




# Harehills Primary School

## SEND Information Report 2025-2026

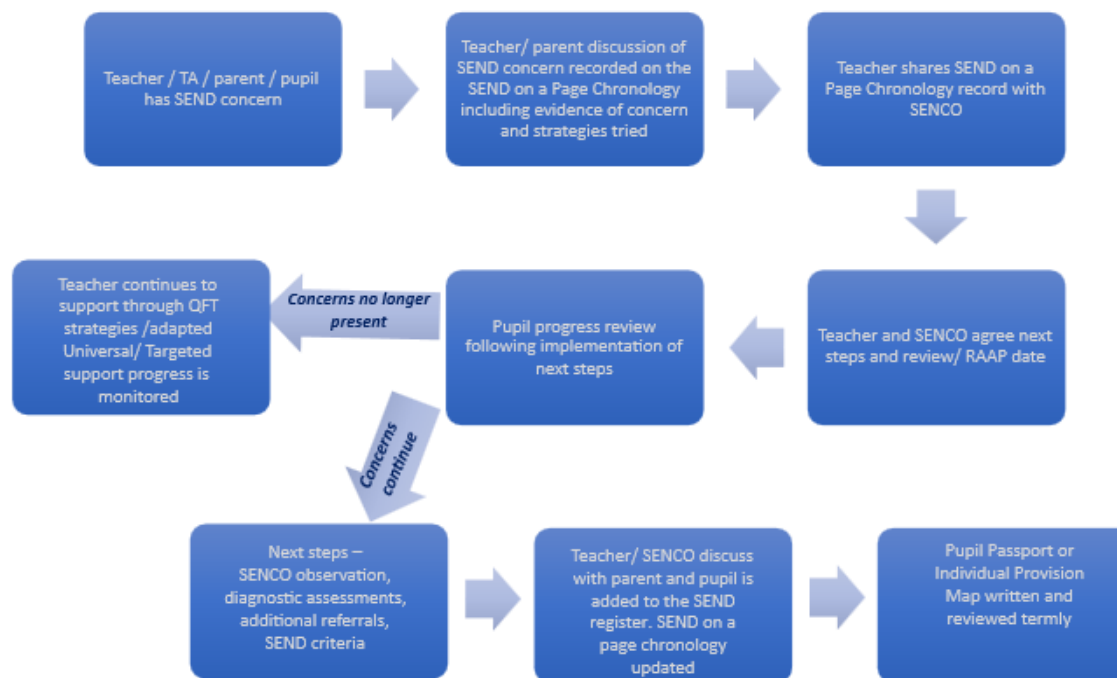
<p><b>What is a Special Educational Need or Disability?</b></p>	<p>A child or young person has a Special Educational Need (SEN) if they have a learning difficulty or disability which calls for additional educational provision to be made for them.</p> <ul style="list-style-type: none"> <li>• Special educational provision means educational or training provision that is in addition to, or different from, that made generally for others of the same age in a mainstream setting</li> </ul> <p>A child of compulsory school age or a young person has a learning difficulty or disability if they:</p> <ul style="list-style-type: none"> <li>• have a significantly greater difficulty in learning than the majority of others of the same age or</li> <li>• have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream school</li> </ul> <p>SEND Code of Practice, 2015</p>
<p><b>The Areas of Need</b></p>	<p>In the SEND Code of Practice, 2015 Special Educational Need is defined as four main areas:</p> <ul style="list-style-type: none"> <li>• Cognition and Learning</li> <li>• Communication including Social Communication</li> <li>• Social, Emotional and Mental Health</li> <li>• Physical and Sensory</li> </ul>
<p><b>Harehills SEND Intent</b></p>	<p>Harehills is an inclusive school, where staff offer all our pupils including those with SEND access to a broad, balanced curriculum which allows them to achieve their best possible outcomes, become confident individuals, live fulfilling lives and make successful transitions.</p> <p>Through our inclusive curriculum our children <b>learn, laugh and love</b> together in a supportive environment and for children with SEND we offer the provision they need to be successful.</p>
<p><b>Harehills approach to teaching children with SEND in our mainstream classrooms</b></p>	<ul style="list-style-type: none"> <li>• High quality classroom teaching in flexible groups which allows for further support in core curriculum subjects: phonics and reading, writing and maths</li> <li>• Targeted adaptation</li> <li>• SEND curriculum focus</li> <li>• Ongoing formative assessment, finely graded assessment systems, regular reviews of need and outcomes</li> <li>• Carefully chosen, structured, time-limited interventions for children who require them</li> <li>• Staff training according to the needs in school</li> </ul>

