



Harlyn Primary School

Special Educational Needs and Disability SEND Information Report

THIS INFORMATION COVERS ALL PUPILS AT THE SCHOOL

Following the publication of the Special Educational Needs and Disability (SEND) Code of Practice 0-25 years in July 2014, schools are required to publish information about their SEND provision. In the London Borough of Hillingdon this forms part of a Local Offer which provides information and guidance on services for children and young people, aged 0-25, with SEND. Information regarding education, health, social care, preparing for adulthood and leisure can be found on this dedicated website. Please click on the link to be taken directly there. <https://www.hillingdon.gov.uk/>

Within this report, you will find information about how we identify children's needs and the wide range of provision that we offer to support children with SEND.

At Harlyn Primary School we strive to develop the individual talents of our children, and encourage their motivation towards good standards of academic work and behaviour. We want all our children to be happy and successful at school and feel safe and secure.

The involvement of parents in all aspects of school life is actively encouraged. The school year is shaped to include opportunities for musical presentations, drama, celebration, involvement in the local community and visits by speakers and performers. We set particular value on the tolerance and understanding of all faiths and on building a community of genuinely equal opportunity.

Harlyn 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 wherever possible, the needs of pupils with a Special Educational Need are met in a mainstream setting, where families want this to happen.

1. What kinds of special educational needs does Harlyn Primary and Nursery School provide for?

Harlyn Primary School is an inclusive school which welcomes all children with SEND. We aim to meet the individual needs of every child. We currently support children with:

- Behavioural, Emotional and Social Difficulties
- Learning difficulties with reading and writing (e.g. Dyslexia)
- Moderate Learning Difficulties (e.g. Developmental Language Delay – DLD)
- Specific Learning Difficulties (SpLD) e.g. Dyslexia, Dyspraxia, Dyscalculia
- Concentrating difficulties (e.g. Attention Deficit Hyperactivity Disorder)
- Physical Difficulties
- Hearing impairment
- Visual Impairment
- Language impairment (e.g. Selective Mutism, Cleft Palate)
- Medical needs
- Autistic Spectrum Disorder (ASD)
- Global Development Delay
- Attachment Disorder

Any parent or carer who wishes their child to attend Harlyn Primary School needs to apply through the Local Authority; at the point of application parents or carers should detail any Special Educational Needs their child is experiencing. Pupils who have an Education, Health and Care Plan need to inform the Local Authority at time of application so that they can consult with the school to ensure that we are an appropriate placement for their child.

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

- If concerns are raised by Parents / Carers / Teachers / Professionals working with a family.
- From information given by a previous school or pre-school setting.
- By looking at our school data and identifying children who are under achieving or not making expected progress.
- Noting if a child's progress is significantly slower than that of other children of the same age.
- If there has been insufficient progress to close the gap between the identified child and other children, or if the gap widens.
- If there are changes or concerns in a child's behaviour.
- If there is a change in circumstances for a child that could have an impact on their mental health.
- If 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 Inclusion Manager
- Contact Mrs Tosdevin (Inclusion Manager)
- Contact Mr Jones (Head Teacher)

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.
- OAP – see below
- Other adults in school and in the class, such as Higher Learning Teaching Assistants and Teaching Assistants may also deliver teaching to your child and be included in evaluating their progress as appropriate.
- Mrs Tosdevin (Inclusion Manager) will work with the class teacher to plan and monitor progress.
- Mr Jones (Head Teacher) will oversee this planning and progress.
- Mrs Tosdevin and Mr 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.
- Mrs Tosdevin and Mr Jones may also attend these meetings.

OAP - Ordinarily Available Provision (can be viewed on Hillingdon's Local Offer – the link is on the website)

Hillingdon's Ordinarily Available Provision (OAP) document serves as a supportive resource that aligns with a graduated approach and the SEND Code of Practice. This Ordinarily Available document has been co-produced with SENCOs, professionals and parents and involved consultation with a range of services and organisations.

Educational settings provide a range of ordinarily available provision for all children and young people, including those with SEND, from the totality of resources available to them. The OA Checklist document serves as a tool to assist schools/settings in enhancing their support for pupils with SEND, promoting consistency with the practices commonly found in the majority of schools.

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 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 Inclusion Manager 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.

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 1 to 1 or small group support as needed.
- Your child may be placed in a small focused group. We call these intervention groups.
- Small focus groups will usually be for a specified length of time. You will be asked for permission for your child to attend the intervention and informed of progress.
- If your child is identified as having a Special Educational Need they will be placed on the SEND Register with parent permission.
- If your child needs individual targets to support their learning, a Personalised Learning Plan (PLP) will be set up, in conjunction with yourselves and your child and this will be reviewed half yearly.
- Children with an Education Health and Care Plan (EHCP) will also have an Annual Review of their needs. Pupils under 5 will have a 6-month review.
- Children with an EHCP will have the priority of adult support across the school according to the allocation of time in their Plan.
- Allocation of adult support is closely linked to the needs of the pupils. And some classes may have more support if there is a higher number of SEND pupils.
- Adult support across the school is used for all areas of learning including Language Link groups, Gross and Fine Motor Skills, Attention and Listening Groups, Chatterbox, Handwriting groups, ICT programs, Social Skills and additional reading programmes.

