



SPECIAL EDUCATION NEEDS AND DISABILITY (SEND) INFORMATION REPORT & POLICY 2023 - 24

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Section 1: Responsibilities and School Ethos.

School ethos:

As an inclusive setting, Harefield Primary school is committed to:

- supporting the right of every child to have equal access to a broad and balanced education which incorporates the National Curriculum, regardless of their academic or physical ability, behaviour, gender, religious or ethnic background.
- supporting all children in their endeavours to reach their full potential by providing flexible and varied support appropriate to their individual needs
- providing a caring atmosphere where self-esteem, confidence and independence are fostered.
- working in partnership with parents and external professionals to ensure that the needs of children with SEND are met.
- believing that all teachers are teachers of children with SEND.

This policy was created by Emma Millard (Deputy Hedteacher) and Claire Sambles (Inclusion Lead/SENDCo). Co-production of this policy is in line with the principles of the current reforms.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2015) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (2015)
- Schools SEN Information Report Regulations (2015) (see www.sendgateway.org.uk Hampshire's Illustrative Regulations as a guide for schools completing SEN Information Report)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions April 2015
- The National Curriculum in England KS1 and 2 framework document Sept 2013
- Safeguarding Policy
- Teachers Standards 2012

Person responsible for SEND provision at Harefield Primary School:

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Section 2: Aims and Objectives.

At Harefield Primary School, our aims are: -

- To form a positive working partnership with parents, consulting with and reporting to them from the outset and at regular intervals on their child's progress.
- To ensure that all staff are alert to any indications that a child may be experiencing difficulties at school, including early identification of SEND.
- That children be assessed as soon as possible when difficulties are recognised, using a range of screening and assessment materials.
- To plan and implement a programme of support adhering to the approach described in the SEND Code of Practice.

- To involve the pupil in planning for and reviewing the provision for their needs wherever appropriate.
- To consult fully with the class teacher and teaching assistants (TAs) at all stages.
- To collaborate with all external providers of support.
- To monitor, record and review the effectiveness of the programme on a regular basis, making adjustments where necessary.
- To provide quality first teaching for all, including those learners with SEND.
- To accurately assess and track the progress of children with SEND and work to ensure that attainment for these children improves.
- Providing appropriate training and support to professionals within the setting in regards to SEND.

Those children who still show significant need despite close mapping and monitoring of their provision are provided with an Individual Education Plan that sets specific targets and outlines any amendments to provision that are necessary. These plans also follow the assess, plan, do, review cycle outlined in the Code of Practice and are shared regularly with parents in order to share successes and ensure priorities are in line with the wishes of parents.

In line with the SEND Code of Practice 2015, a child at Harefield Primary School is defined as having SEND when their learning needs require additional support above and beyond that normally provided in the classroom or early years setting. The SEND Code of Practice describes the following four areas of difficulty and it is recognised that some children will experience difficulties in more than one area: -

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/ or Physical.

We aim, where feasible and at an appropriate level, to involve pupils in planning for and reviewing the provision for their needs alongside parents and other school professionals. At times this may also mean obtaining support and advice from external agencies, always with the express consent of parents/carers.

Objectives:

In order to meet the needs of children and young people with SEND, in our setting, we must: -

- Identify and provide for those children who have SEND, as soon as possible, through discussion with both the parents/ guardians of the child and the Graduated Approach, as set out on the SEND Code of Practice (2015).
- Work within the guidance provided by the SEND Code of Practice (2015).
- Work in partnership with parents to support their child.
- Provide high quality teaching and a differentiated curriculum.
- Have high expectations of all children.
- Use resources effectively to support learning.
- Assess and keep records of progress for children with SEND.
- Work as part of a multidisciplinary team to provide support for children with SEND.
- Encourage active participation by the child in meeting their own needs.
- Provide ongoing training, support and advice for all staff working with children with SEND.
- Celebrate achievement with pupils, parents and carers.

Section 3: Identifying Special Educational Needs and Disabilities

At Harefield Primary School, we identify the needs of pupils by considering the needs of the whole child, which will include not just the Special Educational Needs and/or Disabilities of the child or young person. Through discussions with parents/ carers, we can quickly identify any special needs children already have and will tailor our educational package to suit their individual needs. Whilst working directly with the child or young person, we may identify a need that requires additional support either internally or through external agencies. Pupils where English is not their first language who present with difficulties that may be related to a Special Educational Need, will be, where possible, assessed in their home language.

