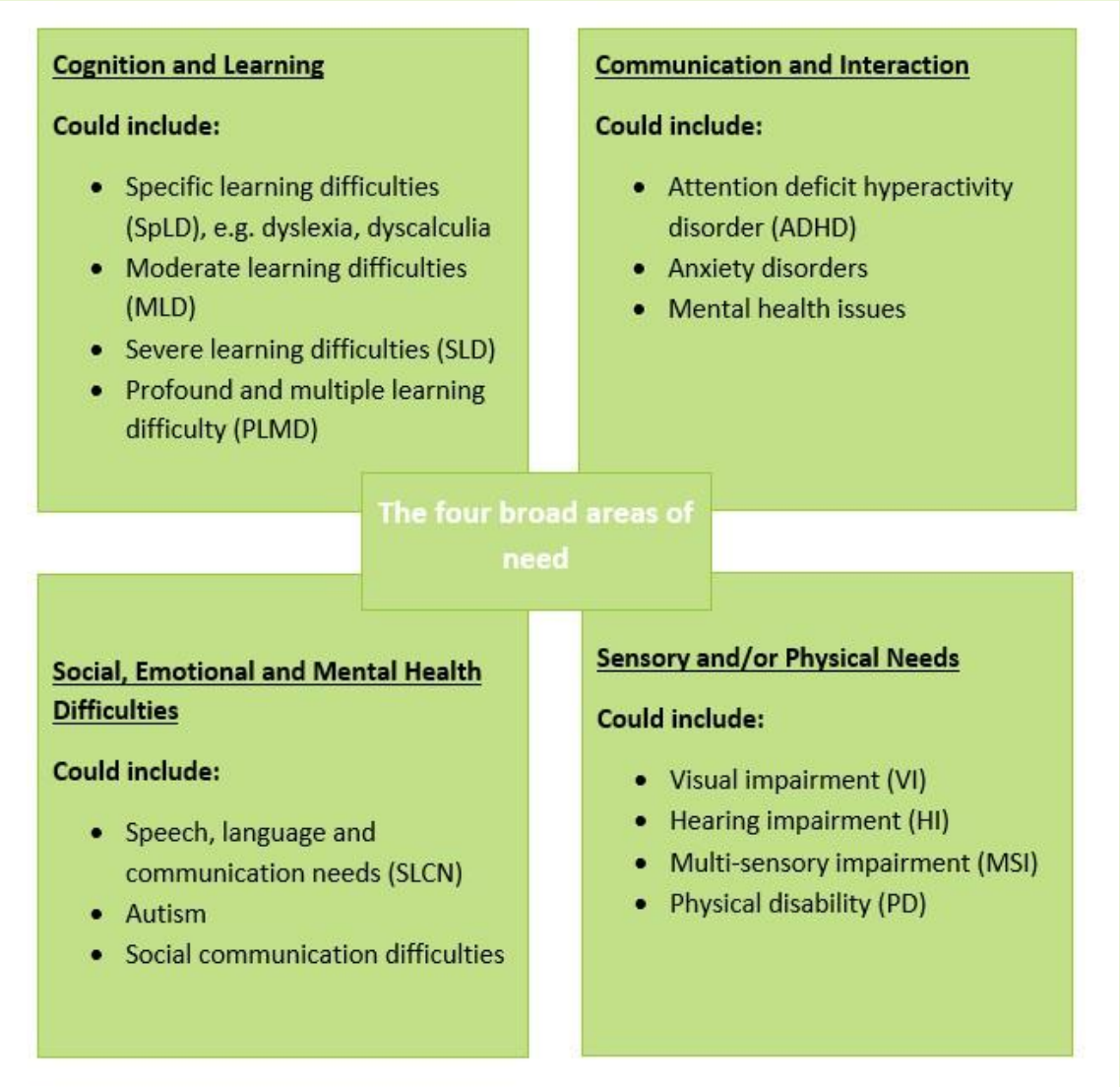
SEND Information Report 2026-2027

SPECIAL EDUCATIONAL NEEDS: 4 KEY AREAS

The SEND code of practice: 0 to 25 years describes 4 broad areas of need. The purpose of identification is to work out what action needs to be taken, not to fit the young person into a category. In practice, individuals often have needs across several or all of these areas and their needs may continue to develop and change over time.



