress as other children. Our efforts to support your child will be most successful if they do not miss any of their learning opportunities. If your child cannot attend regularly because of a medical condition then we will already be aware of this.
- We will encourage and help you to support your child's learning at home. A homework routine, daily reading, speaking and listening opportunities, time to share personal and practical experiences will all enhance your child's learning. There are lots of opportunities for your child to take part in school activities both in school time, and after school such as: - music, sport, gymnastics, choir, cookery and gardening.
- Our support staff successfully facilitate a homework club for our pupils to help children and parents that find completing homework difficult.
- Harlyn strives to work in partnership with Parents/Carers with a shared goal of achieving the best for each and every child.

Who can I contact at Harlyn to discuss my child?

- At Harlyn, we operate an open-door policy. We welcome you to come into school and ask to see the Head Teacher or a member of the Inclusion team; however, it will be necessary to arrange an appointment with a class teacher.
- Head Teacher – Mr S Jones
- Inclusion team - Mrs S Tosdevin
- School telephone number 0208 866 1290
- School E-mail address: office@harlynprimaryschool.co.uk
- We also have links with the Centre for ASD/ADHD at Eastcote and SENDIASS (Parent Partnership)

Harlyn Local Offer - updated by Sarah Tosdevin October 2023