Types and Categories of SEN:

- Specific learning difficulty (SpLD)
 - Such as dyslexia, dyspraxia, attention deficit-hyperactivity disorder (ADHD) , dyscalculia and dysgraphia.
- Moderate learning difficulty (MLD)
 - Attainment is significantly lower than that of their peers specific programmes are required to aid progress in cognition and learning.
- Severe learning difficulty (SLD)
 - Significant intellectual or cognitive impairments.
- Speech, language and communication needs (SLCN)
- Social, emotional and mental health (SEMH)
- Autistic spectrum disorder (ASD)
- Visual impairment (VI)
- Hearing impairment (HI)
- Multisensory impairment (MSI)
- Physical disability (PD)

External agencies include:

- Child and Adolescent Mental Health Services (CAMHS)
- Southampton Mental Health Support Team (MHST)
- Educational Psychologists
- Occupational Therapists
- Speech and Language Therapists
- Physiotherapists
- Social Care including Jigsaw
- School Nurse service

Section 4: A Graduated Approach to SEND Support

The SEND Code of Practice (2015) states that pupils are only identified as having SEND if they do not meet age related expectations or make adequate progress once they have had all the appropriate interventions/ adjustments and good quality personalised teaching.

At Harefield Primary School, we aim to provide consistent quality first teaching. All of our teachers provide for ALL pupils in their class. Teachers are responsible and accountable for the progress

and development of the pupils in their class, including where pupils access support from teaching assistants and specialist teaching staff. The first step to responding to children and young people with SEND is high quality teaching, differentiated for the individual needs of pupils.

At Harefield Primary School, we regularly and carefully monitor and review the quality of teaching for all pupils, including those at risk of under achievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils.

The range of provision may include: -

- Differentiated approaches through whole class – high quality teaching.
- Small group or individual interventions.
- Additional support to regulate behaviours and emotions through the introduction of the Graduated Response to Behaviour, ELSA.
- Differentiated resources and manipulatives.
- SEND friendly classrooms throughout the school.
- Visual aids, i.e. Now and Next board, visual timetable, task plan, etc.

In recording pupils needs on our SEND register, our criteria for “entering” a pupil on this record includes: -

- Conversations with parents about the needs of their child.
- Conversations with the child (where appropriate).
- Discussions with teaching staff who are providing high quality teaching, intervention and additional support.
- Discussions with outside agencies (i.e. Speech and Language Therapist, Physiotherapist, etc) connected to the child or young person, where appropriate.
- Class teachers and Claire Sambles (Inclusion Lead/SEND/CO) consider all of the information provided about the needs of the child, pupil progress, alongside national data and expectations of progress.
- For higher levels of need, Harefield Primary School draw on more specialised assessments from external agencies and professionals, where appropriate.

We endeavour to ensure that parents have a voice in their provision. Our children will be encouraged to get to know the adults they work with well. They talk with their adults about the targets set with them, what will help them to learn, how they are doing and what their next target should be. We try to inform these by the interests.

In line with the guidance provided in the SEND Code of Practice (2015), once a pupil has been identified as learning with Special Educational Needs, it is the school's responsibility to record each individual's needs on their SEND register. In order to make a decision as to whether the pupil is put on the SEND Register, Harefield Primary School follows the Graduated Approach; teachers continually assess, plan, implement and review their approach to inform further teaching.

We hold parents' evenings in the Autumn and Spring terms. During the Summer term, we send home a school report and parents are welcome to meet with their child's teacher to discuss the report.

If your child has an Education, Health and Care Plan, these are reviewed at least annually at a multi-agency meeting. We also have links with local parent groups for parents of children who have additional needs. We have a full time Family Support Worker who supports pupils and families with a variety of barriers to attend school, which includes pupils with SEND.

Section 5: Managing Pupils Needs on the SEN Register

Harefield Primary School will support your child primarily through quality first teaching. If your child needs additional support, we use a graduated approach to assess, plan, do and review. Through this process, your child may receive precision teaching for a certain area they are struggling with, or regular interventions. If your child has an EHCP, they will receive the additional support set out in the Education Health and Care Plan (EHCP). The SENDCo regularly meets with teachers and TAs to review work. If necessary we may alter and update targets, we may contact you to involve you.

