

# **Pinner Wood School**

## **SEND Information Report 2024-2025**

**This document is inclusive of all children attending Pinner Wood School extending from Early Years Foundation Stage including the nursery through to Year 6, including our ARMS provision.**

### **What kinds of SEND are provided for at Pinner Wood?**

SEND provision gives parents information about the possible provisions available for children with SEND within our school.

Children's special educational needs are generally thought of in the following four broad areas of need and support:

- Communication and interaction (includes ASD spectrum and speech and language difficulties).
- Cognition and learning (including dyslexia, dyspraxia and dyscalculia)
- Social, emotional and mental difficulties (including ADHD)
- Sensory and/or physical (including vision and hearing impairments)

A child's needs may be in one or more of these areas.  
(Special Educational Needs Code of Practice Para 5.32)

At Pinner Wood School, Special Educational Needs (SEN) refers to any circumstances resulting in an individual pupil requiring additional or different help in order to take full advantage of the educational opportunities offered to children of the same age. This includes disabled children as well as those with SEN.

### **How are children identified?**

Children may be identified as having Special Educational Needs if there are concerns about progress and ability to access the curriculum.

Children may require additional support for a short period of time or for longer periods.

Identification may occur in a number of ways:

- Information from parents/carers.
- Information from other professionals (including the GP or paediatrician)
- Information provided by a previous school or setting (nursery)
- Teacher assessments and observations.

### **Identification Methods**

- Transition between key stages and year groups
  - Transfer records
  - Teacher and TA observation
- Pupil Progress meetings
- Parental concern and involvement
- Outside agencies involvement

- Pupil progress meetings with Head teacher, Assistant Headteachers and Deputy Head (Inclusion Leader) to monitor

### **Which other documents regarding pupils with SEND /Additional Needs are available?**

- Pinner Wood School's SEND Policy
- Pinner Wood School's Behaviour Policy
- Pinner Wood School's Intimate Care Policy
- Accessibility Plan
- Link to Harrow's local SEND Offer [www.harrow.gov.uk/localoffer](http://www.harrow.gov.uk/localoffer)

### **What are the SENCo/Inclusion Leader's contact details?**

The SENCo for Pinner Wood School is: **Ms Johanna Bretayne**

### **Provision for children with SEND**

At some point in your child's education they may require additional support. Please see below for the possible support which might be offered by the school.

- Pastoral Lead- Mrs Lisa Bennett □ 1:1 or small group support.
- Play Therapy/Counsellor– Mrs Michelle Maguire
- Daily 'meet and greet' with key adult
- Visual timetable
- Now and Next board
- Social stories
- Visual prompts
- Booster session groups e.g. maths, handwriting
- Liaison with external agencies including NPH Speech and Language Therapist Rachael Dunwoody, Dr Emma Flack (Educational Psychology services) Nicola Keohane at the Autism Advisory team, CAMHS (child and adolescent mental health service) or Harrow Horizons and MHST (Mental Health Schools Team- CAMHS) in addition to other agencies  
Meetings with your child's teacher and TA Team around the child (TAC) meetings.
- TAF (Team Around the Family) meetings
- Transition support

## **How will I know how my child is progressing and how will you help me to support my child's learning? What opportunities will there be for me to discuss my child's progress?**

- **Parents and Carers' Evenings** – Class teacher, SENCo/Deputy Head, Assistant Headteachers and Headteacher are also available for appointments.
- **Open door policy** - parents are welcome to make additional individual appointments to discuss specific issues at any time. Please contact your child's teacher via the school office, Seesaw or in person at the end of the day
- **Information Events** held throughout the year
- **SEN coffee mornings** held monthly with Mrs Allan (Specialist Speech and language TA) and Mrs Bretayne alongside other professionals

**For pupils who are receiving SEN support - regular meetings with the class teacher (and SENCo as appropriate),** which may be face to face or by phone. Meetings are dependent on need.

**Parents are advised of concerns regarding progress** at Parents' Evenings or earlier if appropriate and additional meetings to discuss any additional support/ booster sessions that are being put into place will be arranged if and when necessary.

## **How will the school staff support my child?**

Headteacher, Deputy Headteacher and Assistant Headteachers:

- Have regard to the Special Educational Need (SEN) Code of Practice in school planning
- Determine the use of financial resources, staffing levels and staff deployment
- Ensure staff development, in-service planning for Governors, teachers and teaching assistants
- Establish policies on class organisation and pupil groupings with staff  
Monitor data analysis and report back to governors

Class Teachers:

- Take responsibility for the needs of all their children and ensure planning is fully inclusive
- Liaise with TAs to ensure they have a full understanding of individual needs and that pupils are supported appropriately
- Liaise with SENCO, TA's, parents and children to write appropriate targets
- Are responsible for initial identification, assessment, planning and evaluation to meet individual needs
- Meet termly with the Headteacher, Deputy Headteacher/Inclusion leader and Assistant Heads to monitor the progress of vulnerable pupils and act upon their findings to 'close the gap' in learning

