

Aragon Primary School



Special Educational Needs (SEND) Information Report

Approved by:	Isabelle Paget	Date: July 2014
Last reviewed on:	December 2023	
Next review due by:	July 2025	

Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

Note: If there are any terms, we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

I. What types of SEND does the school provide for?

Our school provides for children with the following needs:

If your child has a SEND need that is not listed below, please call the school office and ask to speak with the SENCO.

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Our SENCO

Our SENCO is Katie O'Sullivan.



They have three years of experience in this role. They are a qualified teacher. They achieved the National Award in Special Educational Needs Co-ordination in March 2022.

They are allocated five days a week to manage SEN provision.

Class teachers

All of our teachers receive internal SEND training, and are supported by the SENCO to meet the needs of children who have SEND. When appropriate, external training is provided or external professionals are invited to our school to deliver training.

Teaching assistants (TAs)

We have a team of twenty-six TAs, including six higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

We have several teaching assistants who are trained to deliver interventions such as Little Wandle's Rapid Catch-Up and Speech and Language Link.

External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and Language Therapists
- Educational Psychologists
- Occupational Therapists
- Physiotherapists
- Merton Sensory Support Service
- Merton Autism Outreach Service
- LBL (Language, Behaviour, Learning)
- Behaviour Specialists
- GPs or paediatricians
- School Nursing Team
- Child and Adolescent Mental Health Services (CAMHS)
- Education Welfare Officers

- Education Wellbeing Practitioner
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations

3. What should I do if I think my child has SEN?

If you think your child might have SEND, the first person you should tell is your child's teacher.

Message your child's teacher via Seesaw or talk to a member of our school office who will pass this information on to your child's teacher.

They will pass the message on to our SENCO, Katie O'Sullivan. Our SENCO will be in touch to discuss your concerns further. You can also contact the SENCO directly at send@aragon.merton.sch.uk. See Appendix 1 on page 15 for what will happen during the 'gathering information' stage of the process and beyond.

4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEND and are on the lookout for any children who are not making the expected level of progress academically, emotionally or socially. This might include in their reading fluency, number sense, emotional literacy or friendship skills.

If the teacher notices that a child is falling behind, they try to find out if the child has any gaps in their learning. If they can find a gap, they will give the child extra support through quality first teaching and ordinarily available provision. Children who do not have SEND usually make progress quickly once the gap in their learning has been filled.

If the child is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEND.

The SENCO will observe the child in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

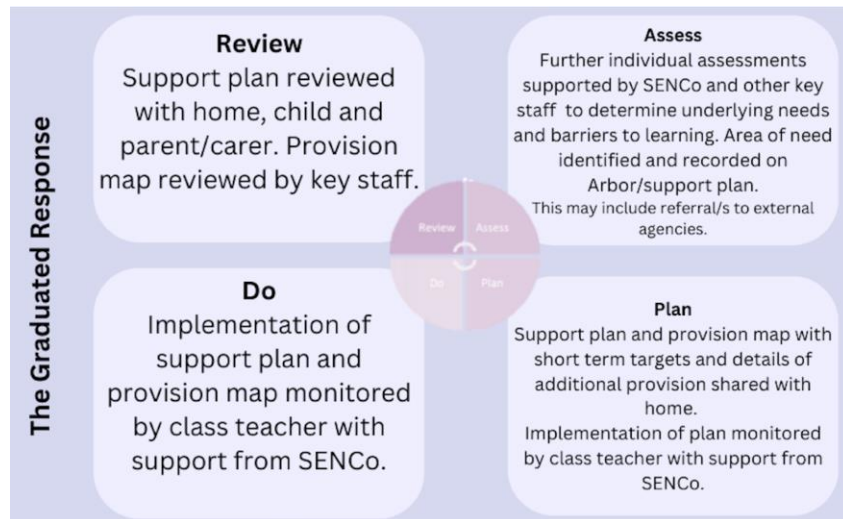
Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEND support, their name will be added to the school's SEND register, and the SENCO will work with you, the child and their class teacher to create a SEND support plan for them.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a child has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue, and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will hold end of term review meetings to discuss your child's progress. This is additional to the two progress consultation meetings and annual report that you receive in July.

Your child's class teacher will meet you to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff.

If you have concerns that arise between these meetings, please contact your child's class teacher via Seesaw or call the school office on 0208 337 0505.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Complete a 'One Page Profile'
- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting

8. How will the school adapt its teaching for my child?

Your child's teacher/s is/are responsible and accountable for the progress and development of all the children in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the child works best. There is no 'I size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all children are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis when a child requires support to keep themselves and others safe or to develop their metacognition skills

- Teaching assistants will support pupils in small groups when a child finds it difficult to learning concepts, practise skills, or develop interaction skills

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder (ASD)	Visual timetables Social stories Friendship Group Cool Box Access
	Speech and language difficulties	Speech and Language Link Speech and Language Therapy
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Rapid Catch-Up Write Away Together
Social, emotional and mental health	ADHD, ADD	Quiet workstation Movement Breaks Checklists
	Adverse childhood experiences and/or mental health issues	ELSA Drawing and Talking Emotion Coaching Techniques
Sensory and/or physical	Hearing impairment	Supported by Merton's Sensory Services
	Visual impairment	Supported by Merton's Sensory Services
	Multi-sensory impairment	Supported by Merton's Sensory Services
	Physical impairment	Supported by Physiotherapist

These interventions are part of our contribution to Merton's local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their targets each term
- Reviewing the impact of interventions
- Using questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?

