

SEN Information report

Harrold Primary Academy



Harrold
Primary Academy

Legal Status	Statutory
Approved by	SAF Board
Date	December 2019
Next review	December 2022
Further information	Tracy Bannister Governance & Operations Director

1. Aims

At Harrold Primary Academy, we believe that every child has the right to learn in a safe, happy and stimulating learning environment. We aim to do this by developing curiosity, encouraging responsibility, celebrating perseverance, embracing resilience and promoting independent thinking in all our children.

Our SEND and Information policy aims to:

- Set out how our school makes provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN
- Highlight how pupils achieve their best.
- Set the process for successful transition.
- How the school will use all resources appropriately and effectively to meet the needs of SEND pupils.
- How all pupils have full access to a broad and balanced curriculum.
- Explain the whole school approach to SEND and the working partnership between school, the pupil, home and all relevant agencies.
- Set out how the learning experiences enable pupils to reach their full potential, including quality first teaching and personalised differentiation.
- To create a positive atmosphere wherein pupils can develop confidence and self-respect.
- To ensure pupils and staff receive specialist support, as appropriate.
- These aims are all underpinned by an individual provision map.

Objectives

- To ensure all practice and procedures within the Federation in relation to SEND fully comply with the SEN Code of Practice and relevant legislation.
- To identify pupil with SEND as early as possible.
- To hear the voice of the pupils and their family so that both are active partners in building and implementing the support needed by the pupils. Parents and pupils are invited to complete reflection sheets when end of year reports are available.
- To remove barriers to learning so that appropriate outcomes can be achieved.
- To ensure classroom teachers are informed of a pupils' needs and deliver high quality teaching targeted at a pupils area of weakness using personalised provision maps.
- To monitor and review progress termly of pupil with SEND.
- To communicate regularly with parents and pupils regarding their progress.
- To involve outside agencies to provide the necessary support for pupils.
- To advise on strategies to develop competency in basic skills where appropriate.
- To work collaboratively within the Federation and outside to support the Local Offer.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

- [Equality Act 2010](#)

This policy also complies with our funding agreement and articles of association.

The school must:

- Endeavour to make sure that a pupils with SEND get the support they need – this means we must do all we can to meet a pupils' SEND
- Ensure that pupils with SEND engage in the activities of the school alongside pupils who do not have SEND
- Designate a teacher to be responsible for coordinating SEND provision (SENCO)
- Inform parents when they are making special educational provision for a pupil.
- Prepare a SEND information report and their arrangements for the admission of disabled pupil, the steps taken to prevent disabled pupils being treated less favourably than others, the facilities provided to enable access to the school for disabled pupil and its accessibility plan showing how access is planned to be improved over time.
- The Federation and the school are very mindful of their duties and responsibilities under the Equality Act 2010 and are fully committed to both avoiding discrimination and promoting equality for all pupil. Further details are set out in the SAF's Equality policy. We seek to ensure that wherever possible any pupils with Special Education Needs or a disability joins in the activities of the school, together with those who do not have a special educational need or disability.
- Disability is defined in the Appendix. Pupils with a disability will not necessarily have SEND but there is a significant overlap between pupils with disabilities and with SEND. Where a disabled pupil requires special educational provision, they will be covered by the SEND definition.
- Under the Act, all schools must make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. The school takes appropriate advice from any relevant professional or charitable bodies associated with a particular need or disability. These duties are anticipatory, and as a result all schools consider what disabled pupil might require and what adjustments might need to be made to prevent disadvantage.
- In addition, all schools are subject to the Public Sector Equality duty.

3. Definitions

A pupil has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Identification

- Our aim is to know pupils well and to help them reach their full potential. We do this through careful personalisation of the curriculum opportunities offered and support programmes that may be required. We want to develop each pupil's as a whole person with the skills and competencies necessary for his or her future life roles.

As a school we will endeavour to identify and respond to SEND at the earliest opportunity. Pupils with special educational needs and disabilities will be identified in a variety of ways. These may include:

- Assessment of a pupils' skills and levels of attainment on entry, in the form of an Early Years baseline;
- Assessment on entry of whether a pupil has a disability under the Equality Act and if so what reasonable adjustments may need to be made;

- Information supplied by the pupil's predecessor school;
- Information supplied by parents, a doctor or other agency;
- Pupil not making the expected level of progress in their learning. All pupil are assessed at least termly. This could mean the pupil's progress is considerably slower than that of their peers, starting from the same baseline; it could mean that rates of progress slow down over time.
- Pupil not making progress in areas other than learning and attainment such as forming friendships and developing social skills to make a successful transition into adult life.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Sharon White

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date.

4.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The Academy Principal

The Academy Principal will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching

- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

4.5 Higher Level Teaching Assistant

When in role the Higher Level Teaching Assistants work in the same way as teaching assistants but are also responsible for;

- Delivering lessons to small groups or one to one
- Leading good practice for teaching assistants,
- Oversight of intervention measures of impact for pupil progress.
- Championing vulnerable pupil in the subject are they are linked to (English, maths, science, Core Support)

4.6 Teaching Assistant

Teaching Assistants work closely with and support class teachers in the early recognition, assessment and testing of children. The team works in partnership with the pupils, parent, staff and any relevant outside agency.

