Heathland Whitefriars Federation

SEND Offer 2025

(Information Report)

Approved by:	**Safeguarding and Inclusion Committee**
Last reviewed:	**February 2025**
Next review due by:	**February 2026**

At our schools, our vision is to support all children to achieve their potential; we have high aspirations academically and support all children to be able to form positive and constructive relationships.

In order to do this there are a range of steps taken to support them through their learning journey.

The information below will tell you:

- Who to talk to if you are worried about your child's learning
- How the school knows if your child may need support
- What to expect if your child is getting support
- What to do if you still have concerns.

Quality teaching is vital; however, for some children there are occasions when further additional support may be needed to help them achieve their target. In order to facilitate this, we work with a range of different individuals and services including:

- **Ms. Fiona Hopkins, Headteacher at Heathland, Mr. Pritam Vekaria Headteacher at Whitefriars**
- **Ms. Jemini Lakhman, Head of Inclusion (SENDCO) at Whitefriars, Miss Jessie McDonnell, Assistant Head of Inclusion (SENDCO) at Heathland.**
- **Ms. Mandeep Sharma Assistant Head of Inclusion (Deputy SENDCO) at Whitefriars, Mr Elliott Bowerbank (Deputy SENDCO) at Whitefriars**
- **Ms. Claire Lee, Designated Safeguarding Lead:** responsible for coordinating safeguarding, child protection, attendance, welfare and inclusion support at Heathland School.
- **Mr Paul Connolly, Designated Safeguarding Lead:** responsible for coordinating safeguarding, child protection, attendance and welfare at Whitefriars School.
- **Miss Natalie Khedr, Special Educational Needs Administrator:** responsible for ensuring efficient communication between the school, families and services **Inclusion Director:** Chair of the Safeguarding and Inclusion Committee

- *These staff members are available by contacting either of the school offices on 02084224503 for Heathland or 02084272080 for Whitefriars*

- *Meetings should be made by contacting the school office*

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

It is advisable to speak to staff in this order as this will ensure swifter conclusion to your questions:

Class teacher. They are responsible for:

- Planning the curriculum, differentiation and assessing your child's progress and liaising with all members of staff who work with your child.

Phase Leaders or Heads of Year. They will have an overview of matters concerning the whole phase/ year group.

The Assistant Headteacher for Inclusion / Special Educational Needs and Disability Coordinator (SENDCO)/ Inclusion Coordinator.

They are responsible for:

- Coordinating all the support and intervention in the school, working with staff to identify any areas of special educational needs, keeping parents informed, holding the SEN reviews and liaising with all agencies involved in your child.

Head teacher. They are responsible for;

- The day to day aspects of the school and all the arrangements for children with SEND. The Head teacher has to report to the Governing Body on all aspects of SEND in the school.

SEND Director: They are responsible for:

- Liaising with the SENDCO / Inclusion coordinator to ensure the necessary support is in place for all children with SEND and that the school works closely with parents, carers and all other agencies to ensure good outcomes in all areas of the curriculum.

Inclusion Support Team

At both our schools we have a wide range of staff who are specifically trained to be able to offer particular interventions to our pupils, some of these are listed below:

- Nurture Groups
- 1:1 SEN Teaching Assistants
- Elklan Speech and Language
- Early Years Speech and Language support
- Lego therapy
- Literacy Gold

We are committed to improving our SEND offer and regularly update our training for support staff throughout the schools.

Independent Agencies employed by the Federation

HEATHLAND	WHITEFRIARS
Art Therapist	Art therapist
Music Therapist	Music therapist
Independent Speech and Language therapist	Independent Speech and Language therapist
Independent Educational Psychologist	Dance Therapist
Place2Be Project Manager	Complete Sports
Harrow Horizons	Harrow Horizons
	Wish Centre
	Compass

Local Authority Services accessed by the Federation

HEATHLAND	WHITEFRIARS
Educational Psychologist	Educational Psychologist
Advisory teacher for ASD	Advisory teacher for ASD
CAMHS	CAMHS
Speech and Language therapist	Speech and language therapist (Primary and Secondary)
Teacher of the Hearing Impaired	Teacher of the Hearing Impaired
Teacher of the visually impaired	Teacher of the Visually Impaired
Occupational therapist	Occupational therapist
Consultant pediatricians at Northwick park Hospital	Consultant pediatricians at Northwick Park Hospital
Physiotherapist	Physiotherapist

Children's Sensory Team (CST)	Both schools work in partnership with Harrow's CST to meet the needs and access requirements of children and young people with hearing impairment and /or vision impairment. The CST provides training for our staff and support for pupils and their families.

