

West Lodge Primary School
Special Educational Needs and
Disability (SEND)
Information Report



Vision: At West Lodge each child finds the spark within them. The light continues to grow igniting the spark in others creating ripples throughout the world. It all starts with understanding and acceptance....

Our Core Values:



Our commitment and aspirations

All children at West Lodge Primary School have entitlement to learning experiences which will enable them to achieve their maximum potential in terms of their social, emotional and academic development. This is regardless of their gender, ethnicity, sexual identity or educational needs.

Inclusion recognises every child's right to a broad, balanced, relevant and challenging curriculum which is appropriate to individual abilities, talents and personal qualities. At West Lodge, diversity is valued and children are encouraged to develop mutual respect and tolerance of each other and to believe that there are no limits to individual effort and achievement.

UNCRC Articles: 23, 28 and 29

The right to have your needs met, the right to learn and the right to become the best you can be

This document is intended to provide information regarding the ways in which we ensure we support all of our children including those with special educational needs and disabilities (SEND), in order that they can reach their full potential. It may not list every skill resource and technique we employ in order to achieve this as these are continually developed and used to modify our provision to meet the changing requirements for individual children.

Children are identified as having SEND when their progress has slowed or stopped and the interventions and resources put in place do not enable improvement over time, because of the nature of their additional needs. Once this occurs, we have specific needs-based plans which help support their development and accelerate progress.

As it states in our prospectus, West Lodge is proud to be an inclusive school. Meeting the needs of all our pupils is a priority. We believe every child has the capacity to astonish themselves with their achievements.

We aim to ensure that children with SEND at West Lodge make excellent progress and achieve in line with or better than other schools nationally. We ensure effective communication with parents and carers, in order to work collaboratively and secure the best possible outcomes for all our children. Children's views are also critical in ensuring the right provision to meet their needs. We work hard to ensure that reasonable adjustments are made to overcome barriers to learning. We have excellent relationships with external agencies (including Educational Psychology Service, Advisory Teachers for Children on the Autism Spectrum, Speech and Language Therapy Service, Occupational Health, Harrow Horizons), who assess children and advise parents and staff in school.

More information about what we offer at West Lodge is available on the school website. You are also welcome to contact us directly should you have any questions regarding our provision for children with SEND.

Dedicated SEND Email address - send@westlodge.harrow.sch.uk

Harrow Local Authority also publishes information about SEND provision across the borough in its Local Offer. Details of this can be found at:

www.harrow.gov.uk/localoffer

Leadership of SEND Provision

The Board of Governors and Headteacher ensure that appropriate provision is given to children with SEND. Together with the SENCO and SEND team, they monitor the progress of children with SEND ensuring that the provision specified in Education and Health Care (EHC) Plans is followed and monitor the expenditure on SEND.

The SENCO and SEND Team liaises closely with all external agencies and help to coordinate support and interventions across the school for children with SEND. SENCO and SEND Team will ensure that provision is made in accordance with the SEN and Disability Code of Practice 2015.

The Code sets out the following expectations:

- High quality teaching, differentiated for individual pupils should be available to the whole class.
- Class teachers being responsible for planning the curriculum and assessing your child's progress, even if she/he has additional needs.
- High quality teaching, which includes effective assessment and target setting, will identify pupils making less than expected progress.
- Where progress continues to be less than expected the class teacher, together with the Assistant Head teacher for the Phase, SENCO and SEND Team will assess whether the child has SEND.
- Where a special educational need is established, the school, in partnership with parents/carers and child, will work through a four-step graduated response: **assess, plan, do, review**, which is cyclical – termly or timely reviews are carried out leading to revisions in plans and interventions.
- Where a child with SEND is reaching a point of transition (from a nursery provider to West Lodge, from West Lodge to secondary school and within school itself), the school will work with the parents and child to ensure a smooth and successful transition.
- In consultation with parents, staff will work with other agencies and take advice on strategies to support children with additional needs.
- Most children with SEND have their needs met as part of the high-quality teaching at our school. Where there is sufficient evidence that a child's needs are still not being met through the graduated response and school's own resources (including funding), a decision may be reached to request a Local Authority assessment for an Education and Health Care Plan (EHCP).
- EHC Plans are integrated support plans for children and young people with Special Educational Needs and Disability (SEND), from 0 – 25. An EHCP will specify and coordinate additional funding and provision. The plan is focused on achieving outcomes and helping children make a positive transition to adulthood, including paid employment and independent living
- The school will annually monitor and evaluate the effectiveness of its provision for pupils with SEND. This will be at a yearly annual review meeting where parents, class teacher, SENCO and any external professionals working with your child, will be invited to attend and discuss progress and any updates to be recommended to the EHCP.

Who are the best people at school to talk to about my child's SEND?