<p><b>Our School developed SEND provision bases</b></p>	<ul style="list-style-type: none"> <li>We recognise that children with significant SEND require a curriculum that is highly adapted and personalised to meet their learning needs. All children based in The Poplars or The Willows SEND provision bases have an EHCP in place or are waiting for an EHCP.</li> </ul>			
<p><b>The SEND Team</b>  <a href="mailto:info@harehills.leeds.sch.uk">info@harehills.leeds.sch.uk</a></p>	<p>Mrs Liversage SENCO</p> 	<p>Mrs Collins Assistant SENCO – EYFS and KS1</p> 	<p>Mrs Methven Assistant SENCO – Intervention and Provision Mapping</p> 	<p>Mrs Woodward – SEMH and Nurture Lead</p> 
<p>Strategic decisions about and the development of support for pupils with SEND are made by Head teacher Judy Wood and Senior Leadership in consultation with the SENCO Alison Liversage.  The SENCO Team liaises with professionals and parents and reviews and evaluates SEN provision, with the SENCO reporting to the governing body on how individual needs are met and how SEND funding is being spent.  The school’s named Governor for SEND is Nick Long.</p>				
<p><b>Support for parents</b></p>	<p>We run regular coffee mornings and information is sent out about this on Class Dojo. We invite local agencies in to support parent requests for advice.  You can arrange to meet your child’s class teacher or a member of the SEND team via <a href="mailto:info@harehills.leeds.sch.uk">info@harehills.leeds.sch.uk</a> or through phoning the school office on 0113 2350539</p>			
<p><b>Local Offer: Services supporting children and young people 0-25 with SEND.</b></p> <p><b>websites/ numbers</b></p>	<p>There are a lot of services and groups in Leeds that support inclusion for children and young people 0-25 with SEND. <a href="http://leedslocaloffer.org.uk">leedslocaloffer.org.uk</a> provides you with a list of services available.</p> <p>If you would like further advice and information about any of the services in the Leeds Local Offer, please contact the Leeds SEND Information Advice Support Service (SENDIASS). You can call the Helpline on 0113 378 5020 or send an email to <a href="mailto:sendiass@leeds.gov.uk">sendiass@leeds.gov.uk</a>.</p> <p>Leeds City Council will listen to and respond to your comments about services. You can email them with ideas and suggestions for the services you use and need at <a href="mailto:llo@leeds.gov.uk">llo@leeds.gov.uk</a>  These links and others offering support for parents can be found on our school Website in the SEND section.</p> <p>The new MindMate Neurodiversity Hub offers support for those with or without a diagnosis: Neurodiversity information hub – MindMate.</p>			

<p><b>Staff expertise</b></p>	<p>Within school we hold regular training with a SEND focus and use a wide range of external services to gain advice and support for individuals or groups of children. These services include (and are not exclusive to):</p> <ul style="list-style-type: none"> <li>• Speech and Language Therapist (S&amp;LT) Traded from Chatterbug Ltd 2.5 days a week and from the NHS</li> <li>• Educational Psychologist (EP) – Core hours and Citywide Consultation</li> <li>• Inclusion Advisory Team (IAT) – formally SENIT and STARS</li> <li>• Occupational Therapist (OT) from the NHS</li> <li>• Physiotherapist (PT) from the NHS</li> <li>• 2gether Cluster Intervention including (Therapeutic Support, Emotional Support and Family Support)</li> <li>• Family Hub including targeted family support</li> <li>• North East Area Inclusion Partnership (NEAIP) and their Local Inclusion Lead (LIL) – inclusion/ behaviour/ sensory support for our cluster of schools</li> <li>• Deaf and Hearing Impaired Team (DAHIT)</li> <li>• Visual Impaired Team (VIT)</li> <li>• Health Visiting /School Nursing Service (HV) (SNS)</li> <li>• Child and Adolescent Mental Health Services (CAMHS)</li> </ul> <p>Our school’s expertise currently includes:</p> <ul style="list-style-type: none"> <li>• A Lead Practitioner for Autism, who provides intervention for our children with a diagnosis of Autism or an Autistic profile</li> <li>• A SEMH and Nurture Provision Lead, who provides our most vulnerable children with emotional support and readiness for learning and life beyond primary school.</li> <li>• Specialist SEND TAs, who provide our most vulnerable children with sensory support and readiness for learning and life beyond primary school</li> <li>• In-house Speech and Language therapists from Chatterbug 5 days a fortnight</li> <li>• Sensory Processing and development of a Sensory Curriculum within our provisions</li> <li>• Intensive Interaction</li> <li>• Attention Autism</li> <li>• Autism Awareness training (Level 1 for all, Level 2 for the SENCO and some support staff and Level 3 for the ALP)</li> <li>• Using core boards and a total communication approach to support social communication and communication</li> <li>• Gestalt Language Processing</li> </ul>
<p><b>Sharing concerns about SEND and identification of need.</b></p> <p><b>SEND on a page chronology and Pupil Passports</b></p>	<p>Upon entering school either as a new starter or during transition phases, staff monitor and support children as they settle into new routines or prepare for changes. If staff feel extra support is needed for an individual, they will speak with the parent and SENCO. These SEND concern discussions identify evidence of need and strategies to support each child within the main classroom setting and this will be recorded on the class SEND on a page chronology.</p> <p>Teachers plan carefully for the needs of children in their class, and for the majority, Quality First Teaching and class-based Universal and Targeted adaptation enables children to make progress. If additional support is needed and the child is added to the SEND Register, a Pupil Passport will be written.</p>



