



SEND Information Report

Harrold Primary Academy, The Green, Harrold. MK43 7DB

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Harrold Primary Academy is a mainstream school in the village of Harrold. It is our intention to provide an inclusive education throughout our school. We believe that every child has the right to learn in a safe, happy and stimulating environment.

We aim to do this by developing curiosity, encourage responsibility, celebrate perseverance, embracing resilience and promoting independent thinkers.

This report explains the approach to Special Educational Needs (SEN) and disability within our school.

The school provides for children who may fall into the following categories.

Cognition and Learning – this description applies to students 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.

Communication and interaction – this will include pupils who have speech, language and communication needs and have difficulty in communicating with others. This also includes students for whom social interaction is difficult.

Social emotional and mental health difficulties – this will include disorders such as attention deficit disorder as well social and emotional difficulties which can manifest themselves in different ways

Sensory and/or physical needs – this covers pupils who require special educational provision because they have a disability which prevents or hinders them from making full use of the educational facilities generally provided within a school.

Identification of SEND

All staff in the school carefully monitor the knowledge, skills and well-being of all pupils. We achieve this through regular tracking of progress, pupil progress meetings, parent consultations and classroom observations.

If a teacher is concerned about a child's progress in any area of their learning both academically or emotionally, they complete an Initial Concern form and discuss this with the SENDCo

A Graduated Approach -Assess, Plan, Do and Review



Harrold Primary Academy adopts the following graduated approach in accordance with the SEND Code of Practice.

Pupils may move between levels.

Quality first teaching	It is the responsibility of all teachers to meet the needs of their pupils. There is a high level of challenge and expectation which can be achieved through personalised differentiation within the classroom. The teaching will target a pupil's area of weakness.
SEND support Interventions within the classroom or across the school in a dedicated group area	<p>The interventions are under the control of the teacher and may be delivered by a teacher or teaching assistant.</p> <p>If sufficient progress is not being made the pupil will move to the next level</p>
SEND support Outside agency interventions	<p>In addition to the interventions taking place in the class, additional support from other agencies will be requested. To access this an Early Help Assessment must be submitted to the Local Authority (Bedford Borough). Support will 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>
Education Health Care Plan	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.



How we implement our approach to the teaching of children with SEND

Class teachers are responsible for the teaching of all the children in their class. They provide a high quality teaching and learning environment, with high expectations, which is differentiated to meet the needs of each pupil. Adaptions may be seen within the planning, and activities will be adapted or planned separately as appropriate. Alternative ways to respond and record may be used by the child to aid their access to learning.

All children will have access to a broad and balanced curriculum and will be fully included in all learning experiences, including extra-curricular activities, with additional arrangements to ensure they are barrier free.

It is our intention that learning experiences will develop curiosity, encourage responsibility, celebrate perseverance, and embrace resilience. Children might be supported in a small group or individually by the teacher or a trained Teaching Assistant (TA) but the intervention will be overseen by the teacher and SENDCo.

If a child is not making adequate progress then the support or intervention will be reviewed and further planning to aid the next steps in learning will be put into place. Further assessments may be made and if further support is needed from an outside specialist this will be gained by completing an Early Help Assessment (EHA).

The school follows the Assess-Plan-Do-Review Cycle and the whole process is monitored by the SENDCo.

We aim to promote the well being of all pupils through our curriculum. There may be additional support for children who are experiencing social and emotional challenges.

We work alongside other professionals in Health, Welfare and Social Care to ensure that all of the children in this school are safe.

School-Parent- Pupil-working together to achieve the best outcomes

The school has an open-door policy enabling parents to share their concerns regarding their child. Parents can speak to, ring or email the class teacher initially, which may lead to the involvement of the SENDCo.

All parents will be part of and receive one of the following-

- Parent information evenings at the beginning of the academic year for their child's new year group
- Parent Consultations (termly) either in school or currently virtually
- Annual written report with the opportunity to give feedback to staff



- Receive information on the national expectations for children at the same stage of their education
- Newsletters
- Emails and text updates
- Parents will be part of the target setting process and reviewing of any of the EHC Plans and be invited to attend outside agency meetings

Pupil's views are important to us and these are gained in various ways such as questionnaires, open discussions and individual meetings- at the present time virtually.

Pupils receive-

- Marking and feedback, which allows them to reflect on their work and inform their next steps in their learning.
- Meetings to review their progress
- Opportunities through Pupil Voice questionnaires to make their views known

Pupils may be invited to contribute to their Plans through discussion with staff and their parents. They can discuss their progress and 'hopes and wishes' for the future. They may attend part of meetings when it is appropriate.

Impact of our Intervention

The knowledge, skills and progress is monitored by all staff and reported, to provide an overview of the whole school, to all Senior Leaders.

The effectiveness of the provision for vulnerable groups of children, including SEND, is monitored by the SENDCo. This is achieved by-

- Looking at the outcomes of each intervention and discussing the next steps
- Termly reviews of Provision Maps
- Continuous monitoring of Intervention Folders
- Analysis of the progress being made through termly assessments
- The outcomes from using a Boxall Profile to see progress in social, emotional and mental health.
- Reviews of medical plans
- Annual Reviews of children with EHC Plans
- Looked after children and Personal Education Plan Reviews

Transition

Children who are coming into the school

Meetings will be held with parents to discuss the child's needs and how they will be supported throughout the process of transition and when they become part of our school.



The previous school will be contacted to discuss the needs and a history of support that has been previously put in place.

Additional visits may take place so that the school becomes more familiar to the child and parents. Booklets containing photos of the school, class, playground and staff members may also be sent out to help the child to familiarise themselves with the school.

Moving to a new class

There will be a transfer day when they will meet their new teacher and spend time with them and the rest of their class.

Information will be passed from teacher to teacher before the transfer day so that they are familiar with the needs of the children

Additional arrangements may take place if needed to aid this transition.

Transition to a new school

Transfer days take place when the whole year group will go to their new school.

Extra visits can be arranged if needed and additional mentoring may be provided for some pupils to ease their transition.

The SENDCos from both schools will meet to discuss individual needs and transfer documentation across to the new provision.

At the current time arrangements for virtual visits and meetings are in place to aid transition.

Budget

The SEND budget is used for:

- The employment of support staff throughout the school.
- Provision of training courses and C.P.D
- Outside agency support
- Specific resources
- Commissioning additional services

Staff training

Training needs for all staff are identified through consultation and Performance Management. These are met through in-school provision or from specific training providers within the Bedford Borough to cover all aspects of SEND. This is to ensure that all children have access to a broad and balanced curriculum, gaining knowledge and skills to develop their future learning. There has recently been specific whole school training regarding mental health and well-being.



Accessibility

Disability parking is available outside the main entrance to the school building.

There are ramps to ensure that all parts of the school can be easily accessed.

There are four disabled toilets and a treatment room.

Reasonable adjustments can be made to the environment for example the use of a hearing loop in the classrooms.

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