



HAREFIELD PRIMARY SCHOOL

SEND Policy (key information)

WHAT ARE SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)?

The SEND Code of Practice (2015) explains 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.*

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.



WHAT IS THE SEND REGISTER?

Initially your child will be supported by quality teaching in the classroom. This may include: -

- Adapted approaches through whole class, high quality teaching.
- Small group or individual interventions.
- Additional support to regulate behaviours and emotions, for example with one of the ELSAs.
- Differentiated resources and manipulatives.
- Visual aids, i.e. Now and Next board, visual timetable, task plan, etc.
- Adapted tasks and outcomes for learning

Not all pupils who require additional support will be identified as having Special Educational Needs and will be entered onto the school's Special Educational Needs register. Children will only be identified as having Special Educational Needs if their progress is significantly slower than their peers once they have had all the appropriate interventions/ adjustments and good quality personalised teaching

If your child does not make the expected progress, they may be entered onto the school's SEND register under 'SEN Support'. This register is for school only and recognises which children need additional support beyond normal classroom adaptation and, therefore, may have additional needs. Before agreeing that a child has Special Educational Needs and entering them onto the school's SEND register, the school will endeavour to: -

- Have conversations with parents about the needs of their child e.g. at Parents' Evenings
- Have conversations with the child (where appropriate).
- Discuss the child with teaching staff who are providing high quality teaching and additional support.
- Discuss the child with outside agencies (i.e. Speech and Language Therapist, Physiotherapist, etc) where appropriate.
- Consider all of the information provided about the needs of the child and their progress, alongside national data and expectations of progress.
- Draw on more specialised assessments from external agencies and professionals where needs are higher and more specialised.

Parents will always be made aware that their child is being placed on the SEND register and why, following on from previous discussions about their child and their progress.

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/or parents can request an Education, Health and Care Plan (EHCP) by making a referral to the Local Authority. This will require evidence of significant, long-term support that cannot be met with ordinarily available classroom provision (see Southampton Local Authority 'Ordinarily Available Provision' document <https://www.southampton.gov.uk/schools-learning/send-local-offer/professionals/inclusive-education-audit/support/ordinarily-available-provision-guidance/>)

HOW WILL MY CHILD'S NEEDS BE MANAGED ONCE THEY ARE ON THE SEND REGISTER?

Assess - We use a range of assessments to inform us of your child's needs, their progress and the support they require, including National curriculum assessments, observations in lessons, other learning assessments e.g. reading age tests, spelling tests, observations by outside agencies (e.g. Educational Psychologist, Occupational Therapists, discussions with the pupils about what they find difficult and what helps them and assessments completed by outside agencies e.g. Speech and Language assessments. If we have concerns over your child's progress or engagement in learning, we will discuss this with you and your views will form part of our assessment. If you have concerns, you can contact the class teacher or SENDCo at any point to discuss them and, again, this will be recorded as part of ongoing assessment.



Plan - From these assessments, we will determine where support for your child is most needed and what adaptations can be made to improve progress and engagement for your child. Initially, this will be deciding on classroom adaptations and possible additional intervention where appropriate. Where needs are more complex, it may also be necessary to seek advice from more specialist external agencies. If your child is on the school's SEND register, the support they receive will be outlined within their Individual Education Plan (IEP) which will be shared/updated with you. If your child has an EHCP, the additional support they require will be set out in the Education Health and Care Plan (EHCP).

Do - In the first instance, Harefield Primary School will support your child through quality first teaching. If your child needs additional support, we may use further adaptations in class or interventions.

Review - At appropriate points, we review the progress that children are making following support. We aim to ensure that parents have opportunity to discuss support for their child and contribute to reviews, such as at Parents' Evenings and through conversations with class teachers. Children will be encouraged to talk with their adults in school about what helps them to learn, how they are doing and what their next focus should be. Where children have an EHCP, they will have an Annual Review of the plan with school,, parents and external agencies where appropriate.

CAN MY CHILD COME OFF THE SEND REGISTER?

If the needs of the child change and their needs can be met with reasonable adjustments and good quality personalised teaching then they will be removed from the SEND register. This decision will be discussed with parents and they will have opportunity to discuss what ongoing support, if needed, will look like for their child.

WHO WILL SUPPORT MY CHILD?



