



Harefield Primary School

Our Special Educational Needs and Disabilities register

At Harefield Primary School all children, with or without disabilities or difficulties in learning, have access to the full curriculum and are supported to develop academically, socially, spiritually and morally. We recognise that all pupils have the right to achieve highly at our school through praise, celebration, independence and responsibility.

If a child needs additional support or if they have a disability, we may place them on our SEND register. This is an internal register for school and is recognition that, in our view, a child may have special educational needs. We follow the recommendations of the SEND code of Practice (2015) to help us make that decision. The Code of Practice states that: ***Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.***

Children have a learning difficulty if they:

a) have a significantly greater difficulty in learning than the majority of children of the same age;

or

b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

It explains that special educational provision '***goes beyond normal differentiated and personalised teaching and learning approaches. It is individual provision that is additional to or different from that made generally for other children or young people of the same age.***' The Code of Practice also makes clear that, '***the most effective means of closing the gap is through high quality, carefully differentiated and inclusive teaching.***'

Following this guidance, we recognise that not all children working below age related expectations have special educational needs.

The Code of Practice categorises special educational needs and disabilities into four areas: '**cognition and learning**', '**communication and interaction**', '**social, emotional and mental health**' and '**physical and sensory**'. The criteria outlined below is used in school to help guide our decision as to whether a child needs to go onto our SEND register. Children would often meet a number of these criteria and would continue to have these difficulties despite high quality teaching in class and effective intervention and support.

<p>Cognition and Learning</p> <ul style="list-style-type: none"> • has difficulty in attainment in aspects of learning as defined by national measures and despite appropriate interventions. • rate of progress is slow and they are working substantially below that expected for children of a similar age. • has experienced some delay in the acquisition of language and this is reflected in oral and written communication skills. • has specific learning difficulties (SpLD) and/or motor skills delay. • has difficulty in understanding concepts, and exhibits memory and processing difficulties. • lacks motivation to learn and has a limited concentration span. • is socially and emotionally immature and has limited interpersonal skills, including low self esteem. • typically achieves a standardisation score below 78 	<p>Communication and Interaction</p> <ul style="list-style-type: none"> • has language and communication difficulties which create a barrier to learning and/or impedes the development of social skills and relationships. • areas of speech, social communication, language, fluency skills are not age appropriate and/or consistent with peers. • has disordered/delayed receptive and/or expressive language. • speech is disordered or delayed, so that social interactions are limited and this results in frustration, stress and/or challenging behaviour. • has difficulty in understanding and/or expressing emotions, abstract and non-literal language, inference, social interactions, which result in ritualistic and/or rigid behaviours. • any of the above results in challenging behaviours, school refusal, difficulty in forming relationships, frustration or anxiety.
<p>Social, Emotional and Mental Health</p> <ul style="list-style-type: none"> • has social, emotional or mental health difficulties that substantially affect their behaviour and regularly create barriers to their own learning or that of others. • experiences a range of difficulties in acquiring the social and emotional skills that are necessary to succeed. • persistently experiences these difficulties despite differentiated learning opportunities and the strategies usually employed to promote positive behaviour. • behaviours over time include distractibility, failure to make anticipated progress, poor relationships, frustration, non-co-operation, lack of emotional literacy, withdrawal and non-attendance for a variety of reasons. 	<p>Physical and Sensory</p> <ul style="list-style-type: none"> • has an identified physical disability that causes barriers to learning. This may also affect the development of emotional well-being and self-esteem. • needs additional adult support to overcome barriers to learning, personal care and transfers between specialist equipment. • requires specialist equipment relating to their disability and support from specialist advisors; and adult support to access the curriculum, manage their condition and personal care, and move safely within the environment. • is subject to regular review including a range of external professionals who may help to monitor their curriculum plan.

We understand that some children will have a diagnosis of a specific condition such as Autism or ADHD. We aim to work with parents and other specialists to put into place their recommendations for support. If a child has a diagnosis, this does not necessarily mean that they will go onto the school's SEND register. The adjustments and recommendations that are suggested may be '**normal differentiated and personalised teaching and learning approaches.**' Even with a diagnosis, children may not need '**individual provision that is additional to or different from that made generally for other children or young people of the same age.**' The decision to put a child onto the SEND register will be based on the impact of their diagnosed condition and whether they then meet the criteria.

Going onto the school's SEND register

To help staff make the decision whether your child will go onto the school's SEND register, they will use a range of information, including:

- talking to you about any concerns, either at Parents Evenings or at other times;
- the criteria set out in the SEND Code of Practice;
- data from any relevant assessment in school;
- any reports or information from outside agencies;
- observations of and information from class teaching.



Before a child goes onto the SEND register, the class teacher will meet with the SENDCo to discuss support that your child currently receives. They will discuss what support has already been tried and what impact it has had. At times, all children receive additional support in class, whether they are on the school's SEND register or not. This support could include additional or different resources, additional adult time, different task design or additional time to complete tasks. This support is part of teachers' normal teaching and all children receive different types of support in different ways at different times. This does not mean that your child has special educational needs, this is simply part of teachers' role to deliver '**high quality, carefully differentiated and inclusive teaching.**'

Your child's teacher will discuss current support with the SENDCo and how impactful it has been. They will discuss alternative support, if appropriate, and put this into place. If this support is not effective and staff feel your child needs '**individual provision that is additional to or different from that made generally for other children or young people of the same age.**' they will place them on the SEND register and put in appropriate support. This will always be done in consultation with you, as parent.

Children on the SEND register generally have additional interventions. All interventions have an intended outcome; this is what we hope your child will know, be able to do or will understand as a result of the additional support. These interventions and the impact they have on your child's progress are tracked and assessed. This enables the class teacher, teaching assistant and SENDCo to see how the additional support your child receives is helping them to progress. You will have opportunity to talk this through with your child's class teacher at Parents Evenings and contribute your views, as it is vital to make sure we all have a full, joined up picture of your child. You can also talk to the SENDCo at any time about your child's progress.

If your child goes onto the SEND register, the school will work hard to support them in any way and offer them the provision that they need. We will also make sure that you feel confident supporting your child at home. This could be through discussing activities that you could use at home, home/school behaviour plans, signposting you to additional support or through sharing their learning with you. We are always very happy to meet with you to discuss any concerns that you have and to celebrate successes!

Coming off the school's SEND register

We hope that, with the right support and provision, your child will make good progress. They may make sufficient progress that they no longer need the ***'individual provision that is additional to or different from that made generally for other children or young people of the same age'*** as described in the Code of Practice. We may feel that they will continue to make progress simply with ***'high quality, carefully differentiated and inclusive teaching'***. In this case, we may remove them from our SEND register. This will always be done in consultation with you, considering your views. Some children will be on the SEND register for years, other just for a term or two.

If your child is removed from the SEND register, they will still receive support as part of teachers' normal provision and support in class. They will still be closely monitored as part of teachers' ongoing marking and assessment.

If their class teacher has any concerns, they will inform you and give you ways to support your child.