For more detail on each area of need continue to the next page.

Cognition and Learning

Where children and young people learn at a slower pace than others their age, they may:

- Have difficulty in understanding parts of the curriculum
- Have difficulties with organisation and memory skills
- Have specific difficulty affecting one particular part of their learning, such as in literacy or numeracy

The term 'learning difficulties covers a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple difficulties (PMLD).

Specific learning difficulties (SpLD) such as dyslexia, dyspraxia and dyscalculia come under this term.

Communication and Interaction

Children and young people with SEN may have difficulties in one or more of the areas of speech, language and communication.

- They may find it more difficult to communicate with others.
- They may have problems taking part in conversations, either because they find it difficult to understand what others say or because they have difficulties with fluency and forming sounds, words and sentences.
- It may be that when they hear or see a word they are not able to understand its meaning, leading to words being used incorrectly in or out of context and the child having a smaller vocabulary.

For some children and young people, difficulties may become increasingly apparent as the language they need to understand and use becomes more complex. routines or have difficulties with their coordination and fine-motor functions.

Social, Emotional and Mental Health Difficulties

Children and young people may experience a wide range of social and emotional difficulties which present themselves in many ways. They may:

- have difficulty in managing their relationships with other people
- be withdrawn
- behave in ways that may hinder their and other children's learning or that have an impact on their health and wellbeing

This broad area includes attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment disorder. It also includes behaviours that may reflect underlying mental health difficulties such as anxiety, depression, self-harming and eating disorders.

Sensory and/or Physical Needs

Children and young people may experience a wide range of social and emotional difficulties which present themselves in many ways. They may:

- have difficulty in managing their relationships with other people
- be withdrawn
- behave in ways that may hinder their and other children's learning or that have an impact on their health and wellbeing

This broad area includes attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment disorder. It also includes behaviours that may reflect underlying mental health difficulties such as anxiety, depression, self-harming and eating disorders.

WHAT SHOULD I DO IF I THINK MY CHILD MAY HAVE SPECIAL EDUCATIONAL NEEDS?

If you are worried about your child, you should first speak to your child's class teacher, together you can discuss any worries or concerns you may have. Teachers are available to speak to at school pick up, or alternatively you can make an appointment via the school office. The school has a strong sense of community, and parents have many opportunities to speak to staff if they are concerned about the progress of their children.

The teacher can then discuss these concerns with the school inclusion team and support you and your child in the most appropriate way moving forward.

Alternatively, email Mrs Mahir the school's SENDCO

- Mrs Mahir can be contacted at sen@hujjatprimary.org
- Or phone us on 020 8189 9730

HOW DOES HUJJAT PRIMARY SCHOOL KNOW MY CHILD NEEDS EXTRA HELP?

Before identifying a child as needing SEND Support, the class teacher working with the SENDCO, will establish a clear analysis of the pupil's needs drawing on the following:



Views and experience of parents

- In Reception, all pupils have a parent teacher meeting, who will work with their child. This is a very good opportunity for parents to raise any concerns before their child even starts school.

Your role as your child's parent is central to their education, throughout their education. We value your knowledge and expertise about your child, and strongly believe that we are here to support not only your child but also the family.



Child's views

- Children have many opportunities to articulate concerns or anxieties about their own learning.
- Children are taught to self-assess their own learning and enter into reflective conversations with teachers about their progress.

- There is a strong pastoral support team, who build relationships with pupils and support their Social, Emotional and Academic development.