- **Class teachers** are responsible for planning a differentiated curriculum, assessing your child's progress and liaising with other members of staff who work with your child. The class teacher is your first point of contact on a day to day basis.
- **Learning Assistants** who work with children who have EHC Plans will communicate with parents on an arranged basis either verbally or via a home/school link book, where appropriate and agreed between home and school.
- **Assistant Head teachers, Phase Leaders and Year Group Leaders** are responsible for coordinating all the support and intervention in their teams and tracking children's progress.
- **The SEND/Inclusion Leaders** work with pupils, teachers and the SENCO to ensure that children with SEND are being supported whilst helping coordinate support for children within their key stage.
- **The Pastoral Lead** works with pupils with SEMH and supports pupils and families across the school and providing expert support and guidance and links to forms of additional external support.
- **The SENDCO** is responsible for coordinating all the support for children with SEND in the school. This includes liaising with parents, staff and other agencies involved in your child's care.
- **The Headteacher and Leadership Team** are all responsible for the day to day management of the school and all the arrangements for children with SEND. The Head teacher has to report to the Board of Governors on all aspects of SEND in school.
- **Kaleidoscope Lead Teacher** are responsible for coordinating the provision for children in Kaleidoscope; overseeing the liaison between teachers in Kaleidoscope and the mainstream class teachers and effective communication with parents of children in Kaleidoscope.
- **SEND Outreach Leader** is responsible for leading the Autism Learning Hub, co-ordinating meetings and activities for the SEND Parent Partnership and overseeing SEND themed parent workshops.
- **The Link Governor for SEND** is responsible for ensuring that the necessary support is provided for every child with SEND who attends the school.

How will I know how well my child is doing at school? In our school we have:

- An open-door policy – parents/carers are welcome to make an appointment at a mutually convenient time with the class teacher and other adults who work with their child.
- Partnership between parents/carers and teachers – there will be an on-going process of communication relevant to the needs of individual children
- Curriculum evenings which provide parents with key information about their children's learning
- If appropriate a home-school link book to aid communication between parents/carers & staff
- Opportunities to discuss concerns with class teachers, phase leaders and assistant headteachers
- Opportunities to discuss concerns with the SENCO and Inclusion Leaders
- If your child is on the School's SEND Register, you will be invited to discuss outcomes for your child which may be formalised through a Pupil Personalised Plan (PPP)
- If your child has an EHC plan there will be annual reviews where progress is reported on, and a report written and made available. A final copy of this report is sent by Harrow LA however all information from the meeting is copied to parents by the school.

Other support available for children at West Lodge is set out below:

In September 2015 we opened a resource provision (Kaleidoscope) for children who have an EHC plan with a diagnosis of autism. This was in response to the increasing demand for additionally resourced- mainstream provision for children with autism in the London Borough of Harrow. The 18 places in Kaleidoscope are in addition to the published admission number of 90 places per year group. Further details about Kaleidoscope, including admission criteria, can be found on the School's website. During 2023 the Kaleidoscope team have worked with Woodlands Special School to create a new curriculum to meet the changing needs of the cohort within Kaleidoscope. Children are assessed on entry and placed into one of 4 pathways for their learning journey: Pre-formal; Semi-formal Explorer; Semi-formal Challenge and Formal. This curriculum is focused on stages (where the child is at developmentally, cognitively and emotionally) rather than chronological age.

A description of the four learning pathways is outlined below.

Pre-Formal	Semi-Formal Explorer	Semi-Formal Challenge	Formal
Learners follow a sensory based curriculum and have regular access to what they need for self-regulation. All learners work on individual communication skills building on expressive and receptive communication in all environments.	Learners follow a modified subject specific curriculum broken down in small steps and personalised in a way that is relevant to their needs whilst promoting engagement.	Learners follow an adapted version of the National Curriculum, working on a wide range of subjects in practical, engaging ways.	Learners "works towards" or at "the expected standard" for year group in line with the National Curriculum.

What are the different types of support that may be available for children at West Lodge?

Area of needs	Whole school ethos and practice	Possible focused support for some children's additional needs	Possible support and intervention for a small number of children who may or may not have an EHC
Social, mental and emotional health needs	- Whole staff commitment to the School's vision - Consistent application of the school's Positive Behaviour Policy and RRS ethos - AHTs trained as Behaviour (Pivotal) Leaders on hand to support and advise - A positive supportive and nurturing environment - Circle time/PSHE curriculum - Buddies on the playground – PALS - School Council - Head Boy & Head girl and deputies - Use of Zones of Regulation - Trauma and Attachment training and awareness	- Identification and assessment in school - Additional advice and support from external agencies - Adaptations to the curriculum to secure engagement - Programmes of support to reduce anxieties and build self-esteem - Counsellor on site two days a week, mental health practitioner, targeted support from the Pastoral Lead, ELSAs and staff trained in the Rainbows programme - Targeted support from Learning Assistants - Mentors and coaches - Early help offer e.g parenting courses and workshops - Lunchtime Club	- Interventions are implemented, reviewed and revised - Liaise closely with parents/carers - Adaptations to routines (e.g. softer start coming into school) - Work with parents to refer to Harrow Horizons/CAMHS and other external agencies such as Early Help - Targeted intervention to promote social skills and emotional resilience e.g. ELSA (Emotional Literacy Support Assistants) - Adaptations to physical environment e.g. safe space, quiet areas, outdoor environment adaptations - Monitoring and support in unstructured time e.g. breaktime/lunchtime - Pupil Personal Plan
Speech, language, communication and interaction	- Training for staff to meet the diversity of communication language skills - Universal screening tool for language upon entry to Reception - Strong emphasis on speaking and listening and phonics teaching - Communication friendly learning environment - Children as active learners	- Follow-up intervention in Reception from universal screening - Small group phonic support - Pre-teaching sessions - Personalised support within the class - Individual/small group work with Learning Assistants led by SALT	- Access to small learning groups - Additional in- class support from Learning Assistants - Alternative communication systems - Access to personal ICT/ adapted ICT equipment - Speech & Language Therapy planned and delivered by a qualified therapist - Advice and support from the Advisory Teacher for children with autism and SALT/OT