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

- The Inclusion Manager will discuss with the class teacher about where your child's areas of difficulty are and how these can be supported in class.
- If appropriate a My Support Plan will be initiated with personalised targeted outcomes which are reviewed and shared with Parents on a termly basis.
- A Personalised Learning Plan (PLP) will be put in place and this is updated half yearly. Smart, achievable targets are agreed by the pupils, parents and school staff.
- If your child has an EHCP it will allocate funding to be used to support your child in the best possible way to meet the needs of your child.
- Advice from outside agencies will be implemented by school staff if parent / carers agree this can happen.

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:

- 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.

- Language Link assessments for Reception and Speech Link as necessary.
- Observations of teaching and learning 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.
- Observations of a child's learning by class teacher or support staff.
- Continual children's self-assessments.

You will know how they are doing by:

- Parent meetings with your child's class teacher.
- For some children on the SEND register, Personal Learning Plan review meetings twice a year.
- Personal Learning Plans will be reviewed and shared with the child and parent and copies sent home.
- Annual Review meetings if your child has an EHCP.
- We have an open-door policy so you can speak to your child's teacher or Inclusion Manager and make an appointment time that suits you both.
- End of Year Reports are sent home in July from the class teacher.
- Any reports from support agencies outside school will be made available.

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

You can support your child's learning through:

- Attending focused curriculum evenings
- Following suggestions from the class teacher
- Following advice from outside agencies
- Completing homework
- Reading regularly with your child and learning spellings and tables

If there are strategies or activities planned in school you can continue these at home such as:

- Physical activities
- Concentration activities
- Behaviour techniques being used in school
- Reward incentives
- Following the targets on your child's Personal Learning Plan (PLP) or My Support Plan.

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

- Dealing with your child's behaviour

- Family support
- We hold a regular informal parents forum for parents of children with ASD and/or ADHD where parents can “chat and share their concerns” over a “cuppa”.

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

Harlyn has nurture group interventions and some children will be invited to come to our group which meets twice a week to help develop the children’s social and communication skills.

We continue to develop our Pastoral Care and Inclusion Team and where necessary provide a key worker to support your child.

Our Well Being Lead is – Sarah Tosdevin.

We have close contact with Harlington Hospice Bereavement Service and are able to make referrals for specialist support.

External support can be provided by Hillingdon’s Behaviour Support Team.

Medical Needs

- If your child has a medical need then they will have a care plan which will be discussed with the adults involved with your child and the Welfare officer.
- If your child needs medicine or medical care this will be provided in school as necessary and in agreement with parents / carers.

11. How will you help my child with personal care if needed e.g. 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, Inclusion Manager, Welfare staff or other relevant adults.
- Together we will determine what your child can do independently and areas where they need help.
- 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 policies.
- We will signpost you towards advice and support from Health Visitors or medical professionals where appropriate.

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

- In discussion with parents / carers and also your child, on an age appropriate level we will discuss what level of support is needed and when this can be withdrawn.
- We will actively encourage your child’s independence by encouraging.
 - Activities that your child can do independently.
 - Initial support and then reducing that support as your child progresses.

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 SEND children participate in all school trips.
- Risk assessments are carried out for every trip to ensure all children can participate.
- Parents may be asked to accompany trips.
- Access to the outdoor environment is possible from a number of points around the school which are flat.
- Support may be offered for PE lessons.
- There are lunchtime sports activities.
- Pupils have access to after school sports activities.

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

Our parents / carers and children are key in setting and reviewing the targets of the Personalised Learning Plans or My Support Plans and are actively encouraged to be involved in all areas of their education.

This may be through:

- Discussions with the class teacher
- Parent evenings
- Meetings with the Inclusion Manager and or Head Teacher
- Specialist support from outside agencies

15. How accessible is the school environment?

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

We currently provide:

- A disabled friendly school
- We have two lifts in our school so all areas of the school are accessible
- We have four disabled parking spaces
- Toilets are adapted for disabled staff, children and visitors
- Accessibility plans
- Equality plans

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

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

Staff training has been provided for:

- Child Protection
- Identifying pupils with SpLD

- Mental Health and Emotional and Social Well-Being
- Counselling Skills
- Behaviour strategies
- Attention and Listening
- Communication – Speech and Language to include Speech Link and Language Link
- Dyslexia
- ASD/ADHD
- Meeting medical needs

Specialised support training for Teachers and Teaching Assistants in:

- Inclusion Manager has gained the National Award for SEN Coordination (Accredited)
- Regular SEND training updates from the Local Authority

17. What additional staffing or resources does Harlyn 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.
- A full-time therapeutic play champion
- EAL specialist staff

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 are 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
- 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)
- Harlington Hospice Bereavement Service

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

Specialist Services may observe pupils and meet with Teachers. Sometimes outside agencies may ask to meet with parents and any reports from outside agencies will be provided for parents.