All professionals are available for appointments upon request: A part of our wider conversation about special educational needs we will often use specific acronyms. Below is a glossary of the most used terms.

ADD	Attention Deficit Disorder
ADHD	Attention Deficit & Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
CAF	Common Assessment Framework
CAMHS	Child & Adolescent Mental Health Service
COP	Code of Practice
CP	Child Protection
DCD	Developmental Co-ordination Disorder
EP	Educational Psychologist
FSM	Free School Meals
HI	Hearing Impairment
KS	Key Stage
LAC	Looked After Child
LEA	Local Education Authority
LM	Learning Mentor
MLD	Moderate Learning Difficulty
OT	Occupational Therapist
PP	Pupil Premium
PT	Physiotherapist
PSP	Pastoral Support Programme
SALT	Speech & Language Therapy
SEN	Special Educational Needs
SEND	Special Educational Needs & Disability
SENDCO	Special Educational Needs Co-ordinator
SPLD	Specific Learning Difficulty
TAF	Team around the family
VI	Visual Impairment

Below are the Federations responses to some frequently asked questions:

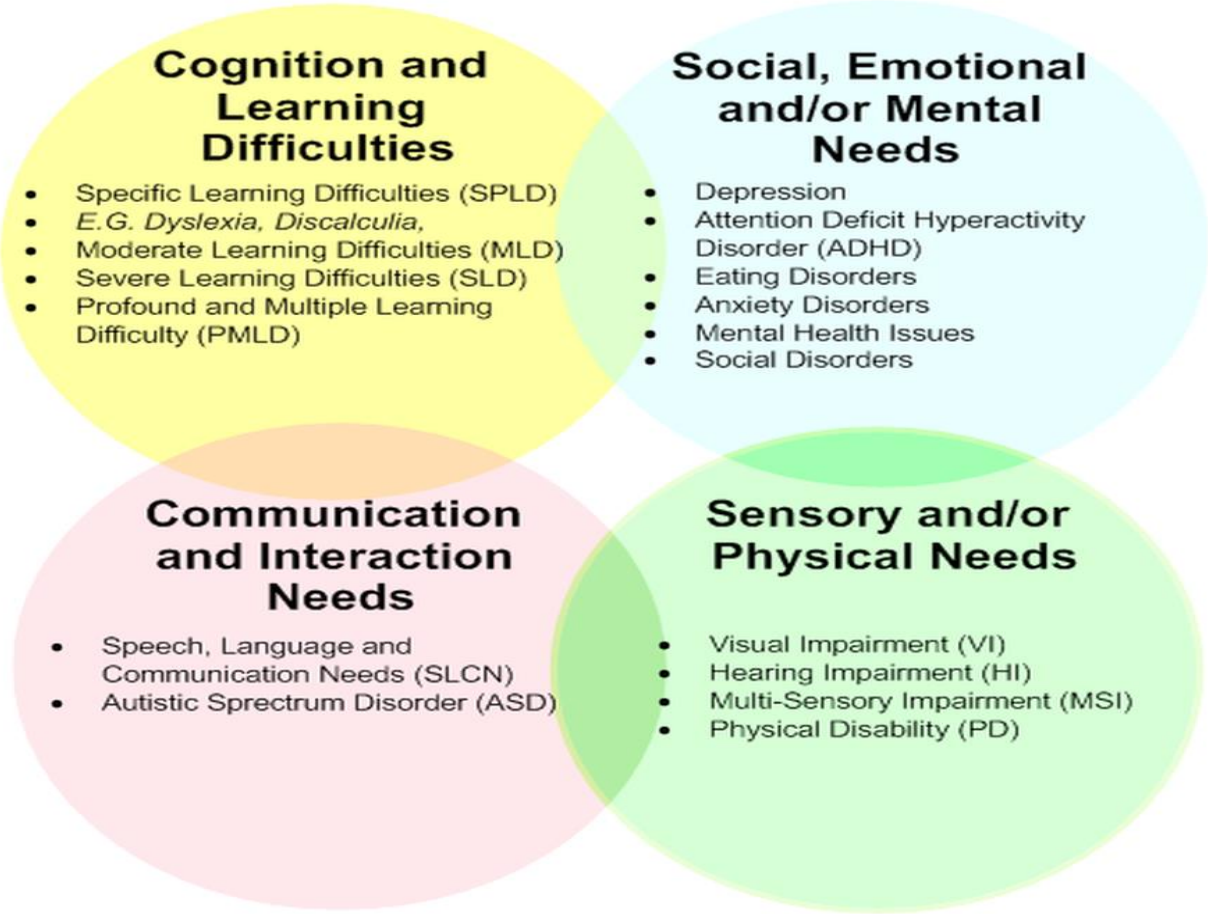
What is meant by Special Educational Needs (SEND)