- The Teaching Assistants work to and receive instruction from the relevant member of the Senior Leadership Team, class teacher and SENDCO and are responsible for:
- Helping pupils to cope with broad-based curriculum and to make progress through the National Curriculum.
- Supporting the pupil by drawing on knowledge of various forms of SEND.
- Developing an understanding of the specific needs of the pupil concerned.
- Taking into account the SEND involved, aiding the pupils concerned to learn as effectively as possible both in group situations and on his/her own by:
- Clarifying and explaining instruction; particularly external and internal assessments;
- Providing additional encouragement and praise to promote self-esteem, motivation and concentration;
- Giving access to appropriate resources and encouraging independent use;
- Testing, assessing and reviewing the needs of the individual child;
- Setting achievable targets in a 'small steps' approach;
- Ensuring the child can use equipment and materials provided;
- Motivating and encouraging pupils as required;
- Assisting in weak areas; e.g. language, behaviour, reading, spelling, handwriting/presentation etc.;
- Offering counselling when needed;
- Helping pupils to concentrate on finishing the work set.
- When assisting in support and integration of SEN pupils in areas of mainstream school, the teaching assistants will:
 - ✓ Meet physical needs as required whilst encouraging independence.
 - ✓ Establish a supportive relationship with the pupil concerned
 - ✓ Encourage acceptance and integration of the pupils with SEND
 - ✓ Develop methods of promoting/reinforcing pupil' self-esteem.

When supporting the class teacher, the teaching assistants will:

- Assist, with class/subject teacher input (and other professionals as appropriate), in the development of a suitable programme of support for pupils with SEND.

- Participate in the evaluation of the support programme by maintaining records
- Provide regular feedback about the pupils to the teacher

Generally, the teaching assistants will:

- Liaise, advise and consult with other members of the team supporting the pupil
- Where appropriate develop a relationship to foster home/school links
- Contribute to reviews of the pupil's progress
- Attend relevant in-service training
- Be aware of school procedures

External Agencies

The school can access a range of services to support a pupil's. This will include, for example, the education psychology service and the school nurse. We also have staff who can both provide support and recommend external providers.

Parents

Support from parents is instrumental in ensuring that the right interventions are used. The school will work closely with parents in both identifying SEND and putting in place the appropriate support.

Parents are asked and encouraged to:

- Talk to their children about the learning;
- To contact the class tutor with any initial concerns regarding their child's learning or rate of progress;
- Where techniques or support strategies have been identified as appropriate to be used at home, use their best endeavours to make sure that these take place;
- Look at the information and data sent home with their child;
- Attend parents' consultation and academic tutor appointments, preferably with their child;
- To contact the SENDCO with concerns and questions regarding their child's SEND;
- Take part in SEND meetings for their child.

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction - this will include pupil who have speech, language and communication needs and have difficulty in communicating with others. This also includes pupil for whom social interaction is difficult.
- Cognition and learning - this description applies to pupil whose learning difficulties mean that they learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties covers a wide range of needs. They can be specific such as dyslexia, dyscalculia and dyspraxia or cover all areas of learning.
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

5.2 Identifying pupils with SEN and assessing their needs

When a pupil is identified as having SEN, that need will be defined and recorded together with the response and support needed. Intervention and support for a pupil will vary according to need and

severity and for the individual pupil may vary over time. The school adopts the following graduated approach in accordance with the SEN Code of Practice This is a flexible approach which means pupils may move in either direction according to their need.

<p>Quality first teaching</p>	<p>It is the responsibility of all teachers to meet the needs of their pupils. This can be achieved through personalised differentiation within the classroom. The teaching will target a pupil's area of weakness.</p>
<p>SEND support Interventions within the classroom</p>	<p>The interventions are under the control of the teacher and may be delivered by the teacher or teaching assistant.</p> <p>If sufficient progress is not being made the pupil will move to the next level</p>
<p>SEND support Outside agency interventions</p>	<p>In addition to the interventions taking place in the class, additional support from other agencies will be requested. To access this support an Early Help Assessment must be submitted to the Local Authority. In order to request the support the EHA must be completed with all parties (school, parent and child contributing to the information for the request.</p> <p>If sufficient progress is not made after implementing the advice and interventions from other agencies, a request for an EHC Plan will be considered. The procedure for this is in the Code of Practice and will be explained to parents. A parent may also request an EHCP.</p>
<p>Education Health Care Plan</p>	<p>An EHCP is issued by the Local Authority after gaining all the evidence from all the stakeholders involved with the child and deciding that a plan is needed to support the child in their future education. EHCPs are evidence and outcome based.</p>

