Harehills Primary School



Special Educational Needs and Disabilities Policy

Approved by:	Nick Long Chair of Governors	**Date:** October 2026
Last reviewed on:	October 2026	**Next review due by:** October 2027
Staff Responsible:	Alison Liversage - SENCO Miss Caroline Pallas - Deputy Headteacher and SEND SLT Link Mrs Judy Wood - Headteacher	

We believe that all children should, wherever possible, be educated in their classroom setting and be fully integrated with their peers. Children with SEN join in the activities of the school together with pupils who do not have SEN, in so far as it is reasonably practical and compatible with the pupil receiving the necessary SEN provision, the efficient education of other children and the effective use of resources. All pupils with SEN are entitled to full access to their relevant Curriculum.

Legislative Compliance

This policy complies with the guidance given in **Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64).** It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) September 2014

Ofsted Section 5 Inspection Framework January 2014

Ofsted SEN Review 2010 “A Statement is not enough”

Equality Act 2010

Education Bill 2011

Children and Families Act 2014

WHO ARE CHILDREN WITH SPECIAL EDUCATIONAL NEEDS and Disabilities?

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they have a significantly greater difficulty in learning than most others of the same age or 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 schools.

ADMISSION ARRANGEMENTS

Admission arrangements for children with SEND are the same as for other children, except in the case of a child with an Education Health and Care Plan (EHCP) or who are undergoing an EHCP assessment, where support is required to ensure the safety of that child or others. The Head teacher may then wish to delay entry until support is in place.

Inclusion Statement

The staff at Harehills Primary School are committed to the inclusion of all pupils.

- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide adapted learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have full access to their relevant school curriculum.
- Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- English as an Additional Language (EAL) is not considered a Special Educational Need. Adapted work and learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between "underachievement" – often caused by a poor early experience of learning and Special Educational Need.
    - Some pupils in our school may be underachieving but will not necessarily have a Special Educational Need. It is our responsibility to identify this quickly and ensure that appropriate adaptions and where necessary interventions are put in place to help these pupils catch up.
    - Other pupils will genuinely have Special Educational Needs, and this **may** lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with Special Educational Needs have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned teaching and learning opportunities, which address the root causes of any barriers to learning, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved school's budget.

Aims and Objectives of this Policy

The aims of our Special Educational Needs and Disabilities policy and inclusion practice in this school are:

- To provide curriculum access for all

- To secure high levels of achievement for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parents and carers
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners
- To "promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others". (National Curriculum, 2014)

Stage 1 Adapted Universal Provision - Quality First Teaching, including where appropriate, the use of targeted intervention. All vulnerable learners will be included on provision maps.

- All learners will have access to quality first teaching as part of their Universal Provision.
- The routine and prolonged withdrawal from mainstream classrooms of children with EAL is not recognised as good practice and does not promote rapid language acquisition. Language acquisition is best promoted through a range of effective, inclusive strategies, adaptation of the usual school curriculum and Targeted intervention where appropriate.
- Some vulnerable learners will have access to Universal Provision with Targeted support. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with Special Educational Needs. This is an adaptation of the usual school curriculum – not an intervention for pupils with SEND.
- All vulnerable learners will be included on provision maps which outline and monitor all additional intervention across the school, these provision maps enable the school to:
    - Plan strategically to meet pupils identified barriers to learning and track their provision
    - Audit how well provision matches need
    - Recognise gaps in provision
    - Highlight repetitive or ineffective use of resources
    - Cost provision effectively
    - Demonstrate accountability for financial efficiency

- Demonstrate to all staff how support is deployed
- Inform parents, LEA, external agencies and Ofsted about resource deployment
- Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation

Stage 1 Early Identification and Assessment SEND Support including, where appropriate targeted intervention and Pupil Passports

Children's needs should be identified and met as early as possible through:

- the analysis of data including entry profiles, Foundation Stage Profile GLD scores, other whole-school pupil progress data
- classroom-based assessment and monitoring arrangements. (Cycle of assess, plan, do, review.)
- following up parental concerns
- tracking individual children's progress over time
- liaison with feeder nurseries on transfer
- information from previous schools
- information from other services
- maintaining the SEN register and school provision maps for all vulnerable learners which clearly identifies pupils receiving additional SEND support from the school's devolved budget or in receipt of additional SEND Funding. The register and provision maps are updated termly through RAAP meetings between AHTs, TLCP year group leaders, teachers and SENCO team
- undertaking, when necessary, a more in-depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs. It may include a bilingual assessment where English is not the first language
- involving an external agency where it is suspected that a special educational need is significant

Curriculum Access and Provision for vulnerable learners

Where children are underachieving and/ or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils.

- teachers adapt quality first teaching at a universal level within core subject Flexible Groups and within their Class Group
- targeted and specialist intervention
- other small group support

- individual class support
- bilingual support/ access to materials in translation
- further adaptation of resources
- Pupil Passports
    - Our Pupil Passports will be accessible to all those involved in their implementation – pupils and parents should have an understanding and ownership of them, as appropriate.

Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- classroom observation by SLT, SENCO team and other school leaders
- ongoing assessment of progress
- work sampling
- scrutiny of planning
- informal feedback from all staff
- pupil progress tracking using assessment data (whole-school processes)
- monitoring Pupil Passports including their outcomes and evaluating the impact of the support plans on pupils' progress
- attendance records and liaison with Pastoral and Learning mentors
- regular meetings about pupils' progress between the SENCO team, Senior or Subject leaders and the Head teacher
- Head teacher's report to parents and governors

Stage 2 Additional SEND Support including, where appropriate targeted and specialist intervention and Individual Provision Maps and SEN Support Plans.

- Pupils will be offered additional SEND support when their needs require intervention which is "additional to" or "different from" the adaptive curriculum offer for all pupils in the school i.e., they have a special educational need as defined by the SEN Code of Practice 2014.
- Under-achieving pupils and pupils with EAL, who do not have SEND, will **not** be placed on the list of pupils being offered additional SEND support (but may be on the school provision maps).
- In keeping with the support offered for all vulnerable learners; intervention for pupils on the SEND register will be identified and tracked using school provision maps.

- It may be decided that a number, **but not** all the pupils on the SEND register will require additional SEND Funding.
- From September 2024, where a pupil has a significant, severe, and sustained need, it will be necessary to enter a multi-disciplinary assessment process with health and social care to consider the need for an Education Health and Care Plan. This Plan will now have additional SEND Funding attached – to replace FFI.
- Where a pupil is already in receipt of SEND Funding and/or has an Education Health and Care Plan or requires an EHCP assessment an Individual Provision Map and SEN support plan (IPM) is required.
- Our approach to Individual Provision Maps and SEN support plans (IPMs), which we recognise are no longer prescribed in the SEN Code of Practice 2014, is as follows:
    - Our IPMs are an assessment, planning, teaching, and reviewing tool which enables us to focus on areas of development for pupils with special educational needs. They are seen as working documents which can be constantly refined and amended.
    - Our IPMs will record provision which is *additional to* or *different from* the universal adapted curriculum plan, as well as the high-quality universal provision which is in place for all children. Outcomes will address the pupil's underlying SEND and focus on teacher response through adapted teaching and learning.
    - Our IPMs will be accessible to all those involved in their implementation – pupils and parents should have an understanding and "ownership of the outcomes" as appropriate.
    - Our IPMs will be based on informed assessment and will include the input of outside agencies and legal documents such as an EHCP.
    - Our IPMs have been devised so that they are manageable and will be monitored and evaluated termly.
    - Our IPMs are linked to LA strategy.
    - Our IPMs will be time-limited – at the termly review, next steps will be agreed.
    - Our IPMs will have a maximum of five short/ medium term SMART outcomes set for or by the pupil. Where there is an EHCP in place these will be steps towards the outcomes.
    - Our IPMs will state what or how the learner is going to be supported to learn and will be clear about what the pupil should be able to do at the end of the given period.
    - Outcomes for IPM and support plans will be set using:
        - Outcomes and advice from EHCP

- Outcomes and advice from discussion with another professional
- Discussion between teacher and SENCO team
- Discussion, wherever possible, with parents/carers and pupil

(the precise order for this will vary from pupil to pupil).