A learning difficulty or disability is present if a child:

- Has a significantly greater difficulty in learning than others of the same age.
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age?

In consultation with parents, pupils who have an identified special educational need may be included on the school SEN register, which is maintained by the SENDCO and the Inclusion Coordinator, if they have any extra support above and beyond Quality First teaching.

What kind of needs are provided for at the school?



How do the schools know if children need extra help and how will you let me know?

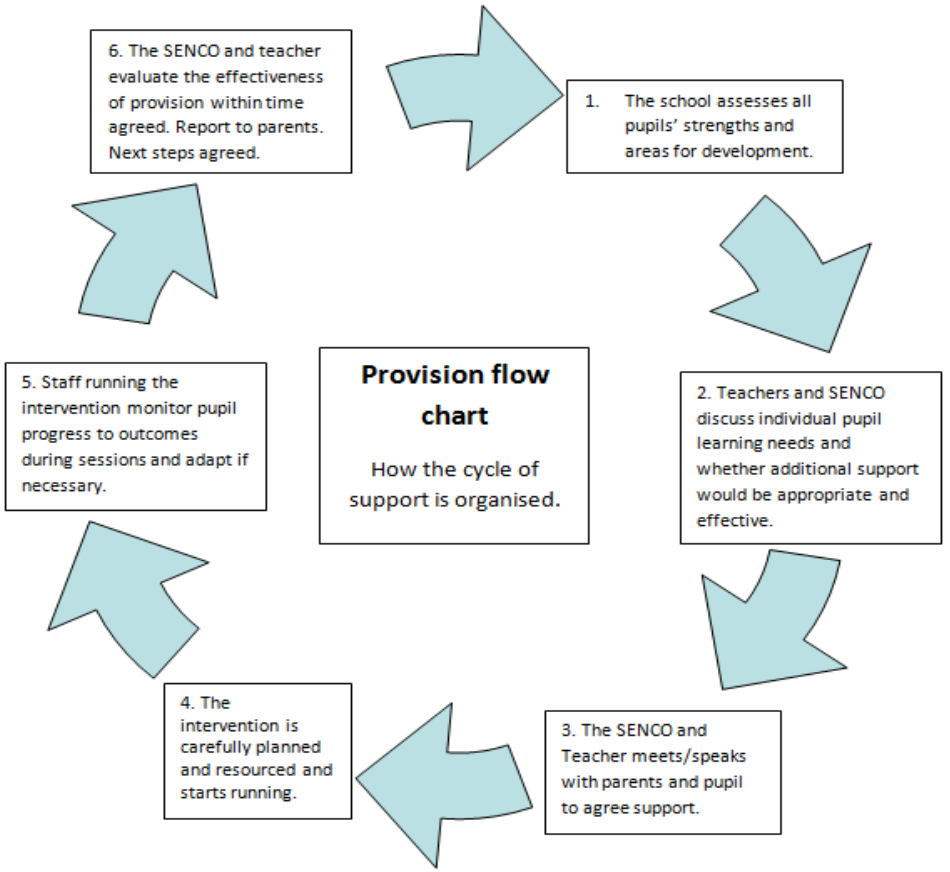
If there are any concerns around your child's learning, happiness or wellbeing we will communicate this with you and work together to action support and next steps for improvement. We do this through:

- Discussions with the teacher before/after school
- During parent/teacher meetings
- During inclusion meetings with the class teacher/SENDCO/ inclusion coordinator.

