



SEN Information Report 2026/27

Ratified by the Governing Body on 14th September 2026

Our School

At Elmgrove Primary School, we believe that every child belongs, is valued and has the right to learn. We are committed to creating an inclusive environment where all children feel safe, supported and able to achieve their best.

We understand that some children may need extra help with their learning, communication, emotional wellbeing, physical development or social interactions at different times during their school life. We aim to identify these needs as early as possible and provide the right support so that every child can thrive.

We recognise that every child is unique and has their own strengths, interests and talents. Through high-quality teaching, positive relationships and carefully planned support, we help children develop confidence, independence and a love of learning.

We work closely with parents, carers and external professionals to ensure that children receive the support they need. By working together, we can help every child feel included, make progress and take part fully in all aspects of school life.

Admissions to Elmgrove Primary School and Nursery are managed in line with the Local Authority's admissions arrangements. We are committed to ensuring that all children have equal opportunities to learn, achieve and take part in school life. Where needed, we make reasonable adjustments to support pupils with disabilities and to ensure they can access learning and wider school activities. The school has a resourced provision for children with an Education, Health and Care Plan (EHCP) and a physical disability. There are 11 places within the provision across the school, which form part of the published admission number of 120 pupils in each year group.

For more detailed information about how we support pupils with SEND, please see our SEND Policy, available on the school website.

September 2026 Information

Elmgrove Primary School currently has 759 children on role

There are currently 132 children on the SEND register with a range of needs from universal to specialist.

Education, Health and Care Plan, 43, 5.7%

SEN Support, 89, 11.7%

Meet our Inclusion Team



Our Assistant Head for Inclusion and SENCO is Mrs Long.

Our Assistant Inclusion Lead and SENCO is Miss Poonja.

Our Family Support Officer is Mrs Kundi.

If you would like to get in touch, you can:

- Call the school office on 02089092992
- Email us directly at inclusion@elmgrove.harrow.sch.uk

Special Educational Needs



At Elmgrove Primary School, we are committed to the full inclusion of children with special educational needs, recognising that this strengthens our school and enhances outcomes for all pupils.

SEND is categorised into the following areas of the SEN Code of Practise 2014:

	Cognition and Learning
	Communication and Interaction
	Social, Emotional and Mental Health
	Sensory and Physical

Identifying and Assessing Need



At Elmgrove, we recognise that SEND can present in different ways and that a child's needs may change over time. If a member of staff has a concern about a child, they first consider whether barriers can be addressed through high-quality teaching and ordinarily available provision. Where a child continues to experience significant barriers, they complete an initial concern form and talk with parents. The child is then placed on our monitoring register, and we begin the Graduated Response process: Assess, Plan, Do, Review. After about 6–8 weeks, we review progress. If extra support is needed, we may place the child on the SEND register and invite parents in for a meeting to share targets and explain the support in place. If a child needs more support than we can usually provide, we may involve outside agencies to ensure the best possible help.

Our approach to teaching children with SEND



We are an inclusive school, and whenever possible, children learn alongside their classmates in flexible teaching groups. Our teachers adapt lessons to meet individual needs and, when needed, create personalised timetables. Some children may also take part in extra support sessions, either in small groups or one-to-one, to help them make progress.

Our school is fully accessible for children with physical disabilities. We have dedicated disabled parking bays, accessible toilet and changing facilities, ramps, a lift and hoists to support access around the school. We work closely with families and specialist professionals to make sure children can take part in learning, play and all aspects of school life. The school's Accessibility Plan is available on the school website.

Targeted/Specialist support:

Communication and Interaction

- Harrow Speech and Language
- Attention Bucket Time
- Speech and Language interventions delivered by the Speech and Language SEN Assistant in liaison with the Speech and Language Therapist
- Autism Advisory Teacher

Cognition and Learning

- RWI groups and 1-1 phonics tuition
- Number Sense Fluency
- Precision Teaching
- Individual daily reader

Social Emotional Mental Health

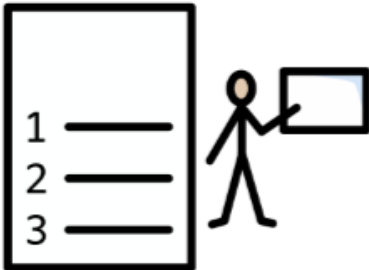
- School Counselling Partnership (1:1 or drop in)
- Harrow Horizons support
- Forest School
- Peer Mediators for support during playtimes and lunchtimes.

