



Harrold
Primary Academy

SEND Information Report

(Special Educational Needs and Disability Report)

Name of School	Harrold Primary Academy
Address	The Green, Harrold, MK437DB 01234 720346
School website	www.harrold.beds.sch.uk
Name of Special Education Needs Co-ordinator (SENDCO)	Barbara Aellen baellen@harrold.beds.sch.uk
Behaviour Lead	Karen Corby kcorby@harrold.beds.sch.uk
Acting Principal	Suzanne Payne spayne@harrold.beds.sch.uk

Our mission statement:

Harrold Primary Academy is committed to creating the right educational environment for all pupils, which aims to allow each child to develop in the way and at a pace appropriate to their individual needs.

In our school, everyone has the right to

- Feel Safe
- Be treated with respect
- Have the right to learn

What kinds of SEND are provided for?

Harrold is an inclusive, mainstream school which believes that every child matters. We believe in equal opportunities for all, ensuring all pupils are valued equally. The areas of need catered for are described in the SEND Code of Practice:

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

There are currently 2 children on an Early Health Care Plans (EHCP) with 3 more in the process. There are currently 9% of our pupils who have other SEN support which is below the National UK Average of 14%.

How are pupils with SEND Identified?

Identifying pupils with SEND

The progress and well-being of pupils is carefully monitored by the SENDCO, Behaviour Lead and Principal. This is done through regular tracking of data and classroom observations. If a teacher is concerned about how a child is progressing or their well-being, they complete an Initial Concerns form and discuss their concerns with the SENDCO/ Behaviour Lead.

Parent and Pupil Views

The school operates an open door policy to ensure parents are able to express any concerns they have over their child. Parents can speak to, ring or email the class teacher, SENDCO, Behaviour Lead or Principal. Pupil views are important to us and are gained through various means. For example, pupils with Literacy difficulties complete a reading interview to find out their attitudes to reading and books.

Assessing pupils with SEND

The school is able to carry out a range of tests or use assessment tools to support the identification of SEND. For example, reading age tests, dyslexia screening and the British Picture Vocabulary Scale. The school is also able to refer pupils to specialists such as an Educational Psychologist or for Speech and Language Therapy.

The Graduated Approach

The school follows a graduated approach in identifying and assessing pupils falling behind the level expected for their age.

The graduated approach starts at whole-school level. Teachers are continually assessing, planning, implementing and reviewing their approach to teaching all children.

However, where a potential Special Educational Need has been identified, this cyclical process becomes increasingly personalised.



How are parents of SEND children involved in their child's education?

Every parent at Harrold will receive:

- Termly parent consultations for children on Wave 3 support.
- An annual written school report
- Information given to parents with each report on national expectations for children in each year group
- Parent information evenings for introduction to the new year group and then subject specific to help pupils to learn
- Regular newsletters

In addition, parents of pupils identified as requiring SEND support will be involved in the completion of individual provision maps for their child through a meeting with the class teacher to contribute their views. The SENCO or Behaviour Lead will also meet parents of pupils requiring higher levels of support. These meetings will take place at least once a term, or more frequent if required, as part of the plan and review process.

The link between home and school is paramount in supporting a pupils requiring SEND support. Therefore, additional measures such as a home-school diary may be used to foster this link.

Parents are welcomed to help on school trips and with class activities such as reading. We have an active PTA who organise social fundraising events for the school.

How are children with SEND involved in their education?

All pupils regularly review the work completed in lessons to encourage self-reflection.

Pupils who have an Education Health Care Plan meet with the class teacher Principal, Behaviour Lead, or SENCO as part of the review process.

Pupils who are following the Catch Up Literacy Programme fill in a questionnaire to gain their attitudes to reading before and after the programme has been followed.

The school is developing the use of a pupil voice questionnaire to gain the opinions of pupils receiving SEND support. This will be used to inform the review process of individual provision maps.



How will the school help my child to manage the transitions into the school or on to a new school?

We realise that moving to a new school can be a difficult time for pupils with SEND.

If your child is coming from another school and has SEND:

- We will meet with you and discuss your child's needs and how they can be supported in the move.
- We will contact the SENCO from the previous school to discuss needs and gather records.

If your child is moving up to a new class in Harrold Primary:

- They will have a transfer day to spend time with their new teacher /class.
- Information from individual provision maps will be passed on before the transfer day.
- A transfer sheet or book may be made for the child to take over the summer holidays with photographs of things such as members of staff, their class, their drawer and peg so they can become familiar with their new surroundings.

If your child is moving on to a new school (such as Sharnbrook Academy.)

- They will have two transfer days with the whole year group.
- We can arrange extra visits on a more personalised level if appropriate.
- The SENDCOs from both schools will meet to discuss individual needs of pupils transferring and to pass on documentation.

How are pupils with SEND taught at Harrold?



Class teachers are responsible for the teaching of pupils with SEND. High quality teaching with high expectations is at the heart of our practice.

Pupils who may be falling behind expected levels are catered for first through differentiation of work and reasonable adjustments.

If this support does not allow the child to make adequate progress, then extra support or intervention will be planned in.

When considering what support is suitable, further assessments may be made and we will gain the views of both the parents and the pupil. Additional support will be recorded on an individual provision map. Intervention may be carried out by a trained Teaching Assistant (TA).

The school follows the assess, plan, do, review cycle as outlined earlier. This process is monitored by the SENCO.

The school is fortunate to have several rooms which are used as nurture rooms, sensory rooms or for small group work. Some of these have been named by current pupils. They are the Sunshine Room, The Hub and the Blue Room.



How do we make the school accessible?



The school has four disabled toilets and a disabled treatment room.

There are ramps to ensure access to all parts of the school.

After school clubs and extra-curricular activities are accessible to all children with SEND.

Reasonable adjustments can be made to the learning environment such as the use of a hearing loop in classrooms.

Access arrangements can be made for Year 6 SATs entry.

How are staff trained to support children with SEND?

The SENDCO is currently in training for the National Award for SENDCOs.

The Behaviour Lead has completed The programme for Specialist Leaders in Behaviour and Attendance and is part of the Tier 1 project run by the Mental Health & Emotional Wellbeing charity; CHUMS.

The Behaviour Lead has also attended Mental Health First Aid England's two-day mental health training and has attended this year's Mental Health conference in London. The Behaviour Lead also regularly attends local Behaviour and Mental Health professional study groups.

Training needs for staff to support pupils with SEND are identified by the Principal and SENDCO and can be met through whole school or individual training. For example, this year the whole school has had training in supporting pupils with ADHD in the classroom. Two TAs and the SENDCO have been trained in carrying out intervention for pupils who are experiencing difficulty with their reading, called Catch Up Literacy.

Individual teachers and support staff attend training for specific pupils such as training run by Autism Bedfordshire and Elklan training for pupils with Speech, Language and Communication Needs.

How do we know the provision for pupils with SEND is effective?

Attainment and Progress of all pupils at Harrold is monitored by the Principal and SENDCO. This is also reported to the Local Governing Body (LGB).

The effectiveness of provision for pupils with SEND is monitored by the SENDCO and Behaviour Lead. This is achieved through: analysis of data such as termly assessments; the use of extra assessments such as reading age tests carried out before and after an intervention to check its effectiveness; use of qualitative assessments such as interviews with SEND pupils by the SENDCO, the Boxall profile which measures social, emotional and behavioural development, and the Strengths and Difficulties Questionnaire.