We understand when pupils need help if:

- they ask for help themselves
- concerns are raised by parents/ carers, teachers, teaching assistants
- concerns raised by a pupil's previous school
- there is a noticeable lack of progress
- from direct observation
- there is a change in the pupil's behavior or mood

This diagram shows how support is planned, actioned and reviewed:



What should I do if I think my child may have special educational needs?

What should I do if I have a safeguarding concern about a child?

- In the first instance, if your concern is related to Special Educational Needs, talk to your child's class teacher about them. They can advise you and where appropriate, provide you with resources and advice as to the best way forwards for your child.

- If you continue to have concerns, you can arrange a meeting with our SENDCO,
  Please contact an appointment with the office at either Whitefriars or Heathland School.

- If your concerns relate to the safeguarding of a child, please make an appointment at the office with Ms Lee, Designated Safeguarding Lead at Heathland or Mr Connolly Designated Safeguarding Lead at Whitefriars.

The inclusion team are available by contacting either of the school offices by phone on 02084224503 Heathland or 02084272080 Whitefriars or by email on either office@heathland.harrow.sch.uk or office@whitefriars.harrow.sch.uk putting it to the attention of the appropriate person.

What are the admission arrangements for pupils with SEND?

- You can find all of our admissions information on our school websites, our admissions policy is also available on our website
- Parents can apply through the Harrow Admissions Service at school admissions
- Harrows local offer details more information on finding the right placement for SEND pupils harrow local offer

How will the Federation support my child?

- Each pupil's educational programme will be planned by the class teacher and will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class.
- If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, numeracy & literacy skills etc. then the pupil will be placed in a small focus intervention group. This will be run by the teacher or teaching assistant. The length of time of the intervention will vary according to need but will generally be for 6-8 weeks. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.
- Pupil Progress Meetings are held each half term. This is a meeting where the class teacher meets with their phase leader and/or their assistant head to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned which will be discussed and implemented by the Inclusion Coordinator and/ or the SENDCO.

Occasionally a pupil may need more expert support from an outside agency such as;

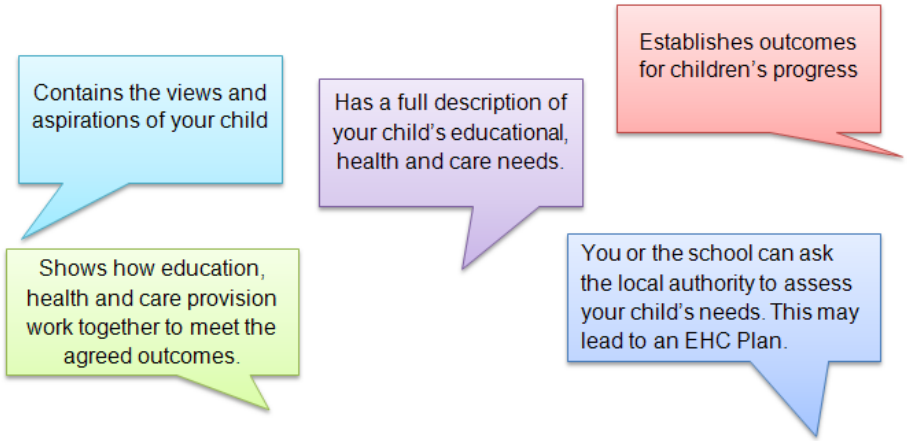
- The Early Intervention Service (specialist learning and advisory teachers)
- The Children Sensory Team (advisers for visual and hearing impairment and physical needs)
- A pupil with a visual or hearing impairment will be supported by the named adults (see above). Any specialist equipment supplied for pupils with hearing impairments, such as hearing aids or amplification systems, are used consistently and with guidance and training from Teachers of the Deaf.
- The Educational Psychology Service, CAMHS (Child and Adolescent Mental Health Service)
- Social Services
- Speech and Language Therapists: both independent and NHS

- Art Therapy
- Music Therapy
- Harrow Horizons
- We obtain parental permission before referring a pupil to an outside agency for support with their learning etc. Referral forms are then completed in conjunction with parents/ carers and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/ carers.
- The Directors of the Federation are responsible for entrusting a named person to monitor Safeguarding and Child protection procedures. They are also responsible for the monitoring of the Disclosure and Barring service procedures and the school's Single Central record. In a support and challenge role the Directors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the accessibility plan and all other statutory policies as defined by the DfE.