## Harehills Primary School process for SEND concern and identification.

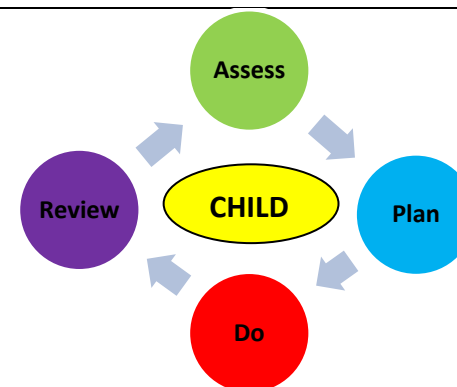


### Individual Provision Maps and SEND Support Plans (IPMS)

We follow the 'Assess-Plan-Do-Review' cycle to ensure that our provision meets the needs of our SEND children.


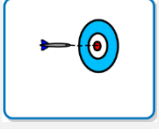

Where pupils make little or no progress on two review cycles of targeted support and intervention, a referral will be made to an outside agency or specialist after consultation with parents, if this hasn't happened previously.

If we consider a child will need an EHC assessment, an IPM will be written to record provision additional and different to the Universal and Targeted Provision in place for all children. The outcomes will address the child's SEND and focus on a personalised response. These will be reviewed termly and parents and pupils should have shared ownership of them.


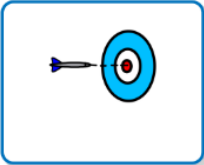



<p><b>Education, Health, and Care Plans (EHCPs)</b></p>	<p>The needs of children with an Education, Health and Care Plan (EHCP) are met through adaption in the whole class setting or school-based SEND provisions and with targeted and personalised intervention. Each child has a designated time each day where they will work explicitly towards outcomes on their plan. The type of support given is informed by specialists who helped to write the plan and is reviewed by the parents, teacher and S&amp;LT each term. A formal EHCP review is held annually and more frequently if it is deemed necessary for the child.</p>
<p><b>Transition</b></p>	<p>We know that transitions can be particularly difficult for children with SEND and this includes joining and leaving Harehills. If your child is moving to another school, we will contact the SEND team and ensure that they know about any provision or support that your child has. In the same way if your child is joining Harehills, we will contact previous settings and current support agencies. In Year 7, wherever possible we will access additional transition visits and meetings. We will pass on current/ most recent SEND documents including Pupil Passports, IPMs and therapy programmes. When moving classes within our school transition meetings are held between current and receiving class teachers and documents are handed on. Your children will spend time with their new teacher and in their new classroom and they will have a transition booklet to read and look at over the summer holiday.</p>