- Our IPM and support plans will be reviewed at least termly by class teachers and overseen by the SENCO team.

Stage 3 Education Health and Care Plan

- Pupils with an Education Health and Care Plan will have access to all arrangements for pupils on the SEN list (above) and, in addition to this, will have an Annual Review of their plan.
- Our school will comply with all local arrangements and procedures when applying for an Education Health and Care Plan and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEND Support using our devolved budget or pupil SEND Funding at an earlier stage.
- Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local NCC policy and guidance - particularly regarding the timescales set out within the process.

Annual Reviews

There is a formal review meeting for children with an EHCP and this must be held annually or every six months for under-fives. The purpose of the review meeting is to get an overall perspective of the child's progress, to monitor and evaluate the provision and amend as necessary.
Before the review the SENCO team contacts parents, teachers and outside agencies to collect written information from them detailing the child's progress in relation to outcomes set and EHCP Outcomes. When the information has been collated the SENCO invites parents and the outside agencies involved with the child, including the Educational Psychologist, to meet at school to produce a review report, which is then submitted to the LEA. As it is often difficult to get all parties together at any one time, the SENCO team must gather individual reports from the agencies before the meeting to give a full report to parents at the review meeting. It is the role of the SENCO to feed back to the head teacher and inform them of any proposed changes or amendments to the child's EHCP.
When it is considered appropriate the school Educational Psychologist or Casework Officer may need to be involved with the annual review. This is to discuss and support the transition process and arrangements for a change of setting. It is imperative that the parents and school establish suitable links prior to the child's transfer.
We will also help parents by providing the following:

- Help with filling in forms
- Providing interpreters
- Making the family and their friends welcome
- Having informal discussions regarding their child
- Offering and organising specialist advice and support
- Listening to concerns and problems

Staffing

We currently have the following staff in school in order to help support children with SEND:

- Special Needs Governor – (Nick Long COG)
- Special Needs Coordinator (SENCO) – Alison Liversage
- Special Needs Coordinator Assistants (SENCO Assistants) – Laura Collins KS1/ EYFS and Alison Methven Intervention and Provision Mapping
- Deputy Headteacher and SEND SLT Link – Caroline Pallas
- Class teachers
- Lead Practitioner (SEND) – Dani Sanderson
- SEMH and Nurture Lead and SENCO support – Wendy Woodward
- Speech and Language Therapists – Aishah Mahmood and Zaina Kathrada
- Specialist Learning Support Assistants SEND, SEND Teaching Assistants, Autism Lead Practitioner, HLTAs and Teaching Assistants
- Pastoral and Safeguarding Officer – Janet Haywood
- Pastoral Learning Mentors – Julie Thompson, Zahira Khaliq, Sofea Hussain
- Family Support Mentor – Julie Drysdale
- Family Support Worker – Kaniza Liaqat
- Attendance Officer – Azhar Ali

Funding is generated through SEND Funding and EHCPs. The amount of money allocated to school will vary and is based on the needs of the cohorts of children. All support staff have a variety of experiences in working with children and in supporting various needs. They form a vital part of our school staff, attending meetings, training and sitting on the governing body. Most of their work should be in the classroom as it is our policy that children with SEND are fully included in school life.