What is an EHC Plan and who can request one for my child?

- An EHC Plan stands for an *Education, Health and Care Plan.* The purpose of an EHC Plan is to provide special provision to meet the special educational needs of a child or young person, to secure improved outcomes for him/her across education, health and social care and, as he/she gets older, prepare for adulthood.
- EHC Plans can be requested by a child's parent, the young person themselves (if over the age of 16 but under 25) and a person acting on behalf of a school (with the knowledge and agreement of the parent and young person where possible.

An EHC Plan:



How will the curriculum be matched to my child's needs?

High quality classroom teaching is the key to learning at school.

A broad, balanced and creative curriculum offers learning matched to pupils' ability.

- Learning opportunities are designed so that all pupils in the class can take part.
- In all lessons, pupils are grouped with others so that they are working on their next steps.
- Additional adult support may be used in a variety of ways: small groups, one to one support in or out of class, or to support the class teacher to plan for or work with a pupil or pupils with special needs.
- If appropriate specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencils grips or easy to use scissors

How will I know how my child is doing?

- You will be able to discuss your child's progress at three termly Parents Evenings with your child's class teacher. The inclusion team are available to discuss long and short-term goals for your child by making an appointment with them over the phone.
- Appointments can be made to speak in more detail to the class teacher or Inclusion Coordinator by contacting the school office.
- Some children with SEN will have SEN support plans and individual provision maps can be used to target children's needs more carefully. Targets are usually set by the class teacher in conjunction with the inclusion team. Parents/ carers are encouraged to contribute their input to be included on these plans.
- Targets for interventions are reviewed at fixed points during and at the end of the intervention to ensure that they remain relevant and challenging.
- Children with EHC plans have an annual review meeting within a year from the point their EHCP was awarded. We can hold an emergency annual review if we feel that the plan is not working fully and that a possible move of placement needs to be discussed.

How will you help me to support my child's learning?

- The class teacher may suggest ways of supporting your child's learning and will provide for you tailored resources on request. In addition to this you will always receive a pack of additional materials at parents' evening that are matched to your children's next steps.
- The inclusion team may meet with you to discuss how to support your child. The class teacher may meet with you to discuss strategies to use if there are changes to your child's behaviour/emotional needs.
- If outside agencies or the Educational Psychologist have been involved, suggestions that are offered can be developed and used at home.

How will you assess my child if they are working below the standard of the National Curriculum?

The engagement model is the assessment (replacing P scales 1 to 4) for pupils working below the standard of national curriculum assessments and not engaged in subject-specific study.
Teachers must use the engagement model to assess pupils working below the standard of the national curriculum assessments and not engaged in subject-specific study at key stage 1 and key stage 2.

How will pupils be assessed?

The engagement model has 5 areas of engagement:

- exploration
- realisation
- anticipation
- persistence
- initiation

These areas allow teachers to assess pupils' engagement in developing new skills, knowledge and concepts in the school's curriculum by demonstrating how pupils are achieving specific outcomes. They represent what is necessary for pupils to fully engage in their learning and reach their full potential.

How should schools use the engagement model?
The engagement model does not replace existing planning and assessment systems and schools will have autonomy over how it will be implemented. The model encourages schools to measure each pupils' progress independently, according to their individual profile of needs. It can also be used as a baseline tool to track and support ongoing progress.

