



**William Byrd**  
PRIMARY ACADEMY



## **SEN INFORMATION REPORT**

**2024 - 2025**



At William Byrd Primary School we strive to promote equal access to a broad, balanced inclusive curriculum, enabling all pupils with Special Educational Needs and Disabilities to reach their full potential. We believe that children should be offered full access to a broad and balanced curriculum to enable them to become valuable citizens. We also ensure that all staff are aware of the needs of individual children and receive up-to-date information and training wherever necessary.

The Children and Families Bill 2014 required local authorities to publish and keep under review information about services that they expect to be available for children with disabilities and special educational needs. This is called the Local Offer.

Information about the Local Offer for Hillingdon can be found online at:

<https://www.hillingdon.gov.uk/article/4654/SEND-local-offer>

Schools are also required to publish a SEND Information Report which reflects the ethos and provision for children with SEND across the whole school.

### **Special Educational Needs Coordinator (SENDCo)**

If your child has special educational needs and/or a disability and you would like to know more about what we offer at William Byrd Primary School, please contact Laura Mulligan, our school SENDCo, on:

**T: 01895 462394**

**E: [inclusion@williambyrd.school](mailto:inclusion@williambyrd.school)**

## TYPES OF SPECIAL EDUCATIONAL NEEDS

### COMMUNICATION AND INTERACTION

For example: Speech and Language difficulties and impairments, Autism

#### HOW WE CAN HELP:

We work closely with the Speech and Language Therapy team.

Teachers are trained in adapting language and instructions to support children with communication needs. In class, a range of visuals are used alongside “*colourful semantics*” to support language development.

We have inclusion staff trained in Communication and Interaction interventions such as “*Bucket Time*”, “*Lego Therapy*” and “*Blanks Levels of Questioning*”.

### COGNITION AND LEARNING

For example: Global learning difficulties or specific learning difficulties such as dyslexia or dyscalculia.

#### HOW WE CAN HELP:

We apply a ‘stage not age’ approach in reading to ensure the necessary phonic patterns are targeted and secured before moving on. Read Write Inc interventions are used for children who need additional support.

In maths, there is a focus on using concrete objects, such as counters, to help children visualise the learning. This is used alongside sentence stems to support maths language development.

Across the curriculum, personalised adaptations are made to learning as required to support all children in accessing the breadth of the curriculum.

### SOCIAL, EMOTIONAL AND MENTAL HEALTH

For example: Anxiety, ADHD, Attachment and Trauma related difficulties

#### HOW WE CAN HELP:

We build strong relationships with our families and we encourage communication through our Pastoral Team.

We have two Emotional Literacy Support Assistants (ELSA) who run sessions targeted at children’s individual emotional and mental health needs. We also run targeted interventions focusing on emotional language and social skills using “*Language for Behaviour and Emotions*” and “*Talkabout*” programmes.

### SENSORY AND /OR PHYSICAL NEEDS

For example: Sensory processing difficulties, hearing impairments, visual impairments and / or a physical disability

#### HOW WE CAN HELP:

We work with the Occupational Therapy Team, and other specialist services, to make adaptations to the learning environment as required so it can be accessed by all. Where necessary, risk assessments are created to highlight reasonable adjustments which can be made to the environment to ensure safe access. We have a sensory room which children can access with adult support to regulate their sensory needs. We also have a range of resources to support the development of gross motor skills, such as jumping and balancing, and fine motor skills, such as handwriting and doing buttons and zips.

## IDENTIFICATION OF SPECIAL EDUCATIONAL NEEDS

All children have their own unique needs, strengths and challenges.

Our staff strive to build positive relationships with our children, acknowledging these individual differences and planning for a personalised approach.

All staff are aware of adaptations which can be made to support a child in accessing learning. Where children need further additional support, staff work alongside the SENDCo to undertake further assessment, and where necessary generate a plan.

This action would be taken if a child:

- Is working at National Curriculum levels significantly below their age;
- Make little or no progress despite receiving a differentiated curriculum;
- Display poor communication skills;
- Require greater attention than most in the class;
- Require specialist equipment or support for sensory/ physical difficulties;
- Score poorly on group tests or individually administered standardised tests of attainment and/ or ability;
- Display a specific difficulty in an area of the curriculum;
- Transfer from a different school with a previous SEND status;
- Have concerns that a parent/carer, teacher or other professional alerts us to.