All staff at Harefield are trained to work with children with Special Educational Needs and/or Disabilities, appropriate to their role. On a daily basis class teachers are responsible for supporting your child. This is overseen by the SENDCo. We understand that support for the whole family can support is sometimes needed. 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. We also employ two Emotional Literacy Support Assistants (ELSAs) who work with children requiring more help with their social, emotional and mental health needs. We have a Teaching Assistant in school dedicated to working with children with speech, language and communication needs.

HOW DO I KNOW THAT THE SEND PROVISION IN THE SCHOOL IS RIGHT?

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, including provision for pupils with SEND.

Our SENDCo, Emma Millard, receives regular training and updates from the Hamwic Education Trust SEN and Behaviour Leads.

HOW WILL YOU SUPPORT MY CHILD'S WELLBEING?



At Harefield Primary School, we have two dedicated ELSAs (Emotional Literacy Support Assistants) who provide emotional support for children who need it. They provide bespoke support on anything from bereavement to friendship issues. 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 Children's Services, Southampton City Educational Psychology Service, Speaking Space Ltd, CAMHS, etc. to support families. Through these external agencies we can refer both pupils and parents for support with their wellbeing and mental health.

HOW ARE THE SCHOOL TRAINED AND KEPT UP TO DATE?

Our SENDCo, Emma Millard, receives regular training and updates from the Hamwic Education Trust SEN and Behaviour Leads. All staff receive SEND training at induction and throughout their time working at the school. This is tailored to need and the priorities of the school. Staff in particular roles receive bespoke training e.g. supervision for ELSAs and training with Physiotherapists for staff delivering those interventions. Staff delivering speech and language support receive training through Speaking Space speech therapists.

WHAT ABOUT IF MY CHILD HAS MEDICAL NEEDS?

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 assess, alongside parents/carers, whether an individual Health Care Plan (HCP) is needed. Some children may also have special educational needs (SEND) and may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision. We have personnel in school who can provide personal care and the Office staff can administer some medicines.

WHAT ABOUT SCHOOL TRIPS?

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.



CAN YOU MEET MY CHILD'S NEED?

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 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.

WHAT ABOUT WHEN MY CHILD MOVES TO OR LEAVES HAREFIELD SCHOOL?

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
- Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at EHCP review meetings.
- Pupils are supported in coming to terms with transitioning to the next year group through specific transition activities and workshops.
- Parents are made aware of transition support/meetings with new settings so that they can discuss their child with them.
- Transition meetings are held between Harefield School and previous/new providers and information is shared (following GDPR guidelines)

- Where children are transitioning into Harefield School, parents are given a timetable of transition events in a timely manner and have opportunity to talk to staff as appropriate.

WHO HAS RESPONSIBILITY FOR SEND IN THE SCHOOL?

Special Educational Needs Co-ordinator – Emma Millard (Deputy Head and SENCO)

Designated Teacher with specific safeguarding responsibility (DSL) – Sian Carr (Headteacher), Deputy DSL's - Emma Millard (Deputy Head and SENCO) and Tracy Cocking (Family Support Worker)

Designated Teacher for Looked After Children: Emma Millard (Deputy Head and SENCO)

Member of staff responsible for managing the schools responsibility for meeting the medical needs of pupils: Claire Comley (Admin Officer).



WHAT IF I NEED TO COMPLAIN ABOUT SEND PROVISION?

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 Emma Millard (Deputy Head and SENCO). If the matter is unresolved, it will be dealt with by the Headteacher. Please refer to the Complaints policy on our website.

A FULL COPY OF THIS REPORT IS AVAILABLE ON THE SCHOOL WEBSITE.

THE LOCAL OFFER

Since September 2015, every Local Authority is required to publish information about services they expect to be available in and around their area for children and young people from birth to 25 who have special educational needs and/or disabilities (SEND. This will be known as the 'Local Offer'. Details can be found at <https://sid.southampton.gov.uk/kb5/southampton/directory/localoffer.page?localofferchannel=0>

MORE INFORMATION ON THE INTERVENTIONS THAT WE USE AND WAYS TO SUPPORT YOUR CHILD AT HOME ARE AVAILABLE ON THE SCHOOL WEBSITE. IF YOU ARE UNABLE TO ACCESS THIS, PLEASE ASK THE SCHOOL OFFICE TO PRINT YOU A COPY.