Assessment is ongoing, formative and informative, carried out to identify strengths and weaknesses. It provides the basis for future planning and to inform pupils of their progress. Class teachers, working with the SENDCo, monitor pupils' progress regularly and monitor how your child is progressing. We do this for all pupils in school, not just those pupils identified as having SEND.

We track the progress of all groups very closely. Teachers provide a Baseline Assessment at the beginning of the academic year, and Teacher Assessment Grades three times a year and they analyse the results to help them to alter provision to meet the needs of all groups. Children identified as requiring support which is greater than the majority of the class will receive appropriate interventions and support, and will have an IEP, so that we can monitor progress against individual targets. The SENDCo and class teachers monitor the impact of the support put in place and regularly review both individual plans and group intervention records to identify how group interventions and individual support are impacting on the pupils progress. This is reviewed regularly and appropriate provision is made to address needs. Targets are set and reviewed in class and discussed with parents at parent's evenings. Parents are kept informed of any additional support their child may be receiving and are invited to discuss this further with the SENDCo.

Education Health Care Plan

Where a pupil has significant, severe and sustained needs, and the steps taken by the school do not result in expected progress being made, the school and parents may need to consider requesting an Education, Health and Care Plan (EHCP). The SENDCo, in collaboration with parents, will make a referral to the Local Authority to request an EHC Plan when a pupil has a Special Educational Need which will require significant, long-term support. We will comply with all local arrangements and procedures when applying for an EHCP and ensure that all requirements for application have been met through proactive additional SEN Support at an earlier stage.

For children who have an EHCP, provision is regularly monitored and assessed to ensure the child is being supported to reach their EHCP targets. The SENDCo and class teachers regularly liaise with parents informally and a formal annual review is held with the parents as well.

Access arrangements for the end of Key Stage tests are determined by the government's most recent procedures.

Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local NCC policy and guidance - particularly with regard to the timescales set out within the process.

If your child is looked after and has SEND, we will ensure that your child's Personal Education Plan and SEND targets match and ensure joined up thinking between these two areas.

Section 6: Criteria for Exiting the SEN Register/ Record

Following the Graduated Approach, if the needs of the child change dramatically, and their needs can be met with reasonable adjustments and good quality personalised teaching then they will be removed from the SEND register. (SEND Code of Practice 2015).

Section 7: Supporting Pupils and Families

All staff at Harefield are trained to work with children with Special Educational Needs and/or Disabilities, appropriate to their role. Your child will be fully included in the classroom through differentiation, additional support where required and they will also be encouraged to work independently at times. On a daily basis class teachers are responsible for supporting your child. This is overseen by the SENDCo.

The school employs a fulltime Family Support Worker who can refer to a number of supportive services in the city including Early Help and local food banks. For more information about services that support pupils and families, for example the Local Offer, our Admissions policy etc., please refer to our website www.harefieldprimaryschool.net

The Local offer can also be found at: -
<https://www.southampton.gov.uk/localoffer>

Section 8: Monitoring and Evaluation of SEND

Harefield Primary School regularly and carefully monitors and evaluates the quality of provision we offer to all pupils. We do this through observations, work scrutiny, sampling of parent views, pupils views and staff views. In addition, our Trust Governors meet regularly to monitor, challenge and support the school at a strategic level. Meetings focus on a range of areas including standards, finance, safeguarding & strategic planning. By continually evaluating and monitoring the provision at Harefield Primary School, this promotes an active process of continual review and improvement of provision for all pupils.

Section 9: Wellbeing

At Harefield Primary School, we have two dedicated ELSAs (Emotional Literacy Support Assistants) who provides emotional support for children who need it. They have extensive experience and provides bespoke support on anything from bereavement to friendship issues. We also have another member of staff working across the school with Trauma Informed Schools experience who is able to support pupils with wellbeing in class and through targeted intervention. More details about this support and how to access it can be found in the SEND section of the school website.

We are also able to access support for pupils and their families through MHST (Mental Health in Schools Team) who work directly with parents to support a variety of Mental Health difficulties. The SENDCo and Family Support Worker are both able to refer pupils/ parents to this service.

We also work with outside agencies such as Social Services, Southampton City Educational Psychology Service, Speaking Space Ltd, CAMHS, etc. to support families. Our Office staff can administer some medicines. Please contact us in advance of your child's start date to discuss any individual medical needs.

