



# **SPECIAL EDUCATION NEEDS AND DISABILITY (SEND) INFORMATION REPORT & POLICY 2025 - 2026**

Date Agreed: September 25

Date to be reviewed: September 26

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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 Head Teacher and SENCo) in liaison with Sian Carr (Headteacher), the Board of Trustees, SLT, all staff and parents of pupils with SEND. 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 (AMENDMENT) REGULATIONS 2023
- SEND Code of Practice 0-25 (2015)
- Schools SEN Information Report Regulations (2015) (see [www.sendgateway.org.uk](http://www.sendgateway.org.uk))
- Statutory Guidance on Supporting Pupils at School with Medical Conditions 2015
- The National Curriculum in England KS1 and 2 framework document Sept 2013
- Safeguarding Policy
- Teachers Standards (updated 2021)

### Person responsible for SEND provision at Harefield Primary School:

Emma Millard (Deputy Head Teacher and SENCo)

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## Section 2: Aims and Objectives.

At Harefield Primary School, our aims are: -

- To form a positive working partnership with parents, regularly consulting with and reporting to them 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 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.

Children's progress in class and in individual interventions is monitored as part of the Assess, Plan, Do, Review cycle outlined in the SEND Code of Practice (2015) for all learners with SEND. Those children who still show significant need despite close mapping and monitoring of their provision are provided with an Individual Learning Plan (IEP) that sets specific targets and outlines any amendments to provision that are necessary. These plans also follow the assessment 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, as set out on the SEND Code of Practice (2015).
- Work within the guidance provided by the SEND Code of Practice (2015).
- 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. Through discussions with parents/carers, we aim to identify any special needs children already have and tailor our educational package within school to suit those individual needs. We may also identify a need that requires additional support through external agencies. Pupils where English is not their first language 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; therefore 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 (NHS and Speaking Space)
- Physiotherapists
- Social Care including Jigsaw
- School Nurse service
- Specialist Advisory Outreach 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 are significantly below their peers in attainment or are not making 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, adapted 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: -

- 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

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, intervention and additional support.
- Discuss the child with outside agencies (i.e. Speech and Language Therapist, Physiotherapist, etc) connected to the child or young person, 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.

In line with the guidance provided in the SEND Code of Practice (2015), once a pupil has been identified as having 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.

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, can make a referral to the Local Authority to request an EHCP when a pupil has a Special Educational Need which will require evidenced significant, long-term support that cannot be met with ordinarily available classroom provision. We are required to follow the criteria set out by the Local Authority, recognising the requirements on schools to provide a level of provision without EHCP funding (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/>) We will ensure that all

requirements for application have been met through proactive additional SEN Support at an earlier stage.

## Section 5: Managing Pupils Needs on the SEN Register

### Assess

We use a range of assessments to inform us of your child's needs, their progress and the support they require. This can include:

- National curriculum assessments
- Observations in lessons
- Other learning assessments e.g. reading age tests, spelling tests
- Motivation Assessment Scale (to assess engagement in learning)
- Observations by outside agencies (e.g. Educational Psychologist, Occupational Therapists)
- Discussions with the pupils
- Strength and Difficulties questionnaires
- 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.

It is likely that your child will not be put on the school's SEND register initially, as there will need to be time given to implement the support and then assess the progress they have then made.

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 parents/carers.

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 e.g. resources, equipment, seating arrangements, adaptations to tasks, adaptations to time/breaks
- Give additional adult support where appropriate e.g. teacher focus groups, teaching assistant led groups
- Use additional interventions to work on specific targets. These can be 1:1 or small group
- Utilise support from external agencies e.g. Speaking Space speech therapists

Throughout this time, your child's progress and engagement will be assessed. Assessment is ongoing, formative and informative. Class teachers, working with the SENDCo, monitor pupils' progress regularly. We do this for all pupils in school, not just those pupils identified as having SEND. Where children are receiving additional support and intervention, the SENDCo and class teachers monitor the impact of the support on the pupils' progress.

## Review

At appropriate points, we review the progress that children are making following support. For example, national curriculum assessments would usually happen towards the end of terms and interventions are assessed at the end of each unit/block. From these reviews, support can be changed, new targets can be set, and decisions can be made about whether support needs to continue. If progress has not been as expected, the decision can be made at this point as to whether a child goes onto the school's SEND register and their support becomes formalised into an Individual Education Plan (IEP).

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. 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.

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. We try to make sure that we have a good understanding of the children's interests and what motivates them so that we can best understand what support suits them and how they are best engaged.

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. Parents review the EHCP annually with school and any external agencies, as appropriate. This review of targets is shared with the Local Authority where decisions can be made about potential changes to provision, support and funding. Parents are welcome to invite support workers from SEND charities, such as SENDIASS, to Annual Review meetings <https://www.southamptonsendiass.info/>

## Section 6: Criteria for Exiting the SEN Register/ Record

Following guidance from the SEND code of Practice (2015), 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.

## 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 adapted learning tasks and 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](http://www.harefieldprimaryschool.net)

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.

The Local offer can also be found at: -

<https://sid.southampton.gov.uk/kb5/southampton/directory/localoffer.page?localofferchannel=0>

## 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, including provision for pupils with SEND.

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 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.

## 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. New staff are also able to discuss the needs of individual pupils with the class teacher and/or SENDCo.

In order to maintain and develop the quality of teaching and provision for all pupils, all staff are encouraged to undertake training and development. In addition, regular monitoring of the teaching and learning 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 every two weeks and will provide training and support for staff as needed. Regular external training sessions are attended on a needs basis. If your child requires physiotherapy or occupational therapy, we have strong links with these external agencies and staff working with your child will be fully trained. We 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. Our ELSAs have regular training for the interventions that they deliver and also have supervision with the Local Authority to develop their practice.

## **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 (Amendment) Regulations 2023 and 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. 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 SEND Code of Practice (2015).

## **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

- 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.
- Pupils with SEND are familiarised with key adults where appropriate
- Pupils are provided with emotional support during transition periods.
- Pupils and parents will be included in planning transition activities with the next phase in their learning.
- 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.

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.

## Section 15: Roles and Responsibilities

Designated Teacher with specific safeguarding responsibility (DSL) – Sian Carr (Headteacher), Deputy DSL's - Emma Millard (Deputy Head and SENCO), 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).

## Section 16: Accessibility and Access Arrangements

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.

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

## 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 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.

## Section 18: Bullying

Please refer to the behaviour policy on our website.

## Section 19: Reviewing the Policy

This policy was updated in September 2024 and will be reviewed annually.

## Section 20: Contacts

Our school website - <https://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.