



Harlowbury
Primary School

"Believe, Succeed, Inspire"

INCLUSION & SEND POLICY

POLICY FIRST ADOPTED & RATIFIED BY THE LOCAL GOVERNING BODY	September 2017
POLICY LAST REVIEWED & REVISED	February 2025
POLICY TO BE NEXT REVIEWED OR EARLIER IF REQUIRED	Spring 2026

Signature: 
Name: Yasmin Gregory

Date: Spring 2025

Chair of Harlowbury Local Governing Body

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Introduction

Harlowbury is a primary school of approximately 200 pupils. We are an inclusive school and aim to help all children make the most of the opportunities they are given. We welcome all pupils and strive to help them be the best they can be. To accomplish this, we offer a broad and balanced curriculum with high quality teaching. We offer effective targeted support for pupils with special educational needs and disabilities (SEND).

Key Contacts

Designated Safeguarding Lead:	Sandra Graham
Deputy Designated Safeguarding Lead:	Vicky Early
Deputy Designated Safeguarding Lead:	Mel Dyer
Deputy Designated Safeguarding Lead:	Catherine Reeve
SEND Link Governor:	Tara Whittle
Inclusion Manager:	Mel Dyer
Safeguarding Governor:	Heather Gotting
Chair of Governors:	Yasmin Gregory

The following documents and guidance should be read in conjunction with this policy:-

- Teaching and Learning Policy
- SEND Information Offer
- Equalities Policy
- Medical Needs, Intimate Care, Use of Restrictive Force Policies
- SLC prospectus and Integration Document
- Curriculum and Mastery Statement
- Child Protection and Safeguarding Policy
- Keeping Children Safe in Education DfE
- The Prevent duty Departmental advice for schools and childcare providers DfE
- FGM (Serious Crime Act 2015) Fact Sheet Ministry of Justice/Home Office
- Female Genital Mutilation Multi-agency Guidelines Ofsted Inspection Handbook

Aims

We reflect the values of the community, those of warmth, acceptance and inclusion. We encourage children to flourish both emotionally and academically. Each child is celebrated for their individuality. We aim to inspire our pupils to harness their skills and energy so that they enjoy and benefit from every minute at school. We aim to develop the whole child – ready for the future. As the Code of Practice 2014 states: ‘All teachers are teachers of children with special educational needs’.

Objectives

- To work within the guidance provided in the SEN Code of Practice, 2014.
- To monitor the progress of all children in order to identify those who may have SEN as early as possible.
- To provide appropriate support for children identified as having SEN
- To monitor the support being provided to ensure progress is being made.
- To make reasonable adjustments to enable all children to have full access to all elements of the school curriculum, wherever possible.
- To identify the roles and responsibilities of all staff in providing for children’s special educational needs.
- To provide targeted continuing professional development in order to ensure a high level of staff expertise.
- To seek the views of the children and their parents/carers when planning and reviewing their provision.
- To work in co-operation with the Local Authority and other outside agencies, when a multi-professional approach to meeting the needs of children is required.

What is Inclusion?

‘Inclusion is seen to involve the identification and minimising of barriers to learning and participation, and the maximising of resources to support learning participation’ Index for Inclusion – Booth and Ainscow 2000. Successful inclusion should result in every pupil feeling safe, confident and happy at school. Successful inclusion should see every pupil making the best progress of which they are able and enjoying their time at school.

Meeting Diverse Needs

We recognise that in order to achieve success inclusion we must actively seek to recognise and meet the very diverse needs of our pupils by:

- Monitoring the achievement and well-being of all our pupils and the quality/nature of the learning opportunities they are offered.
- Tracking each child's academic, social and emotional progress and using the resulting knowledge to plan provision for the individual or groups of pupils.
- Correctly identifying and then seeking to overcome potential barriers to pupils' learning or their full participation in school life.
- Developing and deploying our resources to best reflect the various levels of need experienced by pupils.
- Taking care to ensure that vulnerable pupils, including those with additional or Special Educational Need or Disabilities are appropriately supported.
- Sharing any concerns we may have regarding a child with their parents or carers and then seeking to work together with them.
- Liaising closely with professionals from other Children's Services or Health agencies involved in the care and support of pupils.
- Providing teaching and non-teaching staff with the support and training they need in order that their work promotes the best outcomes for each child.

