London Borough of Harrow

Kenmore Park Infant & Nursery School

Moorhouse Road, Kenton, Harrow
HA3 9JA
Tel: 020 8204 8759 **Fax:** 020 8905 0368
E-mail: office@kpins.harrow.sch.uk
Website: www.kpins.harrow.sch.uk

Last reviewed: 20/09/2026

Headteacher: Mr Stephen Davies; School Administrator: Mrs P Nathwani

Our Special Educational Needs and Disability (SEND) Offer

All Harrow schools will have a similar approach to meeting the needs of pupils with
Special Educational Needs and/or Disabilities
to ensure that they make
the best possible progress in school.

High Quality
Locally available
Achieving Excellence

At Kenmore Park Infant & Nursery School we:

- **Identify children with SEN and ensure provision is made in accordance with the SEN and Disability Codes of Practice (2014)**
- **Have an Inclusion Lead (SENDCo) who is fully trained and accredited**
- **Invest in whole-school and targeted training for staff**
- **Have a group of dedicated Support Staff providing a range of interventions to children**
- **Ensure inclusive, high-quality teaching and support practice is embedded throughout the school and that all teachers understand that they are 'Teachers of SEND'**
- **Provide information on school arrangements for SEN to parents and governors**
- **Consider pre-emptive (appropriate in advance) arrangements for pupils present and future with a disability**
- **Publish on our school website, www.kpins.harrow.sch.uk, the school SEN policy and a description of the arrangements and specialist provisions made for children with SEN- including the accessibility plan.**

Our philosophy, commitment and aspirations

Kenmore Park Infant & Nursery School is a fully inclusive school which ensures that all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs).

This document is intended to give you information regarding the ways in which we ensure we support all of our pupils including those with SEN and disabilities, in order that they can reach their full potential. It may not list every skill resource and technique we employ, in order to achieve this as these are continually developed and used to modify our provision to meet the changing requirements for individual children.

Children are identified as having SEN when their progress has slowed or stopped and the interventions and resources put in place do not enable improvement, because of the nature of their additional needs. Once this occurs, we have specific needs based plans and pupil profiles which help support their development and accelerate progress.

We aim to ensure that children with SEN at Kenmore Park Infant & Nursery School make good progress and achieve in line with other schools nationally. We ensure effective communication with parents and carers, in order to work collaboratively and secure the best possible outcomes for all our children. Children's views are also critical in ensuring the right provision to meet children's needs. We work hard to ensure that reasonable adjustments are made to overcome barriers to learning. We have good relationships with outside agencies (including the Educational Psychology Service), who assess children and advise parents and schools.

Other useful documents such as our SEND/ inclusion policy and Disability Accessibility Plan are available on the school website. If you would like further information about what we offer here at Kenmore Park Infant & Nursery School, then please do not hesitate to contact us directly.

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

- **Class teacher -** responsible for:
  Planning the curriculum and differentiation and assessing your child's progress

- **Mr Snowden, Deputy Head Teacher in charge of SEN & EAL, the Special Educational Needs Coordinator (SENDCo)/Inclusion Lead -** responsible for:
  Co-ordinating all the support and intervention in the school, keeping parents informed, holding SEN reviews and liaising with all agencies involved in your child.

- **Mr Stephen Davies, Interim Head Teacher -** responsible for:
  The day-to-day aspects of the school and all the arrangements for children with SEN. The Head Teacher has to report to the Governing Body on all aspects of SEN in the school.

- **SEND Governors** – responsible for:
  Making sure the necessary support is provided for every child with SEN, who attends the school.

Leadership of SEND Provision

The SENDCo/Inclusion Lead co-ordinates support and interventions from staff to outside agencies across the school. The SENCO will ensure that provision is made in accordance with the SEN and Disability Code of Practice.

The Code sets out the following expectations:

- High quality teaching, differentiated for individual pupils should be available to the whole class.

- Class teachers being responsible for planning the curriculum and assessing your child's progress, even if they have additional needs.

- High quality teaching, which includes effective assessment and target setting, will identify pupils making less than expected progress.