These roles and responsibilities are:

- Working in a 1:1 or small group for parts of the day to deliver outcomes from IPMs, adapted work planned by the class teacher, SENCO team or plans/ programmes from external support agencies.
- Working with individuals or small groups of children identified as having SEND.
- Working with other groups of children as directed by the class teacher while the class teacher works with children with SEND.
- Supporting children in class, keeping them focussed and on task, to gain full access to their relevant Curriculum.
- Supporting children with social emotional and mental health difficulties, physical or medical difficulties.
- Meeting with outside specialists.
- Monitoring IPMs and reporting back to the class teacher, SENCO team – where appropriate.
- Keeping up to date targeted intervention records.
- Supporting children with SEND during educational visits.

Support must be provided according to the IPMs and regular work, recording and monitoring must take place.

Training

To meet the needs of the children the staff should have access to on - going training in SEND. All staff, teaching and non-teaching, will be encouraged to attend training appropriate to the needs of the children they are working with.

Resources

The SENCO has been allocated a sum of money to purchase resources for SEN, please see the SENCO to request specific resources for individual children. Some programmes of work have already been purchased to support children across school. There are other SEND resources held centrally but it is worthwhile consulting with colleagues as more are being held by teachers in their classrooms.

Outside Support Agencies

At Harehills we make full use of the range of specialist support available to children with SEND. After consulting parents, the SENCO team may involve outside agencies. These agencies give advice and practical support for children with learning, language/ social communication, SEMH, physical/ sensory and medical difficulties. They can support with assessment, programme planning, behaviour management, use of resources and in service training.

Such advice comes from:

- Children's Services – Complex Needs including: Educational Psychology, EYIAT and IAT
- The Deaf and Hearing Impaired Team (DAHIT)
- The Visually Impaired Team (VIT)
- Speech and Language Therapy NHS and Chatterbug Ltd
- Occupational Therapy NHS
- Physiotherapy NHS
- NEAIP including comissioned Private Nursing Support
- ICAN paediatric team
- Cluster referrals
- Social Care

The Governing Body

The Governing Body, in cooperation with the Head teacher, has overall responsibility in ensuring that all children with SEND receive help and assistance as appropriate in order that their barriers to learning do not limit educational progress governors and staff should work closely together. The Governing Body will support the training needs of teachers and support staff to improve standards. The SEND Governor meets with the SENCO and/ or receives termly reports from the SENCO which are fed back to SLT and the Governing Body. The Governor reports to parents annually on SEND provision at Harehills, in line with the Code of Practice. Comments from parents are always welcome. The Governor for SEND is currently Nick Long (COG).

Complaints Procedure

The school will always attempt to develop a positive working relationship with parents. In the first instance, parental concerns should primarily be taken to the **class teacher**. If the class teacher can address the concerns they will, otherwise they may be taken to the SENCO team. The SENCO team will ensure that the parents are informed about SENDIASS and work with the parent to resolve the concern. The SENCO team will keep the Head teacher informed of any concerns. If the matter remains unresolved, the Head teacher will be

informed and a meeting arranged to try to resolve the matter. In cases where resolution is not possible, the matter will be passed onto the Governing Body and the parents informed of the LEA complaints procedure.

Reviewing the Special Educational Needs Policy

Every year the SENCO will write an action plan, a SEN Information Report and a School Inclusion Strategy. A Governors report will be written to parents explaining the actions taken by the SENCO and the impact upon and progress made by children with SEND.

The school will review the effectiveness of the SEND policy on a yearly basis as part of the school improvement plan. This will enable the school and parents to measure the progress of pupils receiving support and will enable the school to assess whether SEND Funding is being used as effectively as possible.

In reviewing the policy the school will use the following indicators:

- Inclusion of SEND pupils within the classroom setting
- Inclusion of SEND pupils within school-based SEND support bases
- Success of IPM and support plans and EHCP's at reviews
- Income and expenditure on pupils with EHCP's and high levels of SEND Funding
- Training
- Use of support services
- Parental involvement