Section 10: Training and Resources

All teachers and support staff undertake induction upon taking up a post and this includes meeting with the SENDCo/ Headteacher, to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. In addition, regular monitoring of the provision is undertaken by the Senior Leadership Team to inform further staff development and training.

Staff are given regular training to fit into the needs of the school. We have a dedicated Educational Psychologist who visits the school regularly and will provide training and support for staff as needed. Regular external training sessions are attended on a needs basis. If your child has speech and language needs, requires physiotherapy or occupational therapy, we have very strong links with these external agencies and staff working with your child will be fully trained. We also have a speech and language therapist who visits the school every fortnight to work with the children and support staff to deliver highly successful interventions and a Speech and Language Teaching Assistant who provides oversight and support 3.5 days per week.

Section 11: Supporting Pupils at School with Medical Conditions

Harefield Primary School recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs and/or disabilities (SEND) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed. We have personnel in school who can provide personal care and the Office staff can administer some medicines. Please contact us in advance of your child's start date to discuss their individual medical needs.

Section 12: Trips and activities

At Harefield Primary School, we endeavour to include ALL children on trips and extra-curricular activities. If there are concerns we will always seek to make adaptations, and will discuss this with you. If you would like your child to attend an after-school club please contact the school first. Lunch time and break time support can sometimes be arranged but this is dependent on funding and the level of need.

Section 13: Admissions Procedures

No pupil can be refused admission to school on the basis of a special educational need. In line with the SEN and Disability Act, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.

Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place. We support the Local Authority admissions criteria, which does not discriminate against pupils with special education

needs or disabilities. Our admissions policy has due regard for the guidance in the Code of Practice.

Section 14: Transition Arrangements

We aim to ensure a smooth transition into our school from the previous phase of education and from our school into the next phase of education.

We will ensure:

- Early and timely planning for transfer to a pupil's next phase of education
- Offer transition meetings to all pupils in receipt of additional SEND support.
- Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at EHC plan review meetings.
- Pupils are supported in coming to terms with transitioning to the next year group.
- Pupils with SEND are familiarised with key adults
- Pupils are provided with emotional support during transition periods.
- Pupils and parents will be included in all transition activities with the next phase in their learning.

Where a pupil is transitioning to a new school, we will ensure:

- Pupils and parents are encouraged to consider all options for the next phase of education.
- Where appropriate, outside agencies are involved to ensure information is comprehensive but easily accessible and understandable.
- Accompanied and additional visits may be arranged as appropriate.
- ELSA support, and social stories will be put in place if needed for the pupil.

The SENDCo at Harefield Primary will liaise with the SENDCo from the new school and parents will be given a reliable named contact at the next phase provider.

Section 15: Roles and Responsibilities

Designated Teacher with specific safeguarding responsibility (DSL) – Claire Sambles (Inclusion Lead), Deputy DSL's - Emma Millard (Deputy Head), Kerry Prince (Teaching and Learning Lead), Tanya Vanhear (Family Support Worker), Claire Sambles (Inclusion Lead/SENDCo)
 Member of staff responsible for managing PPG/LAC funding: Claire Sambles (Inclusion Lead)
 Member of staff responsible for managing the schools responsibility for meeting the medical needs of pupils: Claire Comley (Admin Officer).

Section 16: Accessibility

The school has various disabled toilets around the school and wheelchair access to all parts of the school. If your child has access needs and you are considering sending them to Harefield Primary School, please contact the school and arrange a visit.

Section 17: Dealing with complaints

If there are any complaints relating to the provision of SEND, these will be dealt with in the first instance by the class teacher and Inclusion Lead/SENDCo. If the matter is unresolved, it will be dealt with by the Deputy Headteacher or Headteacher. Please refer to the Complaints policy on our website.

Section 18: Bullying

Please refer to the behaviour policy on our website.

Section 19: Reviewing the Policy

This policy was updated in September 2023 and will be reviewed annually.

Section 20: Appendices

Our school website – <http://www.harefieldprimaryschool.net/>

- Contact us: - Harefield Primary School, Yeovil Chase, Southampton, SO18 5NZ. Tel: 02380 463240. Office Hours: 8.30am – 4.30pm Monday to Friday, Term time only.