Independent Services are accessed as and when needed/available.

19. How will Harlyn 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 smooth and stress-free time for your child and your family.

On entry in to the Foundation Stage or any other Year Group

- Harlyn staff will visit specific children with SEND in their current setting in the summer term before they join the Nursery or Reception class.
- If your child is joining Nursery or Reception they can have a gradual admission or reduced hours until they are ready to start full time.
- If your child joins in September they will be invited in to meet their new teacher and class in the previous term.
- You will meet with the class teacher or Inclusion Manager before your child starts so you know what to expect and we can prepare any resources.
- Your child will have a 'buddy' given to them in the first few days to help them and guide them around the school.
- Your child will be given a welcome leaflet, 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.

Transfer to Secondary School or another School

- Secondary school staff may visit your child at Harlyn in the summer term.
- Children will attend a transition day for secondary schools.
- Children with SEND have an opportunity to visit the secondary school with a member of staff in a smaller group.
- The Inclusion Manager will pass on any SEND information to the SENCo of the new school.
- The Inclusion Manager and Inclusion Team will work closely with the Secondary School Staff to ensure a smooth transition.
- Your child's records will be passed onto the new school.

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.

We plan periods of transition carefully to make sure it is smooth and stress-free time for your child and your family supported by a visual social story.

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

Key policies are on the school website, e.g.

- SEND Policy

- Equality Plan Policy
- Accessibility Plan Policy
- Local Offer

Paper copies of policies are available from the school office on request.

Other Government Information:

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

Named Contacts at Harlyn Primary School

- Your child's class Teacher
- Mrs Tosdevin – Inclusion Manager
- Mrs Mistry – Deputy Head
- Mr Jones – Headteacher

School office telephone number – 0208 866 1290

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: www.hillingdon.gov.uk - Telephone: 01895 250429.

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

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

www.hacs.org.uk - Hillingdon Autistic Care and Support

www.youngminds.org.uk - children and young people's mental health charity

Hillingdon

Hillingdon's Local Offer <https://hillingsdon.gov.uk/send>.

Hillingdon Inclusion Team: 01895 250516

Hillingdon Care and Support Directory:

<https://careandsupport.hillingdon.gov.uk/Categories/133>

SENDIASS Hillingdon website <https://www.hillingdonsendiass.co.uk/>

SENDIASS Hillingdon contact number: 01895 277001

SENDIASS Hillingdon email address: sendiass@hillingsdon.gov.uk

Harrow

Harrow's Local Offer: <https://www.harrowlocaloffer.co.uk/services/education>

Harrow Inclusion Team contact: use the contact us form on:

<https://www.harrowlocaloffer.co.uk/contact-us>

SENDIASS Harrow website: <https://www.harrowlocaloffer.co.uk/services/localinfo-advice/harrow-send-information-advice-and-support-service>

SENDIASS Harrow contact number: 020 8428 6487

Website: www.family-action.org.uk/harrowsemdias

SENDIASS Harrow email address: harrow.sendias@family-action.org.uk

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

If you are not happy with the 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
- Mrs Tosdevin – Inclusion Manager
- Mrs Mistry – Deputy Head
- Mr Jones – Headteacher

The school office telephone number is 0208 866 1290.

We very much hope that all matters can be resolved quickly and within school, outside of the school Complaints Policy (see website). 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)

<https://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.

<https://www.kids.org.uk/send-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.

Harlyn School Aims

General - To give children equal opportunities for learning, through a wide variety of experiences that will develop their knowledge, skills and character.

To actively promote race equality and good race relations across all areas of school life and to eliminate unlawful discrimination.

Curriculum -To ensure that the school pursues high academic standards through a broad and balanced curriculum which:

- complies with the requirements of the National and Foundation Stage Curriculum
- promotes equality of opportunity for all
- makes learning fun and enjoyable
- motivates children to have high expectations
- provides continuity and progression
- is monitored, evaluated and reviewed

Social - To provide a happy, caring, safe and welcoming environment in which children are encouraged and helped to:

- develop and understand the importance of a healthy lifestyle
- develop respect and consideration
- learn and play in harmony with each other
- become more confident and independent
- demonstrate good behaviour and self-discipline
- develop qualities of determination, honesty, trust and reliability

Staffing - To recruit, develop and retain high quality staff and a commitment to safeguard and promote the welfare of children and young people.

Finance - To manage the school's finances efficiently and wisely, with fair consideration given to all areas of the school's activities.

Home - To encourage family involvement in the full life of the school.

Community - To maintain and strengthen links with the local and wider community.
Links to UNICEF Rights Respecting School Programme

Article 28 Children have a right to learn and go to school

Article 23 Children have a right to special care and support if they are disabled

Inclusion Team

Inclusion Manager and Well Being Lead – Sarah Tosdevin

SEN Teacher – Heidi Ivory

SEN Administration Assistant – Haidee Coles

***Harlyn Special Educational Needs and Disability SEND Information Report
updated by Sarah Tosdevin January 2025***