- Where progress continues to be less than expected the class or subject teacher, working with SENCDCo, will assess whether the child has SEND

- Where a Special Educational Need is established, the school, in partnership with parents/carers and pupil will work through a four step graduated response: ***assess, plan, do, review,*** (see page 5 below) which is cyclical – termly reviews leading to revisions in plans and interventions.

- Where a pupil with SEN is reaching a point of transition from primary to secondary school, the school will work with the parents and pupil to ensure a smooth and successful transition.

- Where there is sufficient evidence that a pupil's needs are still not being met through the graduated response and school's own resources (including funding), a decision may be reached to request a Local Authority assessment for an Education and Health Care Plan (EHCP).

- EHC plans are integrated support plans for children and young people with Special Educational Needs and Disability (SEND), from 0 – 25. An EHC plan will specify and coordinate additional funding and provision. The plan is focused on achieving outcomes and helping children make a positive transition to adulthood, including paid employment and independent living

- The school will regularly monitor and evaluate the effectiveness of its provision for pupils with SEN throughout the academic year.

- The school will follow advice from professionals regarding required equipment. The school has a budget set aside for the provision of this. Should the items suggested supersede the budget, the school will pursue charitable organizations to seek to provide the resources.

How will I know how well my child is doing at school?

In our school we have:

- An open door policy - parents welcome to make an appointment at any time: The Inclusion Manager (SENDCo) is available to talk to parents whether their child is already on the SEN register or not

- Partnership between parents and teachers - we will communicate regularly

- Home school link book – if required - to ensure that comments can be responded to

- If your child has an EHC plan there will be formal meetings where progress is reported on, and a report written and available.

The "Assess, plan, do review" model is set out below as are the different types of support that may be available for children at our school:

The 2014 legislation Graduated Approach: Assess, plan, do, review

1. Assess the Need

All pupils receive quality wave one teaching. If the child is not making expected progress or there are concerns from staff or parents, the SENCO and others assess the child against the SEN criteria.

2 Plan support or intervention

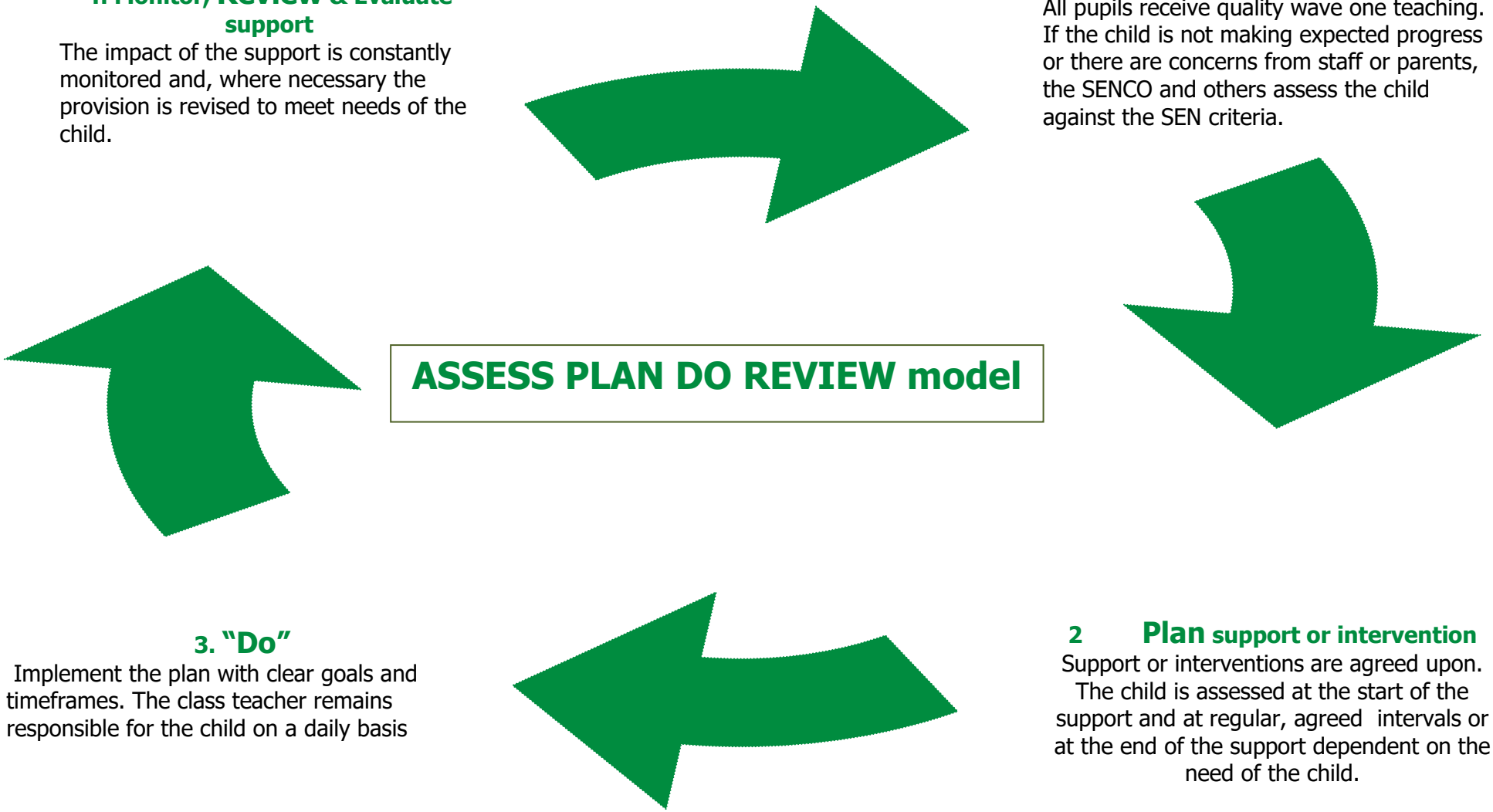
Support or interventions are agreed upon. The child is assessed at the start of the support and at regular, agreed intervals or at the end of the support dependent on the need of the child.