Potentially vulnerable groups

There are a number of identified groups of pupils and families:-

- Pupils with Special Educational Needs or Disabilities (SEND)
- Pupils whose home language is not English (EAL)
- Pupils who are entitled to Pupil Premium funding (PP)
- Pupils with physical or sensory impairments
- Pupils whose families may be Asylum Seekers or Refugees
- Pupils from Traveller families
- Pupils who might be subject to abuse or harassment, for whatever reason
- Pupils under the care of Social Services or pupils who may be in public care, or living with foster families
- Pupils who are young carers
- Pupils whose family are in crisis or under great stress
- Pupils at risk of significant harm
- Pupils with poor attendance and/or at risk of disaffection and exclusion from school.

Promoting and supporting Inclusion

Leadership

- Responsibility for making Harlowbury a truly inclusive school lies with the Head Teacher, Senior Leaders and the Local Governing Body of the School.
- We aim to promote Inclusion at Harlowbury through all of our policies, systems and practices.

Personalising the Curriculum

- School Leaders at all levels; including Governors, Head teacher and Deputy, and Subject Leaders, are responsible for ensuring that the curriculum; in its narrow and broadest senses, is personalised to match the needs of the pupils who attend the School.
- The School has a long term Curriculum Map which is used to plan appropriate, differentiated activities for all pupils. This would include staff ensuring appropriate cross-curricular links are made and developing learning to match individual needs. All members of the School Community are

expected and encouraged to adopt behaviours which support the School's Inclusive ethos within both the explicit and hidden curriculum.

The Role of the Inclusion Manager

- The school has an Inclusion Manager who takes the leading role in co-ordinating support and provision.
- In partnership with other senior leaders, the Head Teacher, the Inclusion Manager monitors, advises, evaluates and plans for the development of inclusive practice and provision across the school.

The Inclusion Manager is responsible for:-

- Liaising with class teachers to identify children with SEND.
- Liaising with class teachers and those leading interventions to ensure pupils transfer learning from interventions into their learning in class.
- Monitoring interventions and support their delivery.
- Monitoring One Plans and contributing to evaluations and the development of new ones.
- Parents/carers and the pupil are invited to each Person-Centred Annual Review meeting to discuss their pupil's progress and the support which they receive. The Inclusion Manager and Class Teacher attend this meeting and we invite all professionals involved in supporting the pupil.
- The Inclusion Manager takes the leading role in securing, reviewing and managing provision for pupils who have exceptional needs.
- Sharing good practice and expertise amongst other staff.

Specialist Resource Provision

The school has a 20-space offer of Specialist Resource Provision within the school. All children are taught in class, with learning support where necessary for all aspects of the curriculum with adaptations made to support each child. This is a fully Inclusive model aiming to maximise all opportunities to develop Literacy skills, social skills, and relationships with other children within a mainstream classroom and reduce the time children are removed and working in isolation from their peers. Application to access this support are explored termly at a panel meeting with school representatives, Essex SEND and SLCN specialists on the admissions panel.

Class Teachers

- All pupils spend most lesson times being taught alongside their class peers. Additional interventions are organised following consultation at Pupil Progress meetings, twice a year.
- Teachers have overall responsibility for the planning and delivery of lessons. Teachers follow the Ordinarily Available advice to support the needs of all children in their class. Also to ensure Additional School Interventions are taking place and recorded.
- Teachers take the lead role in monitoring the attainment, learning, behaviour and well-being of pupils in their class. This information is recorded and pupils' achievement and needs are discussed and further planning undertaken by way of Pupil Progress meetings. Summative assessments are carried out at the end of teaching points and termly and recorded on the school's tracking system. Formative assessments (Assessment for Learning) is used daily to enable tweaks to be made to the learning.