The engagement model

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

The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties. These include:

- Members of staff such as the class teacher, teaching assistants, Inclusion Coordinator, Designated Safeguarding Officers, SENDCO, learning mentors are readily available for pupils who wish to discuss issues and concerns. Where appropriate mediation, 1:1 counselling, or social skills sessions are carried out.
- Social skills groups are run by a variety of staff for example teaching assistants and learning mentors.
- Pupils in primary who find lunchtimes a struggle are able to access a smaller room to enable them to cope with eating and friendships. Activities are made available to help provide the pupils with social skills to enable them to form friendships.
- All class teachers have Attachment awareness introductory training
- A Nurture Group, social skills group and team building exercises group are set up for children who require support in these areas on a regular basis.
- We use brain breaks regularly throughout the day to allow the children to take a break before frustration or a lack of focus sets in.
- At Heathland, we use a "Mind Up" programme to teach the children how the brain works, mindfulness and calming strategies.
- Our behaviour policy is followed by all staff and boundaries and expectations are clear for all pupils and parents
- Safeguarding and child protection procedures are in place. The Designated Safeguarding Lead at Whitefriars School is Mr Connolly and the Designated Safeguarding Officer at Heathland School is Ms Lee.
- Our behaviour policy is modelled and followed by all staff.
- Attendance is monitored regularly to ensure all children have good attendance and arrive punctually. Please speak to Ms Lee at Heathland or Mrs O'Brien in the school office at Whitefriars if you would like more information about attendance.
- In the Heathland Whitefriars Federation the happiness, health and well-being of all our pupils is very important. If you have any concerns about your child, please speak to their class teacher.

We support pupils' well-being and happiness through:

Pupils with medical needs

- If a pupil has a medical need then a detailed Care Plan is compiled by Mr Connolly or Ms Lee alongside the Welfare team in consultation with parents/ carers. These are discussed with all staff who are involved with the pupil.
- Occupational Therapist and Physiotherapists make regular appointments to support certain children
- Staff will receive basic First Aid training in addition to those that are already fully trained.
- Where necessary and in agreement with parents/ carers only prescribed medications are administered in school but only where a signed medication agreement in line with the medication policy is in place to ensure the safety of both child and staff member.
- The school has a Supporting Children with Medical Needs policy that is available on request
- Both school sites have additional washing facilities including showers and wet rooms

What specialist services and expertise are available at or accessed by the school?

Sometimes we may need to consult an outside agency for their more specialist expertise. We work in partnership with a wide range of stakeholders including many external agencies such as health and social care, local authority support services to ensure we meet pupils SEND needs and offer support to their families. Please refer to the detailed list of named contact above.

What training are the staff supporting children and young people with SEND had or are having?

Staff are well trained to support all children. Training opportunities within and outside school enable all staff to have a thorough understanding of how children learn, including how to best support their needs. For staff working directly with pupils with more complex needs, training is provided by specialist providers to ensure intervention is well-matched to individual children. All staff have received some training related to SEND as part of their initial teacher training. In addition to this we offer regular training for teachers, teaching assistants and learning mentors to develop their skills.

These have included sessions on:

- How to support pupils on the autistic spectrum, workshops in making and designing resources for support children with ASD. This training has come from the ASD advisory team in Harrow.
- How to support pupils with an ADHD diagnosis
- How to support pupils with emotional needs – *Place 2 Be and Attachment Theory Training*
- A variety of ways to support children with Speech and Language difficulties (ELKLAN trained Teaching Assistants to support these interventions)
- How to support pupils with physical difficulties, namely fine motor skills.
- How to support pupils with visual impairments and hearing impairments include specific training for any equipment a child may need (E.g. radio hearing aid)
- Regular training in different interventions including, modelling, observing and coaching.
- CPD linked to observations of teaching, support, targets, courses for individual needs, observations of other school settings.
- Sign language
- An introduction to stuttering and how to support children with stutters.

- The four D's: Dyslexia, Dyspraxia, Dyscalculia and Dysgraphia
- Positive Handling Course (blended Online and Practical)
- Lego therapy
- Bucket time
- Background training in the APDR process so that they will gain an understanding of the EHCP application process and can support the SENCO and the inclusion coordinator in the completion of the forms.
- Teachers at Whitefriars have visited one of the local special schools, Alexandra, to observe experienced TAs and teachers carrying out their roles to gain hands on experience.

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

Activities and school trips are inclusive and available to all.

- Risk assessments are carried out and procedures are put in place to enable all children to participate safely
- Children's needs are assessed and if we believe their needs mean they cannot successfully undertake the trip it may be deemed that an intensive level of 1:1 support is required, a parent or carer may be asked to accompany their child during the activity in order to ensure the highest level of support is in place
- In such cases where the risk assessment shows pupils are not able to access the trip and additional support cannot be provided, alternative education may be provided on the school site

How accessible is the school environment and what facilities are there for pupils with a disability?