Teacher Assessment

- Teachers continuously assess pupils' progress through daily observations, marking and feedback.
- Achievements are tracked using a variety of tools that enable teachers to check that pupils are making progress, in line with expectations for their age.
- Each term, teachers make formal judgments of pupils' achievements.
- The progress, attainment and behaviour of all pupils is then discussed with the Senior Leadership Team and SENDCO every term.
- Between these discussions, staff may bring concerns to the SENDCO and provision is then adjusted accordingly.

The Graduated Approach

Every child and young person with special educational needs should have SEN support. This means help that is additional to or different from, the support generally given to other children and young people of the same age. This support is implemented and reviewed using the assess, plan, do & review cycle.



https://accesstoeducation.birmingham.gov.uk/2019/11/07/assess-plan-do-review-a-quick-introduction/

WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELLBEING?



HOW WILL THE STAFF SUPPORT MY CHILD? WHAT TRAINING HAVE THE STAFF SUPPORTING CHILDREN WITH SEND HAD OR ARE HAVING?

<u>Support</u>

Teachers are responsible for the learning and progress of all the children in their class.

- The school strongly prioritises the provision of high quality, whole class teaching. This is the first and most important provision for all children, no amount of intervention and specialist support can compensate if this provision is not right.

Leaders closely monitor the quality of provision and provide support, advice and training for teachers and teaching assistant

Every Teacher a Teacher of SEND
Every Leader a Leader of SEND

Training

- Several teachers and Teaching Assistants (TA) are currently undertaking formal studies, linked to education, in order to develop their expertise as teachers.
- All TA's whose role is specifically to support children with special educational needs have a minimum of Level 2-3 qualifications, and many have Level 4 or higher.
- The school accesses training and advice from external agencies including Harrow Speech and Language Therapy Team, Occupational Therapist, Educational Psychologist, Harrow SS4E and more.
- All teaching and learning staff in the school support children with special educational needs.
- We have a team of excellent teachers, who continually work together to improve their teaching practice.

HOW WILL THE SCHOOL'S APPROACH TO TEACHING AND LEARNING BE MATCHED TO MY CHILD'S NEEDS?

The Teachers' Standards are a set of professional standards for teachers. Standard 5 highlights the need for teachers to 'adapt teaching to respond to the strengths and needs of all pupils'.

As a result, teachers are required to:

- Know when and how to use scaffolds and support appropriately, using approaches which enable pupils to be taught effectively.
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them. (Teachers' Standards, 2011)

Furthermore, The SEND Code of Practice states that every teacher is a teacher of SEN. As such, 'teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants'.

As part of the inclusive practice we offer a tiered approach:

- Universal - Quality First Teaching/Teacher Standards/Reasonable adjustments
- Early Intervention
- Targeted (Additional support for some pupils (SEND support)
- Specialist Provision - specialist support for pupils (High Needs)

The table below is an example of the types of provisions that we offer in this tired approach. This model continuously evolves as we monitor and evaluate our practice.

WHOLE SCHOOL GRADUATED APPROACH FOR SEND	High Quality Teaching
Specialist Provision (supporting joint targeting) - Educational Psychologists - Occupational Therapists - Speech and Language Therapists - Autism Specialist Teachers - Children and Adolescent Mental Health Services - Early Help - External Attendance Officer - Sensory support from Local Authority - Educational Health Care Plan	
Targeted Provision - Pre teaching - Post teaching - Social stories and social skills - Wellbeing sessions with Learning Mentor - NELI Programme - Little Wandle catch-up sessions - Bucket Time - ELSA - Thrive - Lego Therapy - Targeted use of Sensory Room - Monitoring needs with SENDCo - Identifying targets and areas of need - Evidence based interventions - Making referrals if needed	
Early Intervention - Small group work - Pre teaching - Post teaching - Boosters and catch up sessions - Personalised support	
Universal Offer/ Quality First Teaching - High expectations for all - Application of school values in all learning - Adaptative teaching for all learners - Maximising the Impact of Teaching Assistants (MPTA) training and relevant marking and feedback for pupils - Using assessment for learning - Visual timetables and now and next instructions - 10 second processing time - Widgit - Explicit instructions - Cognitive and metacognitive strategies - Scaffolding - Modelling - Targeted questioning - Flexible grouping - Use of technology - Zones of Regulation	