Learning Support Assistants

- Learning Support Assistants (LSAs) work with individual or groups of pupils during lessons.
- LSAs may deliver pre-teach and re-teach before & after lessons to support children's access to the curriculum.
- Any interventions are monitored and reviewed half termly.

- Advice and training is provided for LSA's and teachers undertaking interventions in and outside the classroom.

Play Therapy

Our school Play therapist has a key role in promoting and supporting inclusive practice at the school. She undertakes a variety of tasks which include:

- Observing and engaging with any pupils who may be vulnerable, liaising with class teachers or senior staff regarding any concerns.
- Helping to devise ways of best supporting the pupils they work with.
- Observing the well-being of pupils within social settings and spending time in One Plan meetings working with individual pupils.
- Monitoring progress through Emotional literacy giving entry and exit data for counselling programmes.
- Taking a supporting role in working alongside external family support agencies.

Pupil Premium Pupils.

Definition and Rationale- In 2011, the Pupil Premium Grant was introduced; it aims to improve outcomes for disadvantaged learners and to diminish the differences between them and their more affluent peers.

Identification and Assessment

- The children are identified upon starting school and through the school's Ever 6.
- Assessments are carried out through regular formative and summative assessment and progress is monitored through Pupil Progress meetings termly.
- A provision map/ One Page Plan for identified PP pupils will be used to track vulnerable PP pupils to ensure the provision provided is diminishing the difference and barriers to learning are identified and removed.

Provision for Pupil Premium Children

- Each class teacher is aware of the Pupil Premium children in their classrooms.
- Termly the children are reviewed and monitored at Pupil Progress meetings and any additional support needed will then be put into place

English as an Additional Language

Definition- The term EAL (English as an Additional Language) is used to refer to pupils whose main language at home is other than English.

- EAL pupils, from complete beginners to those with considerable fluency, will have varying degrees of difficulty in accessing the full curriculum and in achieving their full potential.
- Our main aim is for all EAL pupils to become confident in speaking, listening, reading and writing to enable them to access the curriculum and communicate effectively with their peers and other adults.
- The provision of this support fulfils the requirements of the Race Relations Act of 1976 which seeks to promote Equality of Opportunity and to eliminate discrimination in the provision of education.