3. "Do"

Implement the plan with clear goals and timeframes. The class teacher remains responsible for the child on a daily basis

4. Monitor, Review & Evaluate support

The impact of the support is constantly monitored and, where necessary the provision is revised to meet needs of the child.



What are the different types of support that may be available for children at this school?

Area of needs	Whole school ethos and practice	Possible focussed support for some children's additional needs	Possible support and intervention for a small number of children who may or may not have an EHCP
Social, mental and emotional health needs	• Consistent application of the school's behaviour policy • A positive supportive and nurturing environment • PSHE (Personal, Social & Health Education) included within the curriculum • The school has achieved Gold Level in the Rights-Respecting School Award, a UNICEF-led programme, demonstrating the school's commitment to respecting the rights of the child. • Use of the Zones of Regulation – a programme which organises feelings and levels of energy into 4 categories which helps us identify our emotional states and to act upon them.	• Identification and assessment in school • Additional advice and support from outside agencies • Adaptations to the curriculum to secure engagement • Support to build relationships and engage with peers and staff • Support to monitor emotional state of children – '5 minute chats' with adults in school. These are used to continually monitor children's emotional states and to do pre-emptive work to ensure that e.g. bullying is not an issue.	• Interventions are implemented, reviewed and revised • Work with parents to help them to refer their child to counselling services such as 'Harrow Horizons' or the Education, Mental Health Practitioner • Targeted intervention to promote social skills and emotional resilience • Adaptations to physical environment e.g. directing the child to a 'calm area' in the classroom. • Monitoring and support in unstructured time e.g. breaks/ lunch • Behaviour Management Plan/Individual Support Plan • Educational Psychology assessment / support • Individual Risk Assessment/ABC Charts constructed to identify triggers of behaviour • Pupil Emergency Evacuation Plans constructed – ensuring children's safety during school evacuation due to e.g. fire. Includes responsible named adult • Referral to CAMHS (Child and Adult Mental Health Services)
Speech, language, communication and interaction	• Training for staff to meet the diversity of communication language skills	• ELKLAN-trained learning support via our Inclusion team • Small group phonic support • Personalised support within the class	• Access to small teaching and learning groups • Additional adult support • Alternative communication systems • Access to personal ICT/ adapted ICT