Our wrap around care, The Hive, ensures all possible measures are taken to allow children with SEND to attend breakfast and after-school club.

We encourage all our extra-curricular providers to include all children.

All children are encouraged to go on our school trips, including our residential trip to Marchants Hill – PGL.

All children are encouraged to take part in sports day, school plays and educational workshops. No child is ever excluded from taking part in these activities because of their SEND and we will make whatever reasonable adjustments are needed to make sure they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Our primary school is dedicated to ensuring that the admissions process is inclusive and equitable for all pupils, including those with Special Educational Needs (SEN) or disabilities. We are committed to upholding accessibility and fairness, ensuring that no child is disadvantaged due to their individual learning needs or physical challenges. The admissions process is designed to assess each applicant holistically, with adjustments and accommodations made as necessary to support children and their families. We work closely with parents, guardians, and specialists to understand and address any specific requirements, ensuring that every child has an equal opportunity to thrive within our supportive learning environment. Our policies align with relevant legal frameworks to protect the rights of all pupils and promote a culture of inclusivity and diversity in education.

13. How does the school support pupils with disabilities?

Our accessibility plan, available for parents to view on request, outlines our ongoing efforts to enhance inclusivity. This plan details strategies to increase disabled pupils' participation in the curriculum through adaptive teaching methods and resources. It also includes initiatives to improve the physical environment. Additionally, we are dedicated to enhancing the availability of accessible information by providing documents in different formats and using communication aids where necessary. We encourage parents to reach out to review our accessibility plan to learn more about our commitment to supporting all pupils.

14. How will the school support my child's mental health, and emotional and social development?

We provide support for children to progress in their emotional and social development in the following ways:

- Children with SEND are encouraged to be part of the School Council, House Captain, Eco Warrior, PE Prefect, Reading Champion, Digital Champion and Mental Health Champion
- Children with SEND are also encouraged to be part of our extracurricular clubs to promote teamwork/building friendships and independence
- We provide extra pastoral support for listening to the views of children with SEND by completing 'Ready to Learn' check ins
- We run a ELSA and Drawing and Talking interventions for children who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying.

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between years

To help pupils with SEN be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to hold a transition meeting where the child's SEND is discussed

- A meeting with the SENCO takes place to discuss individual needs, strategies and provision
- Schedule lessons with the incoming teacher towards the end of the summer term
- Provide [transition](#) support for home to use over the summer holidays which includes fun videos of the next year's teacher and PowerPoint presentations with key information and photographs

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between phases

The SENCO of the secondary school will meet with or call our SENCO. They will discuss the needs of all the children who are receiving SEND support.

Children will be prepared for the transition by:

- Practising with a secondary school timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge
- 'Ninja Worrier' workshops delivered by the Education Wellbeing Practitioner Team

16. What support is in place for looked-after and previously looked-after children with SEN?



Kelly Aldis (Family Liaison Officer/Designated Safeguarding Lead)

Kelly Aldis, our Family Liaison Officer/Designated Safeguarding Lead, will work with Katie O'Sullivan, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after child's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher, SENCO and/or Headteacher. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the Headteacher in the first instance. They will be handled in line with the school's [complaints policy](#).

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the child themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

To find out about disagreement resolution and mediation services in our local area, contact [Global Mediation](#).

18. What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at [Merton's local offer](#).

Our local special educational needs and disabilities information, advice and support (SENDIS) services are linked here: [SENDIS](#).

National charities that offer information and support to families of children with SEN are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan

- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stage

Identifying children with special education needs and disabilities (SEND)

Minimal progress identified related to language development, academic attainment, social and emotional wellbeing and physical disability.
 Concerns can be raised from a range of sources: whole school progress data, observations by key staff, parent/carer or child concerns, screening tools and assessments during academic year.

Information sharing and gathering between home and school.
 Conversation with child, meeting with parents/carers, discussion with class teacher, classroom observation, review of Ordinarily Available practice and planning, pupil tracking of progress and attainment, home visits in early years. This may, for some children, include referral to outside agencies and/or use of screening tools and assessments.

Feedback from information gathering indicates that the child is likely to have SEND and will require further exploration and assessments.

Feedback from information gathering indicates that the child's needs can be met through refinements to Ordinarily Available practice and access to targeted interventions.

If there is limited progress and concerns still remain, child is likely to have SEND and will require further exploration and assessment.

Special Educational Needs and Disabilities: A learning difficulties or disabilities that make it harder for them to learn than most children of the same age.
 Decision to include child on SEND register is recorded on Arbor and home are informed.



Decision making



Children making sufficient progress:

- a. No longer require SEND support (remove from register and continue with normal school progress reviews).
- b. Child continues to need SEND support, plan is monitored and reviewed termly.

Children making little or insufficient progress:

- a. Child requires further specialist assessments involving external professionals.
- b. Despite increasingly individualised provision based on professional assessment and advice, child fails to make sufficient progress. EHCNA request can be considered at this point.

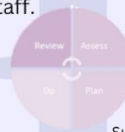
The Graduated Response

Review

Support plan reviewed with home, child and parent/carer. Provision map reviewed by key staff.

Assess

Further individual assessments supported by SENCo and other key staff to determine underlying needs and barriers to learning. Area of need identified and recorded on Arbor/support plan. This may include referral/s to external agencies.



Do

Implementation of support plan and provision map monitored by class teacher with support from SENCo.

Plan

Support plan and provision map with short term targets and details of additional provision shared with home. Implementation of plan monitored by class teacher with support from SENCo.