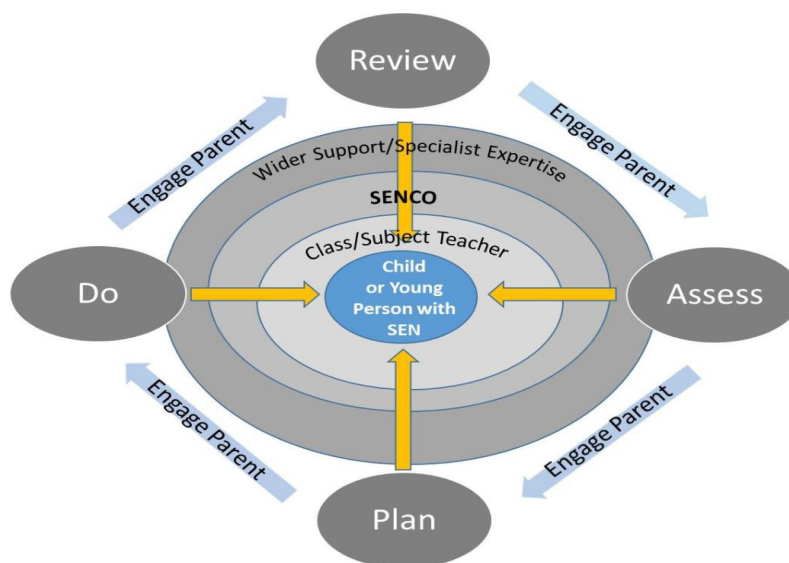
Recording

The SENDCO compiles a register of pupil. A recording system for all pupil on the Register is in operation incorporating provision mapping, where issued. An example of a provision map is shown in Appendix 2. All staff are required to have an up to date knowledge of the register.

Monitoring

Pupil progress is regularly monitored and reviewed involving staff, pupils and parents. Where necessary this will include external agencies.

The four-step cycle shown in the diagram below shows the whole school approach to identifying and responding to SEND.



- Assess – this includes a clear analysis of the pupils’ needs. This is repeated as the pupil moves through the school to ensure support and intervention are matched to need.
- Plan - the class or subject teacher and SENDCO, in consultation with the parents and pupils, will agree the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.
- Do – the class teacher remains responsible for working with the pupils daily, supported by the SENDCO, teaching assistants or specialist staff as appropriate.
- Review – the effectiveness of the support and interventions and their impact on the pupils’ progress should be reviewed in line with the agreed date.

The cycle is then repeated. The progress of all pupils are reviewed at least termly.

Input from parents and the pupils concerned is a critical part of this cycle. Specialist and/or external agency involvement will happen as appropriate, according to need.

This will draw on:

- The teacher’s assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers’ assessments, where relevant
- The individual’s development in comparison to their peers and national data
- The views and experience of parents
- The pupil’s own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil’s progress.

Agency involvement will happen as appropriate, according to need.

Consulting and involving pupils and parents

- We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- Notes of these early discussions will be added to the pupil's record and given to their parents.
- We will formally notify parents when it is decided that a pupil will receive SEN support.

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Managing Pupils Needs on the SEND register

SEND support includes the planning and preparation for the transition to the next phase of education and preparation for adult life. Information will be shared with other schools, colleges or settings and, as part of the planning process, the school will discuss this with the parents and the pupils.

Examinations Access Arrangements

Where appropriate pupil can be assessed for Key Stage 2 SAT access arrangements including a reader, writer and extra time. The relevant application will be made by the Principal.

Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

5.3 Training and Resources

Expertise and training of staff

In the last academic year, staff have been trained in the following areas:

- Autism in the classroom
- Understanding ADHD
- Medical needs training
- Paediatric First Aid Course
- Autism Awareness
- Diazepam Training – Dravets Syndrome

As part of the in-house CPD programme, we ask staff to audit their knowledge and identify areas for development, including training to specifically support SEND pupils.

5.4 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 4-6 weeks
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEND or EHC plans

5.5 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before- and after-school clubs.

All pupils are encouraged to go on our residential trip(s) to Bushcraft Year 3, Burwell House in Year 4, London in Year 5 and Kingswood in Year 6

All pupils are encouraged to take part in sports day and lunchtime activities. No pupil is ever excluded from taking part in these activities because of their SEND.

5.6 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to be part of lunchtime club, hall monitors, lunchtime support club to promote teamwork/building friendships etc.

We have a zero tolerance approach to bullying. Please see the policy which is available through our website: <http://www.harrold.beds.sch.uk/about-us/school-policies/>

5.7 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the class teacher, in the first instance and then followed through to the SENDco if you are unable to resolve it. If parents of SEND children are still unsatisfied with the outcomes then parents will be referred to the school's complaints policy. Please see the policy which is available through our website: <http://www.harrold.beds.sch.uk/assets/Documents/Policies/Complaints-Policy-FINAL-Mar-2016.pdf>

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.8 Contact details for raising concerns

Parents can contact the school, admin@harrold.beds.uk when raising concerns.

5.9 The local authority local offer

Our contribution to the local offer is located on the schools website www.harrold.beds.sch.uk

Our local authority's local offer is available at www.localoffer.bedford.gov.uk

Monitoring arrangements

This policy and information report will be reviewed **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

6. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour Policy
- Supporting pupils with medical conditions