Autistic spectrum	• Quality first teaching for all • Positive behaviour management strategies • Understanding of different learning styles for individual/ groups of children • Differentiation/modification within lessons	• Curriculum differentiated/ modified to take account of individual learning needs • 'Attention Autism'- 'Bucket Time' • Social Interaction skills groups • Life skills groups • 'Lego Zone' Lego Therapy • Advice and support from the Advisory Teacher for children with autism • Advice and support on strategies from SALT/OT • Use of appropriate resources e.g. visual timetables, social stories, work stations. • Advice/support and training from Kaleidoscope Lead teacher and professionals within Kaleidoscope	• Advice and support from the Advisory Teacher for children with autism and SALT/OT • Small group targeted intervention. • ICT used to reduce barriers to learning • Alternative communication systems e.g. PECS, signing • Educational Psychology consultations/support
Cognitive and Learning/ Moderate Learning Difficulties	• Differentiation/modification of the curriculum • Teaching resources are accessible and appropriate • Multi-sensory approach to learning • Interactive environment	• Curriculum is adapted to meet the needs of individual/groups of children • Targeted intervention programmes e.g. Reading Ladders, Engaging Eyes for reading support • Desired outcomes on EHC Plans/Pupil Personal Plans • Differentiated resources are provided as appropriate • 1:1 reading alongside intervention programmes e.g. 'Bug Club' • Maths intervention- First Class@ Maths, Power of 2, Times Tables Rockstars, Shine Interventions • Access to personal ICT/adapted ICT equipment to enable alternative methods of recording	• Additional in-class support from learning assistants • Additional small group support • Educational Psychology consultations / support • Access to personal ICT/ adapted ICT equipment

Sensory and physical needs (e.g. hearing, visual impairment, multi-sensory, physical and medical needs)	• Advice and support from The Children's Sensory Team • Referrals to Harrow Hearing Impaired Service or Visual Impaired Service • Provision of specialised equipment. • Adapted curriculum • Seating position within class, school areas, educational visits prioritised	• Modified learning environment. • Occupational Therapy and Physiotherapy programmes delivered by trained learning assistants • Care plans for individual children • Close liaison with external agencies e.g. OT, physiotherapist, school nurse • Advice and support from Habilitation Officer	• Individual protocols and plans for children with significant physical and or medical needs. • Additional modifications to the school environment • Additional resources to reduce individual barriers to learning • Occupational Therapy and Physiotherapy from qualified therapists • Access to external advice and assessment.
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What happens if my child with SEND makes very little progress at school?

- Parents are encouraged to make an appointment with the class teacher if they have concerns about their child's attainment, progress or well-being in school
- Parents may also meet with Year Group leaders, Inclusion Leaders, Assistant Headteachers/SENCO, or the Headteacher regarding their concerns
- Where a child with SEND continues to make little progress despite the support provided by the School's SEND provision including external support and advice, and there is evidence that the child has severe and complex needs that cannot be met within the resources ordinarily available to school, we will ask the Local Authority to undertake a statutory assessment of the child's SEND either as set out in the SEN Code of Practice or through a request for an Education Health and Care (EHC) Plan. Further information about this can be found on the Harrow Local Offer.
- All schools have a designated SEND Governor responsible for making sure the necessary support is available for every child who attends the school. Our link Governor for SEND is Anita Garg.

If you need to complain

We very much hope that any concerns you have can be resolved through discussion with the school. In the event that you are not able to resolve issues, you will continue to have a right of appeal.

Parents/Carers have the following rights of redress, should the school, governors or local authority fail in its duty to provide, or if the parent disagrees with a decision or feels that there is discriminatory practice:

- The School's or Local Authority's complaints procedure
- An appeal to The SEN and Disability Tribunal (local authority decision)
- A complaint to the responsible body (Chair of Governors or local authority) for discrimination on the grounds of disability
- A complaint to the LA Ombudsman (Schools and LAs)

If you would like further support

If you require further support accessing this document, or would like further information about SEND, you can also contact Harrow Special Educational Needs and Disability Information and Advice and Support Service (Harrow SENDIAS)

Address: Harrow SENDIAS Service, Cedars Hall, Chicheley Road, Harrow Weald HA3 6QH

Telephone: 0208 428 6487

Email: harrowsendias@family-action.org.uk

www.family-action.org.uk/harrowsendias