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| | <ul style="list-style-type: none">➤ Attendance and family support officers who offer support and guidance.➤ Pastoral support |
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Physical Sensory

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| | <ul style="list-style-type: none">➤ Occupational/physiotherapy programmes for individuals or small groups➤ Vision Impaired and Hearing-Impaired specialist teacher support➤ Provision of specific resources and equipment, e.g. Hearing support devices, wobble cushions➤ Sensory Circuits.➤ Gross and fine motor skills interventions |
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Curriculum Adaptations



We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment. We also seek advice and equipment from outside agencies as and when the need arises.

Where specialist equipment is required, this may be provided through the school's SEND budget, delegated funding, inclusion funding or in partnership with health and local authority services. The SENDCO works with external professionals to identify and secure specialist resources and equipment when needed.

Visuals	Chunking	Scaffolding
Modelling	Word Banks	Movement Breaks
Sensory Supports	Practical Resources	Technology

Parent Consultations



At Elmgrove Primary School, we know that parents and carers play a vital role in supporting children with SEND, and we value your input.

- Our SENDCO, Mrs Long, and Family Support Officer, Mrs Kundi, are available at parents' evenings to discuss any concerns. Parents are also welcome to contact the school at any time to arrange an appointment if they would like further support, advice, or a meeting.
- Three times a year, we run coffee mornings where parents can meet in a friendly, supportive environment. These sessions are a chance to share experiences, give feedback on SEND provision, find out about training and support groups, and meet outside agencies.
- For children with an Education, Health and Care Plan (EHCP), an Annual Review meeting is held each year to review progress, discuss outcomes, and plan next steps.

At parents' evenings, we celebrate your child's achievements, review their current targets, agree new targets where appropriate, and discuss the next steps in their learning and development. Following these reviews, parents receive a copy of their child's updated support plan.

We also welcome feedback from parents and encourage them to share their views on our SEND provision and how we can continue to improve support for children and families.

Child Consultations



Pupil's views are very important; they have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school. Children are fully involved and their views feed directly into all policies, procedures and daily teaching of children with SEND. Pupils are given regular opportunities to:

Voice their opinions	Attend meetings and help decide the support needed.	Feedback and Review their learning and progress

Evaluating Provision



We regularly review the support we provide to make sure it is helping children to achieve their individual goals and take an active part in school life. We look at the progress children are making, their growing independence, confidence and wellbeing, and how successfully they are able to access learning and wider school activities.

To help us understand what is working well and what may need to change, we use a range of information, including assessment data, observations, pupil voice, feedback from parents and carers, and advice from external agencies.

The SENDCO works closely with staff to monitor and review support throughout the year. Children's targets and support plans are reviewed regularly, and progress is discussed with parents at termly parents' evenings. Annual Reviews are held for pupils with Education, Health and Care Plans (EHCPs).

This information helps us make decisions about the support we provide, any resources or training that may be needed, and how we can continue to improve outcomes for all pupils with SEND.

Staff Training



At Elmgrove Primary School, we are committed to ensuring that all staff have the knowledge, skills and understanding needed to support every child to thrive. New members of staff receive guidance on our SEND procedures and are provided with information about the children they will be working with so that support can be put in place from the outset.

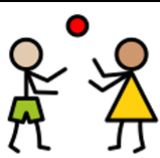
We believe that high-quality teaching for all pupils begins with well-trained staff. The SENDCO and Senior Leadership Team regularly review the needs of pupils across the school and identify any areas where further staff training may be beneficial. This helps us to ensure that staff are up to date with current research, guidance and effective strategies for supporting children with a wide range of needs.

Staff take part in ongoing professional development throughout the year, including training delivered by specialist services and external professionals. Staff also receive specialist training to support children with physical disabilities and medical needs, including moving and handling, safe lifting techniques, evacuation procedures and the use of specialist equipment where required. When staff attend courses or specialist training, they share their learning with colleagues to help develop expertise across the whole school.

Where a child requires support from an external professional, such as a Speech and Language Therapist, Educational Psychologist, Occupational Therapist, School Nurse or other specialist service, we will always discuss this

with parents and carers and work closely together to ensure the best possible outcomes for the child.

Our staff have completed a range of SEND-related training, and we continue to review and develop our expertise to meet the changing needs of our pupils.

			
Adaptation	Attention Bucket	Phonics (catch-up)	Supporting Play
			
Specific Learning Difficulties	Complex Needs training	Safeguarding	Speech and Language
			
De escalation	Use of manipulative in maths	Reading for those who struggle	Sensory needs

Transition Support



Nursery and Reception

In the summer term, new Nursery parents are invited to come along for an information session. The Nursery Teacher visits all nursery children at home in the autumn term.

