



Little Ealing Primary

Special Educational Needs and Disability

Leaflet for Parents

'Our Vision is to improve the life chances of all our children whatever their backgrounds, skills and capabilities'



All Students Can Learn

*'If a child can't learn the way we teach,
we should teach the way they learn'*

Our Job

Our job at Little Ealing Primary is to help your child achieve the very best they can at school. During your time at Little Ealing, you may feel that your child needs some additional help or support with their learning.



This leaflet is to let you know the types of support available. It will help you understand who can help and how this support can be accessed.

All children at Little Ealing receive high quality teaching. This means that a range of teaching and learning styles are used, and that learning

objectives are set to match the specific needs of your child.

Some children might need additional support; this might be through extra support from the class teacher, a learning support assistant, and/or differentiated resources.

Some children might also need support at break/lunchtime. We offer structured playtimes where the children are guided through activities by a trained learning support assistant and supported with their social skills and thinking. We also have playground buddies that support children with developing their play and social skills.

All teachers, learning support assistants and Senior Leaders regularly review the progress and attainment of all the children at which time provision may be reasonably adjusted to meet identified needs. You will normally be informed about your child's general progress and targets three times a year through 'Termly Reviews' and through your child's 'Annual Report'.

Some children may have difficulty in different areas of their learning and usually intervention can overcome these barriers; these children

will be considered to have '*additional needs*' and they will be put on the 'SEND register'. This does not necessarily mean that they have '*special educational needs and disability*', but that they have been identified as needing additional support and thus will be monitored more closely to ensure that their needs are met and that any gaps in learning are closing.

However, for some children, they will continue to have barriers or may have a high level of difficulty; they will be considered to have '*special educational needs and disability*' (SEND) and placed on the SEND register as SEN support. Parents will always be informed if a child is placed on, or removed from, the SEND register.

Many children will have additional or special educational needs of some kind at some time during their education.

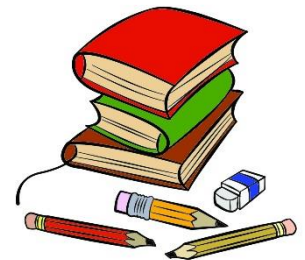
Children with SEND have learning difficulties and/or physical disabilities that make it significantly harder for them to learn than most children of the same age. They will need extra support or different help e.g. differentiated programme of study; modified tasks; extra support from their class teacher, learning

support assistant or an external agency; extra time or breaks in formal assessments.

Schools and other agencies can help most children overcome their difficulties quickly and easily. However, a few children will need extra help for some or all of their time in school.

This means they may have difficulty with:

- Some or all of their work in school
- Reading, writing or maths
- Understanding information
- Expressing themselves
- Understanding what others are saying
- Organising themselves
- Some kind of sensory or physical needs which may affect them in school
- Managing their emotions
- Making friends or relating to adults
- Speech and language



What are the categories of SEND?

1. Communication and Interaction
2. Cognition and Learning
3. Social, emotional and mental health
4. Sensory and/or physical needs



Learning Knows No Bounds

For more information on the categories of SEND, please read the SEND Information Report on the school's website under 'Our School – Inclusion, SEND and Local Offer'.

What about transition times?

We make every effort to ensure transition times are managed successfully. Transition for all pupils takes place in July during the Summer Term where children meet their next class teacher and new classroom in preparation for September. Additional visits can also be arranged to re-assure children and parents.

We work closely with regards children who are transitioning between Key Stages and from Year 6 to Secondary School. Depending on the needs of the child, extra provision is put in place e.g. social stories, photographs, individual passports, and extra transition days, collaborative meetings with the parents, school and the Special Educational Needs Coordinator (SENCO).

Working within the Guidelines of the Special Educational Needs Code of Practice (2015)

SEN Support

Children on SEN support require some kind of '*additional or different support*' that is normally provided through high quality teaching within the classroom to their peers. In consultation with parents, we may feel it would be in the best interest of the child to seek advice and support from external agencies e.g. a Speech and Language Therapist (SaLT), an Educational Psychologist (EP), an Occupational Therapist (OT), or a Support Teacher for the Hearing and Vision.

Education Health Care plan (EHCP)

If, after a period of monitoring, a child were still not progressing on the SEN support stage of special needs, we would consult the parents. In a small number of cases, if a child's needs are severe and/or complex, we will need to apply to the Local Authority (LA) for an EHC assessment which might result in an EHCP. This will depend on evidence supplied by the school and external agencies, provision maps showing the provision that has been offered

and the impact of the provision as part of the 'graduated response to SEND' i.e. that the child's needs have been carefully assessed, that the provision has been carefully planned to address the needs, that the provision has been consistently carried out to meet those needs, and that the provision has been thoroughly reviewed at the end of each term (ASSESS, PLAN, DO, REVIEW = Graduated Response to SEND).