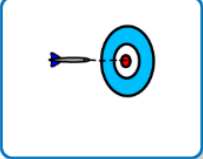

# Cognition and Learning

Type of provision		The Harehills Offer	
<p><b>Universal Provision</b> Strategies, resources and adaptations to the curriculum to remove barriers to learning.</p> 	<ul style="list-style-type: none"> <li>• Flexible teaching groups for core subjects Y1-Y6 including targeted SEND support</li> <li>• ELS Phonics Nursery to UKS2 from Spring 2026</li> <li>• Twinkl Phonics Y5 onwards until Summer 2026</li> <li>• Twinkl Handwriting Programme</li> <li>• EYFS Scribble Club and Drawing Club</li> <li>• Provision planning following interests and next steps in Early Years Foundation Stage</li> <li>• High quality scaffolding and adaptation including using visualisers</li> <li>• Colourful Semantics strategies in writing groups</li> <li>• Group Reading mastery sessions in Reception Y2</li> </ul>	<ul style="list-style-type: none"> <li>• White Rose Maths F2-Y6</li> <li>• Maths Mastering Number programme FS2-Y2</li> <li>• Times table Rockstars for KS2</li> <li>• Fluency Bee (Y3 - Y5) to help with automaticity/ number sense</li> <li>• NCTEM – smaller steps adapted to support flexible grouping</li> <li>• Use of manipulatives in maths</li> <li>• Targeted, planned group work in lessons utilising additional adults appropriately</li> <li>• VIPERS</li> </ul>	
<p><b>Targeted Provision</b> Targeted support has a specific outcome. It can be an everyday part of provision for a child with SEND or time specific.</p> 	<ul style="list-style-type: none"> <li>• Maths Boosters Upper KS2</li> <li>• Reading Boosters Upper KS2</li> <li>• Nessy</li> <li>• Pupil Passports</li> <li>• Assistive technology</li> <li>• Reading rulers</li> <li>• Sensory support equipment offered and used</li> </ul>	<ul style="list-style-type: none"> <li>• Daily ELS intervention for targeted children in FS2 to Year 4</li> <li>• Targeted Daily and Weekly readers</li> <li>• RHINO readers Y3 -Y6</li> <li>• Twinkl - Learn &amp; Go phonics/ number games</li> </ul>	
<p><b>Specialist and Personalised provision</b> Some children and young people with complex and significant SEND may require specialist support. A specific professional may identify and plan the personalised support that children with more complex needs may require.</p> 	<ul style="list-style-type: none"> <li>• Educational Psychology or Clinical Psychology assessment</li> <li>• I-CAN paediatric assessment and reports</li> <li>• IAT assessment and reports</li> <li>• Individual programmes from IAT</li> <li>• IPMs</li> </ul>		


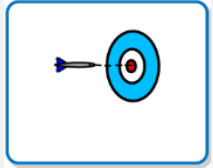

# Communication including social communication

Type of provision	The Harehills Offer	
<p><b>Universal Provision</b></p> 	<ul style="list-style-type: none"> <li>• Visual timetables</li> <li>• Whole school staff training for Autism Awareness Level 1 March 2026</li> <li>• Specific staff trained for Autism Awareness Level 2</li> <li>• SENCo trained Autism Awareness Level 3</li> <li>• ‘Talking Partners’ a part of school learning policy</li> <li>• Structured classroom and school routines</li> <li>• Wellcomm Early Language screener used in Early Years Foundation Stage</li> </ul>	<ul style="list-style-type: none"> <li>• Visual systems used in supporting routines and understanding across all areas of school</li> <li>• Processing time given to all children and adapted for those who need more</li> <li>• Colourful Semantics strategies</li> </ul>
<p><b>Targeted Provision</b></p> 	<ul style="list-style-type: none"> <li>• ‘Social skills’ groups – including Attention Autism/ Bucket Therapy for shared attention</li> <li>• Lego Therapy</li> <li>• ‘IAT’ communication training meaningful interactions</li> <li>• Support staff speak home languages</li> <li>• Wellcomm intervention strategies incorporated into provision planning in EYFS</li> </ul>	<ul style="list-style-type: none"> <li>• Access to ‘Quiet Spaces’ in all year groups</li> <li>• Parent groups: Come and Share and ESOL</li> <li>• Parent meetings with Chatterbug</li> </ul>
<p><b>Specialist and Personalised Provision</b></p> 	<ul style="list-style-type: none"> <li>• Educational Psychology Assessment</li> <li>• Chatterbug or NHS Speech Therapy</li> <li>• IAT communication practitioner involvement</li> <li>• Individual Speech and Language programmes from Chatterbug Ltd and the NHS</li> <li>• 1:1 Speech and Language sessions delivered by trained staff</li> <li>• Individual timetable of provision</li> <li>• 1:1 daily ‘Intensive Interaction’ delivered by trained staff</li> <li>• Core communication boards/ placemats</li> <li>• Communication Books and AAC</li> <li>• Individual timetables/ now and next boards structure for learning</li> <li>• Social stories</li> </ul>	