- Will attend reviews and meeting with Dr Flack our Educational Psychologist
- Liaise with, assist and guide support staff within their classroom, to ensure delivery of the curriculum
- Where possible and appropriate, share with the children their learning targets
- Implement strategies to ensure classrooms are dyslexia and autism friendly

#### Teaching Assistants:

- Liaise with Class teachers to ensure they have a full understanding of individual needs and that pupils are supported appropriately
- Liaise with Class teachers to monitor targets
- Support children to achieve their targets
- Implement dyslexia friendly strategies
- Implement booster sessions, monitor their impact and feedback to the SENCo and class teacher
- Work with groups and individuals to help them become independent learners
- Attend review meetings when necessary
- Attend training where necessary
- Work alongside SENCo, Pastoral Lead and class teacher to make sure all children's needs are met including physical and care needs
- Attend weekly Planning Progress meetings
- Access planning prior to the lessons

#### **How will my child with additional needs be consulted and involved in their education?**

- Children are made aware of the objectives for each lesson and/or booster session.
- If appropriate the child may also join discussions/meetings with parents and teacher/SENCo regarding their progress. Children's views are sought for in a variety of ways:
- Via their '**Being Me**'- an individual pen portrait of the child which is regularly updated with the child
- Children with an EHCP's views are sought through a child friendly questionnaire
- Children with an EHCP will attend part of their Annual Review
- Children are able to contribute their views through the school council and in group and class discussions
- Support Plans are shared and views sought from the children about their desired outcomes as appropriate
- Class targets are discussed and reviewed with the children
- Transition meetings will be held at appropriate times throughout the year

#### **How are parents involved in the school?**

Pinner Wood School is committed to working in partnership with parents. The school recognises that parents have knowledge and experience that will contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education

Parents are invited to reviews every term to contribute to their child's individual SEN Support Plan. Link books can also be used as another form of communication between parents and teachers. Information on support agencies is available from Jo Bretayne

Pinner Wood is accredited with the Harrow Family Partnership Award (2019).

Volunteers are warmly welcomed via an application through our school office. There are many ways in which parents can be involved at Pinner Wood.

### **What are the arrangements for assessing and reviewing my child's progress, monitoring the success of booster sessions and contacting outside agencies?**

- All pupils are rigorously tracked. If there are any concerns about progress or if any child needs additional support then this is identified early and acted upon so that desired outcomes can be worked towards.  
Pupils' progress is monitored through regular assessment throughout their time at Pinner Wood. This is a combination of ongoing teacher assessment and more formal assessment in KS1 and KS2.
- Any concerns identified are discussed with the SENCo and the child's parents and appropriate support put in place following our graduated response. The success of the booster session is monitored via assessment and tracking processes. Support is adapted as necessary to work towards the desired outcomes. Regular meetings between class teacher, parent,
- SENCo and relevant support staff occur throughout the support process.
- Provision Maps are written jointly by the class teacher, year group team, Pastoral Lead, SLT TA, SENCo and any other relevant specialists.
- Where there is little or no improvement in a child's progress, more specialist assessment may be required from external agencies such as; educational psychologists, speech and language therapy services, health, mental health and wellbeing, play therapists and counsellor, social services or other agencies.
- Following assessments/referral to relevant bodies, if there continues to be little improvement in progress an Education, Health and Care Plan Assessment may be applied for, following consultation with parents, class teacher and other relevant staff.
- A confidential SEN / Inclusion file is maintained for each child, containing all relevant reports, which is available to staff who are directly involved with the child.

### **How will my child be supported in moving between phases of education?**

#### **Movement within Pinner Wood:**

- Staff from the previous year and following year meet when appropriate to discuss specific needs of pupils to ensure smooth transition.
- All relevant information regarding the additional needs of pupils is accessible for new year group staff from the SENCo to ensure smooth transition.
- Provision Meetings are arranged at the start of the new academic year with the SENCo and teachers of pupils with specific needs to ensure smooth transition of support.
- A transition book including information and photos may be made for your child on transfer to a new class
- Extra visits may be made to the new classroom and teacher
- Your child's **Being Me**, SEN support Plan and learning pack and SLT resources will transfer with them to the new class.

## **Transition to KS3**

- Pinner Wood will contact and liaise with the SENCo in the secondary school.
- In the summer term the KS3 SENCo at the feeder school may invite pupils, for whom there are concerns regarding transfer, for extra visits.
- Our Pastoral Lead may accompany some children for extra visits, journey planning etc.
- Relevant documentation is transferred indicating the child's needs, placement on the register, relevant assessments, special arrangements that have been made at KS2 SATS and the nature of current support.
- The SENCo informs the feeder school of any pupils with specific learning difficulties, and if any special arrangements have been made at KS2 SATS.
- The new secondary school SENCo may visit Pinner Wood School to discuss all children on the Special Needs Register and may attend transition meetings, if appropriate.
- On occasion, the school's attached Educational Psychologist Dr Emma Flack will attend transition meetings.