We also work closely with parents and carers to help us identify specific learning needs. If a teacher has concerns about a child's progress, a parent meeting will be organised at the earliest availability.

All of this work focusing on identification of needs is underpinned by the school's rigorous approach to assessment. Teachers report termly on progress and attainment and this data is reviewed by Year Groups Leaders and the Senior Leadership team—including the SENDCo - to identify any gaps or possible educational needs.



# ASSESSMENT OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS

## USING THE GRADUATED APPROACH

We use a number of strategies in our classrooms to support all children, such as: retrieval practice (regularly revisiting learning), high levels of visual support and personalised learning.

Learning Support Assistants are deployed across the school to enhance the learning of all children by offering focused group work within classes and targeted support for children who need it.

Quality First Teaching underpins everything that we do at William Byrd Primary School. Our teachers are responsible for adapting the curriculum to meet the needs of our learners and plan additional support as required.

# 1

### ASSESS

Teacher assessments are used to identify children who are not achieving in line with their peers or who are not making expected progress. We also use tests and national benchmarking to understand a child's learning needs. Termly meetings are held with the class teacher, year group leader and SENDCo to monitor progress of all children and highlight any potential Special Educational Needs and where changes to provision may need to be made.

# 2

### PLAN

Following discussion with the class teacher, parents and SENDCo, a One-Page Profile is created with the child to highlight their strengths and areas of need to support personalised planning. A Provision Map is also created alongside the parents or carers which outlines what additional support will be provided and the intended outcome of this support. If a child has an EHCP, they will also receive a Learning Plan which shows which EHCP targets they are focusing on each term.

# 3

### DO

Class teachers remain responsible for putting the plan into place on a daily basis and monitoring success and any barriers.

# 4

### REVIEW

The plan is reviewed regularly (at least once a term). The reviewed and updated provision map is shared with parents termly by the class teacher.

Teachers plan work that engages and encourages all children and enables them to progress in their learning. Lessons are planned with individual children's starting points in mind to ensure that there is appropriate challenge. Scaffolding (supporting children in a variety of ways to help them access the whole class learning) is used in a way that enables children with Special Educational Needs to take part in whole class activities. This is regularly evaluated by the Senior Leadership Team including the SENDCo. Children with Special Educational Needs have their own provision plans in place (mapped out on their Provision Map). These are developed by the class teacher alongside input from the parent/carer and the SENDCo when required.

Learning Support Assistants work within specific year group teams and support small groups of children to access the learning opportunities, under the direction of the teacher. We are committed to developing independence in our children and use small group learning to ensure children are supported without becoming reliant on 1:1 support.

The class environments are designed to provide calming space for children which enables them to feel ready to learn. There is a focus on clear timetables and visual prompts to support children with communication and interaction needs. William Byrd Primary Academy is DDA compliant in terms of its building and service. Pupils with a physical disability are able to access all lessons.

All staff at William Byrd Primary School are regularly trained to a high standard of support for children with Special Educational Needs. The school has taken part in Hillingdon's Inclusion Commitment, which included specific training on developing expertise in working with children who have a diagnosis of autism. Interventions are planned as appropriate to support specific children. They are run by a member of support staff or the SENDCo and are monitored by the Senior Leadership Team and external SEND advisors.

Children with Special Educational Needs attend all enrichment events such as workshops and trips. Where required, risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities. The school also has a variety of clubs that children can access. Children with Special Educational Needs are encouraged to participate in a range of these opportunities, including breakfast and after school clubs.

To support children's wellbeing, there are regular curriculum activities, assemblies and lessons in Personal, Social, Health and Relationships Education (PSHRE). Citizenship and British Values are incorporated into the curriculum such as Online Safety through weekly Computing Lessons. Additional support from a school ELSA can be arranged as needed for individual children. Pupils' views are sought through School Parliament and pupil voice and children with SEND are encouraged to apply for leadership roles throughout the school.

For children working on the Engagement Model in Early Years and Key Stage 1 who have an Education Health Care Plan (EHCP) or are in the process of an Educational, Health, Care Needs Assessment (EHCNA), we have a Tajiri classroom which was designed with external SEND advisors and a Speech and Language Therapist. It focuses on core, functional communication and developing attention to adult-led activities through a number of highly motivating activities. Progress is assessed half-termly through the "Social, Communication and Play Journal" to ensure they are making at least good progress from their starting points. All children accessing this intervention space still access whole class teaching for portions of the day to have access to good models of speech and feel a sense of belonging in their class. Children are continually assessed to identify their strengths and interest and use this to inform their curriculum design. The long-term aim is to enable pupils to become independent, confident learners and enable smooth transition back into class. This space is overseen and planned for by the SENDCo.