# Physical and/or Sensory needs

Type of provision	The Harehills Offer
<p><b>Universal Provision</b></p> 	<ul style="list-style-type: none"> <li>• Sound audits of classrooms</li> <li>• Twice daily sound and equipment checks</li> <li>• Use of recommended/ adapted resources from specialist agencies e.g. radio aid, splints,</li> <li>• Flexible seating arrangements</li> <li>• Staff trained by DAHIT</li> <li>• Sensory audits of classroom including observations of children responding to their learning environments</li> <li>• Sensory support equipment offered and used</li> <li>• Staff trained by NEAIP on Sensory audits and Sensory profiling</li> </ul>
<p><b>Targeted Provision</b></p> 	<ul style="list-style-type: none"> <li>• Attending Deaf friends group led by DAHIT staff</li> <li>• DAHIT S&amp;LT programmes</li> <li>• Occupational Therapy programmes</li> <li>• Physiotherapy programmes</li> <li>• Sensory profiles</li> </ul>
<p><b>Specialist and Personalised Provision</b></p> 	<ul style="list-style-type: none"> <li>• A teacher of the deaf from the Deaf and Hearing-Impaired Team (DAHIT) will work with and assess individual children on their caseload.</li> <li>• Specialist DAHIT Speech and Language Therapists will work with and assess individual children on their caseload.</li> <li>• Occupational Therapy Team will work with individual children on their caseload on a flexible basis.</li> <li>• Physiotherapy Team will work with individual children on their caseload on a flexible basis.</li> <li>• The Visual Impairment Team (VIT) will work with and assess individual children on their caseload.</li> <li>• Sensory Profiles</li> <li>• Intimate Care Plans</li> <li>• Specialist health care training for school staff including moving and handling, Epipens, Epilepsy,</li> <li>• DAHIT wellbeing support 1:1 sessions</li> <li>• Speech and Language Therapy 1:1 session with therapist or trained staff</li> <li>• Physiotherapy sessions 1:1 with trained staff</li> <li>• NEAIP Sensory assessment</li> <li>• Juniper Tree Sensory assessment</li> </ul>

# Social, Emotional and Mental Health

Type of provision	The Harehills Offer	
<p><b>Universal Provision</b></p> 	<ul style="list-style-type: none"> <li>• Restorative and Positive Behaviour policy</li> <li>• Behaviour as Communication staff training 2025</li> <li>• Trauma Informed practise staff training 2024</li> <li>• 'Zones of Regulation' training January 2026</li> <li>• Mindfulness sessions</li> <li>• Sensory support equipment offered and used</li> </ul>	<ul style="list-style-type: none"> <li>• Simple instructions and support with visual cues</li> <li>• Communicate in a calm and clear manner</li> <li>• Communicate positive achievements - no matter how small - with home</li> <li>• Strong home school links</li> <li>• Consistent use of language, expectations and de-escalation strategies across school</li> </ul>
<p><b>Targeted Provision</b></p> 	<ul style="list-style-type: none"> <li>• Legitimised movement breaks</li> <li>• A range of simple activities that a pupil enjoys keeping them calm and regulated in a safe space</li> <li>• Therapeutic Story Writing intervention</li> <li>• Tender Project</li> <li>• Getaway Girls group</li> <li>• Social stories written for difficulties</li> <li>• 'Zones of Regulation' group intervention</li> <li>• Mind Mate workbooks</li> </ul>	<ul style="list-style-type: none"> <li>• Reward charts/ Victory Logs</li> <li>• Check-in time with a designated member of staff</li> <li>• Circle times</li> <li>• Designated 'safe' space in or out of class</li> <li>• Senior Leadership 'on call'</li> </ul>
<p><b>Specialist and Personalised provision</b></p> 	<ul style="list-style-type: none"> <li>• Educational Psychology Assessment (EP)</li> <li>• Child Development Centre Assessment (CDC)</li> <li>• Child and Adolescent Mental Health Services (CAMHS)</li> <li>• Cluster services</li> <li>• MindMate</li> <li>• NE Area Inclusion Partnership</li> <li>• Cluster Support 1:1 sessions – (Therapeutic Support, Emotional Support and Family Support)</li> <li>• MindMate 1:1 sessions</li> <li>• Early Help Plan</li> <li>• 1:1 'Zones of Regulation'</li> <li>• B' Squared or Boxall Assessment and Intervention</li> <li>• NEAIP intervention and sensory profiling</li> <li>• 1:1 Nurture sessions and break times - tailored to children's needs and delivered by Nurture Lead</li> <li>• BIPRA</li> <li>• Specific Risk Assessments</li> <li>• Drawing and talking intervention</li> </ul>	