If the EHCP is agreed by the LA, the LA will provide top up funding to ensure that the provision in the EHCP is carried out by the school. The EHCP is monitored closely and reviewed termly and evaluated thoroughly through the annual review process.



What should I do if I have concerns?

Please talk to your class teacher first. They know your child best and have many strategies that they can share with you. If you still have concerns after meeting with your class teacher, you are very welcome to make an appointment with our Deputy Head of Inclusion/SENCO, **Halina Rooney**. Appointments can be made through the school office:

- Tel: 0208 567 2135
- Email: information@leps.org.uk

Further information and frequently asked questions can be found on the School's Website: <https://www.littleealing.com/inclusion-send-and-local-offer/>.

Who are the staff that support children with SEND?

We have a highly experienced team of staff who may be involved in supporting your child at Little Ealing. These include:

- Your child's class teacher, who will make sure that tasks are appropriate and accessible for your child
- Learning Support Assistants (LSAs) and Higher Level Teaching Assistants (HLTAs), who are trained to deliver evidence based

interventions and who are regularly trained by external agencies

- The Mental Health and Wellbeing Team who work with the children who may be experiencing a particular period of trauma or emotional difficulty, including help with friendships. This team includes Miss Ashby, our school mentor, and Miss Kubicki, our Art Therapist
- The Deputy Head of Inclusion/SENCO, Halina Rooney, who has the National Award for Special Educational Needs Coordination and who plays a strategic role in leading the provision of SEND across the school
- A SEND Governor, Katie Stone, who works with the SENCO in leading SEND in school
- Speech and Language Therapists who support children who have been referred to their service
- An Educational Psychologist who supports the SENCO and who supports children who have been referred to this service
- Sometimes the school may commission specialist support from the Ealing Primary

Centre, Occupational Therapy or Hearing and Vision Professionals.

How are staff trained to support children with SEND?

To ensure our staff have the skills and knowledge to support children with SEND, there is a programme of on-going training, both in-house and through external providers.

As part of our support for all children in school, we have regular opportunities to consult with support services and health agencies through a multi-agency approach to support the family as well as the pupil.

We will discuss the needs of the child in school and plan the best use of advice and support from other agencies. Professionals who may work in partnership with us include:

- Our School Nurse who works closely with us and can advise and assess any medical needs
- Our Speech and Language Therapist who works regularly in school can advise upon whether your child would benefit from this support or assessment. The Therapist also

provides regular workshops for parents – please watch out for these

- Our Educational Psychologist may give advice or complete an assessment for a few children.
- Specialist Advisory Service Professionals who give advice if required e.g. the Ealing Primary Centre
- Outreach support from Specialist Schools e.g. Castlebar and Springhallow
- Our Secondary Schools' SENCOs will liaise to support successful transition from Year 6 to Year 7.

At Little Ealing we value the support and feedback from all our stakeholders. We have an active school council and conduct pupil voice activities through the year. We welcome constructive feedback and the opportunity to get to know our families better by supporting our children. We firmly believe that a strong partnership with all stakeholders and close collaboration results in the best outcomes for our children. In summary...

let's work together



Useful Contacts

If you would like advice from professionals outside school, you may find the following helpful:

- SEND Ealing Local Offer:
<https://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/localoffer.page?localofferchannelnew=0>
- Parenting Programme in Ealing:
<https://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/advice.page?id=9FLZdtjOcMc&localofferchannelnew=0>
- How your child's SEN needs will be supported in education:
<https://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/tile.page?id=G3cb7qWYzdM&localofferchannelnew=0>
- Education Health & Care Plans:
<https://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/advice.page?id=k2M0qQOjPMo&localofferchannelnew=0>
- ESCAN (Ealing Service for Children with Additional Needs):
<https://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/advice.page?id=MQOJP7P2mUA&localofferchannelnew=0>
- Health and Wellbeing:
<https://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/tile.page?id=n-kcYZQjsE&localofferchannelnew=0>
- Family Support in Ealing:
<https://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/advice.page?id=Hj8RYeOAFLO&localofferchannelnew=0>
- Ealing Dyslexia Association:
Telephone
020 8579 3622 (Monday, Tuesday and Wednesday)
0775401355 (Thursday and Friday)
0208 998 0552 on specialist issues and **E-mail:**
snmasud@aol.com (Sunday)
- SEND and Inclusion related services in Ealing: <https://www.egfl.org.uk/services-children/special-educational-needs-and-disabilities-send-and-inclusion/send-and-inclusion-2>
- Ealing SEND department: SENAS@ealing.gov.uk