## EXTERNAL PROVIDERS

We work with a number of external providers to support our school community and provide specialist expertise.

We believe that these providers can enhance and complement our work. We are pro-active in building relationships with external agencies and in finding the right support for our children.

- **EDUCATIONAL PSYCHOLOGY (EP) SERVICE**
- **SPEECH AND LANGUAGE THERAPY**
- **OCCUPATIONAL THERAPY SERVICE**
- **VISUAL IMPAIRMENT AND HEARING IMPAIRMENT TEAM**
- **SCHOOL NURSING TEAM**
- **SEND ADVISORY SERVICE**



We believe that good parental engagement supports our children to achieve the very best outcomes and we want parents and carers to be fully involved in school life.

We are always available to talk to parents and carers about any aspect of their child's learning progress or wellbeing.

Our website provides comprehensive information about school life.

[www.williambyrd.school](http://www.williambyrd.school)

If you have any concerns about provision for your child, please discuss this (in the first instance) with the class teacher.

We run half-termly SEND coffee afternoons which are an opportunity for parents and carers to learn more about different areas of SEND and how to support at home, create a network of support within the community and an additional opportunity to discuss concerns with the SENDCo.

### **CONTACT DETAILS OF SUPPORT SERVICES FOR PARENTS**

#### **Hillingdon SEND Local Offer**

Further information regarding support services for SEND which are available in Hillingdon can be found in the SEND Local Offer. The link to access this is included below.

<https://www.hillingdon.gov.uk/article/4654/SEND-local-offer>

#### **Hillingdon SENDiass**

Hillingdon SENDiASS is a free, confidential and impartial support service for parents and carers, children and young people up to 25 years where the child or young person has or may have special educational needs.

<https://www.hillingdonsendiass.co.uk/>  
01895 277001

#### **Hillingdon Parent Carers Forum**

Hillingdon Parent Carers Forum exist to harvest the voice of parents/carers resident in the London Borough of Hillingdon, to help shape the services accessed by our SEND children and young people aged 0 to 25, by way of co-production with the Local Authority. They have links on their webpage to a range of useful resources for parents.

<https://hillingtonpcf.com/>

#### **Hillingdon Autistic Care and Support (HACS)**

Parent and Carer Support

Dudley Place, Off Pinkwell Lane, Hayes,  
Middlesex, UB3 1PB

Telephone: 020 8606 6780

Email: [enquiries@hacs.org.uk](mailto:enquiries@hacs.org.uk)

Website: <http://www.hacs.org.uk/>

Centre for ADHD & Autism Support (CAAS)

[www.adhdandautism.org](http://www.adhdandautism.org)

02084291552

Formal complaints about SEND provision in our school should be made to the SENCO and then if still not resolved the Head of School in the first instance. If unresolved, please contact the School Governor with responsibility for SEND. Their name is Hayley Weaver. They can be contacted via [hweaver@mlp.org.uk](mailto:hweaver@mlp.org.uk)





## TRANSITIONS

Transitioning to and from school is an important time for all children and especially those identified with Special Educational Needs.

When places are allocated in the Early Years, children will have the opportunity to attend a session at the school in July to meet their teacher. There are also images of the environment available on the school website so parents can revisit these with their child during the summer holidays. We will also liaise with nurseries and pre-school settings if the child has attended one which is not part of William Byrd Primary Academy. This may involve observing the child in their nursery or pre-school setting.

When children are moving on from Year 6 to secondary school, the class teacher will share the Special Educational Needs information with the child's new school. The SENDCo will also be available to hold meetings or make additional visits to support this process.

If your child has an EHCP, they will make their secondary school preference selection earlier than children without an EHCP. You will receive a letter from the Local Authority at the end of Year 5 which is to be completed with secondary school preferences by September of Year 6. You may therefore need to visit secondary open days in Year 5 rather than Year 6.

We also have an internal transition programme to support children with SEND as they move to their new classrooms and teachers. This involves transition afternoons, when children will get to visit their new classroom and meet their new teacher, alongside transition booklets which provides visuals of the new classroom and teacher which children can read during the holidays, learn from and prepare themselves for the next year.



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