	• Strong emphasis on speaking and listening and phonics teaching • Communication friendly learning environment • Incorporation of Oracy practices into whole-class teaching	• SALT (Speech and Language Therapy) interventions delivered by the school inclusion team including the 'WellComm' intervention in EYFS and, if required, in KS1.	• equipment • Speech & Language Therapy planned and delivered by a qualified therapist or therapy assistant • Advice and support via Autism outreach team • Educational Psychology assessment / support
Autistic spectrum	• Structured day • Positive behaviour management • Management strategies • Learning style understood • Differentiation within lessons • Whole-class/individual visual timetables	• Curriculum modified to take account of learning needs • Coaching and support from the class teacher and our Inclusion Team • Use of appropriate resources e.g. visual timetables, social stories, work stations.	• Small group targeted intervention. • ICT used to reduce barriers • Advice and intervention from Harrow ASD Advisory Service • Educational Psychology assessment / support
Cognitive and Learning/Moderate Learning Difficulties	• Differentiation of the curriculum and teaching • Teaching resources are accessible and appropriate • Multi-sensory approach to learning • Interactive environment	• Curriculum is adapted to meet the needs of pupils • Targeted intervention programmes/ Individual Support Plans • Differentiated resources are provided as appropriate • Learning support via in school Inclusion • 1:1 reading alongside intervention programmes • Access to personal ICT/adapted ICT equipment alternative methods of recording	• Access to small teaching and learning groups • Additional Teaching Assistant support to provide suitable, quality interventions • Additional specialist teaching support • Educational Psychology assessment / support • Access to recommended equipment including personal ICT/ adapted ICT equipment

Sensory and physical needs (e.g. hearing, visual impairment, multi-sensory, physical and medical needs	• Referrals to Harrow Hearing Impaired Service or Visual Impaired Service • Provision of specialised equipment • Curriculum is adapted • Seating position within class prioritised	• Modified learning environment • Learning support via our Inclusion Team • Occupational Therapy and Physiotherapy from experienced TAs & inclusion team working from Therapy plans • Mobility and care plan management • Liaison with a range of medical professionals as needed via School Nursing Team • Support work with an ELKLAN-trained member of Support Staff	• Individual protocols and plans for children with significant physical and or medical needs. • Additional modifications to the school environment • Additional resources to reduce individual barriers to learning • Occupational Therapy and Physiotherapy from qualified therapists and therapy assistants • Access to external advice and assessment. • Educational Psychology assessment / support • Advice and outreach from Sensory Team

What happens if my child with SEN makes very little progress at school?

- There is an expectation that staff in the school will approach parents/carers as soon as they notice that rates of progress are not in-line with expectations

- Parents are also encouraged to make an appointment with the class teacher to discuss their concerns about attainment, achievement, progress or happiness in school.

- Children making limited progress will be referred to other agencies, with parental permission e.g. Speech and Language Therapy, Educational Psychology, Children's Sensory Team. In addition, voluntary sector organizations may be approached to support families including Home Start.

- Where a child with SEN continues to make limited progress despite the support provided by the school's SEN provisions including external support and advice, and there is evidence that the child has severe and complex needs that cannot be met within the resources ordinarily available to school, we will ask the Local Authority to undertake a statutory assessment of the child's SEN either as set out in the SEN Code of Practice or through a request for an Education Health and Care Plan.

- Governor Involvement: All schools have a designated SEN Governor responsible for making sure the necessary support is available for every child who attends the school

• Where can I find information about the Harrow Local Offer?

The Harrow Local Offer sets out the services and support available in Harrow for children and young adults under the age of 25 with special educational needs and those who are disabled. It also provides information about a young person's transition into adulthood. You can find it by clicking on the link below:
http://www.harrow.gov.uk/localoffer/

You will find:
•One place to find information about the support available
•Details about how to access services
•Clear and easy to understand information

If you need to complain

Parents have the following rights of redress, should the school, Governors or LA fail in its duty to provide, or if the parent disagrees with a decision or feels that there is discriminatory practice:

- The school or LA complaints procedure
- An appeal to The SEN and Disability Tribunal (LA decision)
- A claim against the responsible body (Chair of Governors or LA) for disability
- To the SEN and Disability Tribunal for discrimination
- A complaint to the LA Ombudsman (Schools and LAs)