## **Movement to a new school:**

- The SENCo will discuss the specific needs of the pupil /or complete relevant documentation with/for the SENCo of the child's next school and where appropriate transition meetings can be organised for the parent to meet appropriate staff from the new school.
- Where appropriate we will contact the school's SENCo and ensure he/she is aware of any special arrangements that need to be made/put in place for the child.
- We will ensure all relevant records about the child are passed on as soon as possible.
- There may be the opportunity for additional visits where appropriate to help prepare the child for the new school.

## **How will you adapt the curriculum and learning environment to cater for my child with additional needs/SEN?**

Careful planning, organisation and implementation of the curriculum – Quality First Teaching should allow all pupils including those with SEN to follow the curriculum and enjoy equality of opportunity. To foster Quality First Teaching staff will consider the following information, relating it to all children, to cater for those additional needs, both learning difficulties and the more able through differentiation and occasionally curriculum modification.

## **What SEND training have the staff had or are currently having?**

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN. The SENCo has a National Accreditation for Special Educational Needs Coordinator qualification. Another member of staff, Kirsty Francis, who leads The Acorns Centre (our attached ARMS for children with moderate learning difficulties) also has this qualification. They attend the Harrow Senco Forum each term and other SEND conferences and courses as appropriate.

We recognise the need to train all our staff on SEN issues and staff training is ongoing, relevant to the children in the school and in response to current national developments in SEN provision.

- Our attached Educational Psychologist delivers whole school and teacher/ TA training
- Our attached Speech and Language Therapist offers a wide range of training to meet current needs
- We have had training from Occupational therapists, the Children's Sensory team, the school nurse and physiotherapists as appropriate
- Medical staff train teachers, TAs and Welfare staff as appropriate to the current needs of our children
- Individual staff attend training at Harrow Special schools to support specific needs and continue their professional development
- Individual staff attend other training courses to support specific needs
- Specific staff have been Ekklan trained (Speech and language therapy). All staff have had training in working with Autistic children. Some staff are Mental Health First Aiders.
- The Pastoral Lead leads a Wellbeing and Mental Health Team
- A practitioner from the Mental Health Schools Team are in Pinner Wood one morning a week to support families with a variety of issues

SEND training forms part of the continuing professional development of staff and is organised in accordance with the needs of the children and may take place at any point during the school year. Staff are trained each year on the needs of existing or new children joining the school – this can include training from specialist agencies/consultants if appropriate as well as the SENCo or other staff with relevant expertise. Training may take place on site or staff may attend specific courses held off site.

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

All children are entitled to be included in all parts of the school curriculum and we aim for all students to be included in extra-curricular activities and on school trips.

We will provide the necessary support to ensure that this is successful.

A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised.

## **How accessible is the school both indoors and outdoors?**

### **Building**

The school has been adapted to accommodate children with a physical disability. The main entrance to the school and building has a ramped approach and door suitable for wheelchair access. There is a lift to ensure that all areas of the school are accessible.

### **Assistive technology**

In school we use technology to support the children in a variety of ways. We use specific software for the laptops and apps for the iPads to support children with different needs. This year, e-reader pens will be purchased to support children with Dyslexia.

**Curriculum assess.** Strategies may include:

- Differentiated planning
- Using technology and other supporting resources – iPads
- Adult support
- Specific booster sessions
- Individual and group teaching/support session with a TA
- Pair working and buddying
- Specially prepared learning materials
- Use of appropriate ICT equipment
- Specialist equipment

## **What support will there be for my child's overall well-being?**

- Strong pastoral care and ethos throughout the School
- PSHE curriculum 'Jigsaw' followed throughout the School
- Rich assembly programme
- Regular anti-bullying and E-Safety initiatives
- Extensive extra-curricular programme of activities
- Links with CAMHS Mental health Schools Team
- A commitment to strong relationships between staff and families

### **Harrow Local Offer**

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Harrow that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. Pinner Wood School is part of the Local Offer.

Please follow the link below to reach the LA's Local Offer Website:

<http://harrowlocaloffer.co.uk/>



## **What do I do if I am not happy with the provision made for my child?**

Parents are encouraged to contact the teacher in the first instance and arrange a convenient time to discuss any concerns. As far as possible these concerns would be addressed by the class teacher. If this is not possible, the SENCo / Head Teacher will become involved. When concerns cannot be resolved within this existing framework, the parents may appeal (via the LA complaints procedure) to the governors of the school.

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher, who will be able to advise on formal procedures for complaint.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs with the SENCo.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEN Governor is **Mrs Rinku Harjani**.

Johanna Bretayne  
Deputy Head and Inclusion leader  
September 2024