HOW ARE THE SCHOOL'S RESOURCES ALLOCATED AND MATCHED TO CHILDREN'S SPECIAL EDUCATIONAL NEEDS

- Pupil progress meetings and SEN support reviews lead the planning for all the allocation of the schools' resources, so that children's needs are central to this decision-making.
- Children with EHCPs may also receive additional funding in relation to their level of need. This funding allocation will be reviewed annually by schools, parents, local authority and external agencies.
- The Senior Leadership Team reports to trustees regularly on the allocation of resources.
- Children with emerging high needs or who have needs that fall outside the EHCP process may be eligible for Local High Needs Funding. The school and parents complete an application form, and a panel of professionals makes the decision to provide additional funding or not.

HOW ARE DECISIONS MADE ABOUT THE RANGE OF SUPPORT MY CHILD WILL RECEIVE?

- Support is carefully matched to children's needs
- Support can be given through adjustments to the curriculum
- Intervention groups
- One-to-one
- Small group work
- Specialist resources
- Decisions are made through careful assessment, analysis of pupils' progress, SEN support discussions and observations of the child
- It is our aim to develop the independence of all pupils and very few children will receive full-time support from the same staff

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HOW WILL I KNOW HOW MY CHILD IS DOING AND HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING?

- How your child is doing is an ongoing conversation between parents, carers and school staff.
- You will be able to speak to your child's class teacher on formal occasions through 'parents evening'. These meetings are held two times a year.
- During 'parents evening' you will be provided with an overview of your child's curriculum achievements.
- Parents are invited to visit the children's classroom to see their work during a number or work showcases.
- You will be provided with a written report in July.
- If your child is on the SEND register you will have a termly meeting to review your child's targets. This is part of the Assess, Plan, Do, Review Cycle (Graduated Approach).
- Informal opportunities to talk to teachers, Head Teacher, SENDCO and other staff arise

throughout the week. Mrs Mahir is always happy to arrange additional parent meetings to discuss the progress of pupils with SEND.

- Many of our pupils with SEND have a 'Home/School Communication Book', which enables regular contact between school and home about how the child is doing on a daily basis.

HOW WILL I KNOW HOW MY CHILD IS DOING AND HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING?

- All educational visits involve the whole year group.
- If children have special educational needs that may make their participation in a trip more challenging, we conduct individual risk assessments and endeavour to remove any barrier to participation (e.g. we might allocate additional adults or go on a practice journey). We may involve you in this process and may invite you to accompany your child on the trip.
- We ensure that a range of clubs are offered, at different times of day, in an effort to ensure that there is something for everyone. Currently many of our pupils with SEND are accessing weekly 'lunchtime games' lessons with our PE company PSD, which are delivered by professionally trained coaches who adapt their teaching for pupils with cognitive, sensory, emotional or physical difficulties.

HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD TO JOIN THE SCHOOL, OR TRANSFER TO A NEW SCHOOL OR THE NEXT STAGE OF EDUCATION AND LIFE

- Children entering school will have a tour of the school with their parents and SLT
- After that the point of contact will be the class teacher and SENDCO
- We seek information from the preceding school and work closely with the parents to ensure that the child's needs are met quickly.
- For pupils with special educational needs, we work closely with the receiving school to ensure that appropriate provision will be in place from the beginning of the child's secondary school experience.
- All pupils benefit from a transition programme in the summer term to prepare them for their next year group.
- Some pupils require a highly individualised approach to transition, including:

    - Transitions from year to year, and this can be planned on an individual level with parents.
    - Transition visit to the new classroom at the end of the academic year
    - Transition booklet