Section 6 of the Equality Act 2010 says that a person has a disability if the person:

- Has a physical or mental impairment, and
- The impairment has a substantial and long-term adverse effect on the person's ability to carry out normal day to day activities. *(Long term refers to 12 months or more and 'substantial' refers to more than minor or trivial.)*

Facilities provided by the school are:

- Access to mental health support via Place2Be
- A lift to support pupils with physical disability
- Disabled toilet facilities
- Evacu-chairs to support the safe evacuation of pupils with a physical disability down the stairs
- Height adjustable classroom tables
- Ramps or inclines at key doorways

As a school we are happy to discuss individual access requirements.

- Heathland is a wheelchair accessible site and there is a lift to all floors. There has recently been a ramp created into one of the external classrooms to allow wheelchair access into the year 6 area.
- At Whitefriars the new build is fully DDA compliant.
- Pupils' specific learning needs are supported through the use of technology (computers, radio aids) where appropriate.
- There are disabled parking spaces available
- We have an accessibility action plan in place

How will the school prepare and support my child when joining or transferring to a new school?

We understand what a stressful time moving schools can be therefore many strategies are in place to enable the pupil's transition to be as smooth as possible.

These include:

- Meetings between the previous or receiving schools prior to the pupil joining/leaving.
- Someone from the inclusion team attends the SEND Transfer meeting for Y6 pupils when this is possible.
- All pupils attend a Transition Day where they spend the day with their new class teacher.
- Where a pupil may have more specialised needs, a separate meeting is arranged with the SENDCO the parents/ carers outside agencies and, where appropriate, the pupil.
- Additional visits are arranged. These can be either before the end of the summer term or on the training days at the start of September, during which time the child can meet their head of year, their form tutor and be shown the important areas of the school (form room, medical room, reception etc.)
- High school TAs visiting and supporting in our classes.
- Children on entry to the schools are greeted by a buddy who will help them integrate smoothly.
- Pre-school setting and home visits for all children before joining early years.

The same style of support is offered when a child reaches the end of their Secondary Education: there will be meetings between the secondary staff and the colleges the students decide to apply for.

How are the school's resources allocated and matched to children's special educational needs?

- The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependent on an individual's needs
- The additional provision will be allocated by the assistant head at each school and the Inclusion Team on the basis of individual need.
- Pupil Premium payments may also be used to support that pupil's learning.

How is the decision made about how much support my child will receive?

- Support is allocated based on need, this is decided at Pupil Progress Meetings and also in Inclusion meetings within school. Usually, in consultation with their Phase or key stage leaders, the Inclusion coordinator and SENDCO will allocate teaching assistants to individuals or small groups to support in class or in other focus groups tailored to the pupils' needs. These decisions are reviewed by SLT to ensure pupils are receiving suitable support for their learning needs.
- If a child is assessed and given an EHCP during a school year then the TA allocation is reviewed and adjusted as necessary.
- During their school life, if further concerns are identified due to the pupil's lack of progress or well-being then other interventions will be discussed with parents and arranged for pupils

How will I be involved in discussions about and planning for my child's education?

All parents are encouraged to contribute to their child's education. This may be through:

- Discussions with the class teacher.
- During parents evenings.
- During discussions with the inclusion tea mor other professionals.
- Parents are encouraged to engage with the process as much as possible and comment on their child's targets with possible suggestions that could be incorporated.

Who can I contact in school for further information or if I have a concern?

- If you want more information or have concerns please see your class teacher, Phase Leader, Inclusion Coordinator or the SENDCO.
- If you have a complaint or concern, please refer to the school's complaints procedure which is available from the school office upon request.
- One of the Directors within the Federation is assigned to work alongside the inclusion team. If you would like to contact them or any other member of the SEND team please contact either of the school offices on 02084224503 Heathland or 02084272080 Whitefriars.

We hope these have answered any queries you may have but do not hesitate to contact the school if you have further questions

Who can I contact out of school for further information or support with SEND?

- Please see the Harrow local offer for links to other available services and support: Harrow local offer
- Harrow Special Educational Needs and Disability Information Advice and Support Service (Harrow SENDIAS): Harrow sendias