When transitioning to Reception, parents are invited to a welcome session where information is shared for 'Readiness for Reception' and a special meet the teacher session and class visit follows during the summer term.

End of Year transition

During the summer term, we hold a transition session that allows children to visit their new classroom and meet their teacher.

Some children may require additional transition visits to their new classroom. These visits help reduce anxiety and ensure the transition is successful and positive.

Class teachers and TAs also meet during the summer term to discuss the needs of the children. This includes the opportunity to review each child's support plan and any professional reports.

Secondary Transition

We liaise very closely with our partner schools to ensure that the transition from primary school to the secondary school is as smooth as possible.

Mid-Year Leavers and Joiners

When we are aware that a pupil joining our school has identified special educational needs, we arrange a meeting with the family to gain a greater understanding of their strengths, needs and the support required. Where possible, we liaise with the previous setting to ensure a smooth transition.

When a pupil with SEND leaves our school, we work closely with their family and the receiving setting to share relevant information and support a successful transition to their next placement.

If a child will be helped by a transition book/passport to support them then one will be made for them.

Outside Agencies



We work with the following agencies to provide support for children with SEND:

- Autism Advisory Team
- Harrow Educational Psychology Service
- Speech and Language Therapy, Harrow
- Children's Sensory Team
- Occupational Therapy, Harrow
- Mental Health Support Team
- Schools Counselling Partnership

We will liaise with you as we arrange for any outside agencies to come in and work with your child. Once feedback has been received, we will put the recommendations into practice and carry out any relevant therapy programmes or interventions to support your child's progress. If there is anything in the advice that you do not understand, or if you would like to discuss it further, please contact us and we will be happy to help.

We recognise that children who are looked after by the Local Authority may have additional vulnerabilities and support needs. School works closely with carers, social workers, the Virtual School and other professionals to ensure that support is carefully planned and regularly reviewed. This helps us to remove barriers to learning and ensure that every child can make progress and take part fully in all aspects of school life.

Clubs and Trips 	We make reasonable adjustments where necessary to enable children to access Be Active Sports clubs, school trips and residentials. When planning activities, we consider individual needs and work with families and professionals where additional planning is required. Where clubs are run by external providers, including our onsite breakfast and after school provision, we encourage parents and carers to discuss their child's individual needs directly with the provider so that appropriate support and reasonable adjustments can be considered. Children are also encouraged to participate in sports day, school competitions, assemblies and performances, workshops and similar events.
Complaints Procedure 	Your first point of contact is your child's class teacher and/or year leader. We very much hope that any concerns you have can be resolved through discussion with the school. If you cannot resolve issues, you will continue to have a right of appeal. Parents/Carers have the following rights of redress, should the school, governors or local authority fail in its duty to provide, or if the parent disagrees with a decision or feels that there is discriminatory practice: ➤ The School's or Local Authority's complaints procedure (Concerns and Complaints Procedure found on the school website) ➤ An appeal to The SEN and Disability Tribunal (local authority decision) ➤ A complaint to the responsible body (Chair of Governors or local authority) for discrimination on the grounds of disability ➤ A complaint to the LA Ombudsman (Schools and LAs)
Anti-Bullying Measures 	At Elmgrove, we are committed to creating a safe, caring and inclusive environment where every child feels valued and respected. We do not tolerate bullying of any kind and take all concerns seriously. Through our curriculum, assemblies, class discussions and positive behaviour approach, we help children understand the importance of kindness, respect and celebrating differences. Staff are vigilant in identifying and addressing any concerns, and we encourage children to speak to a trusted adult if they are worried. We work closely with parents and carers to resolve concerns promptly and support all children involved. Our aim is to ensure that every child feels safe, happy and able to enjoy their time at school.

Harrow Local Offer



The Harrow Local Authority Local Offer can be found at [SEND Local Offer- London Borough of Harrow](#)

If you require further support accessing this document, or would like further information about SEND, you can also contact Harrow Special Educational Needs and Disability Information and Advice and Support Service (Harrow SENDIAS) Address: Harrow SENDIAS Service, Cedars Hall, Chicheley Road, Harrow Weald HA3 6QH

Telephone: 0208 428 6487

Email: harrow.sendias@family-action.org.uk

www.sendiass.org/harrow-sendiass

Parents and carers who disagree with a decision relating to SEND may also access independent SEND mediation services. Information about disagreement resolution and mediation services can be found through the Harrow Local Offer, Harrow SENDIAS or directly from the Local Authority when decisions about Education, Health and Care Plans are made.