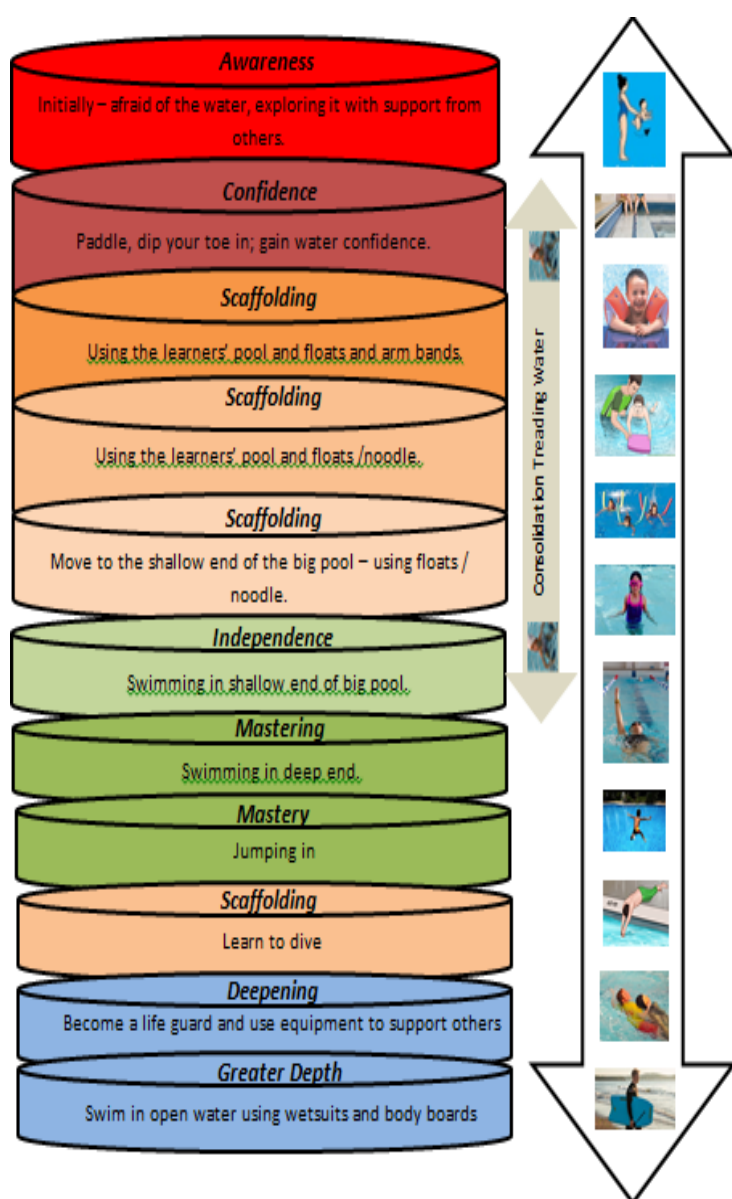
Identification and Assessment of EAL pupils

Pupils who are EAL are identified upon starting the school. If it is clear that a pupil's fluency levels are low then they will be assessed using the EAL Stages. This assessment will be done termly to record specific progress against EAL targets. Progress is monitored at Pupil Progress meetings.

Provision for EAL pupils

- If a pupil is in the early stages of the 'EAL Stages' then the pupil will be included in a specific EAL intervention support.
- Teachers and other adults aware of good EAL practices within a lesson and throughout school life. EAL pupils on lower stages of English acquisition can be buddied with a more confident pupil who speaks the same language or with an English speaking pupil as appropriate.
- Classrooms are highly visualised environments – dual-language texts, labels and visual support within lessons.

Greater Depth/High Scoring and Mastery



Definition Harlowbury define Mastery and Greater Depth as children who can independently, confidently and consistently apply their learning to a range of contexts, explaining their thinking, after time has passed from initial learning. We use the analogy of learning to swim to explain the Mastery & Greater Depth.

The identification process is on-going and begins when the pupil joins our school and involves staff, pupils, parents and carers. We use a range of strategies to identify children who are mastering the curriculum and skills.

Pupil Outcomes considered will include:

- Information from Pupil Progress meetings.
- Information from previous teachers or previous -school records
- Discussions with pupils
- Pupils learning in books
- Pupils will demonstrate high levels of mastery and fluency in a variety of contexts
- Pupils will demonstrate a deeper knowledge and can apply skills and knowledge to a range of subjects and contexts
- Pupils will articulate their thinking and prove their answers

High Scoring

Children scoring over 110 or above on SATs tests in KS 1 and KS2 are referred to as High Scoring. These children are monitored at each end of key stage to ensure they are still on track for progress and attainment; these pupils may not be demonstrating mastery and or greater depth learning as defined above.

What are special educational needs (SEND)?

- 'A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.
- A child of compulsory school age or a young person has a learning difficulty or disability if he or she— has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- A child under compulsory school age has a learning difficulty or disability if he or she is likely to be within subsection when of compulsory school age (or would be likely, if no special educational provision were made).
- A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.' (Child and Families Act 2014 s20)

What is a disability?

- 'A person has a disability if has a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on Person's ability to carry out normal day-to-day activities.' (Equality Act 2010 s6)

Identifying Special Educational needs

The SEN Code of Practice (2014) describes a 'graduated response' to identifying and removing barriers to learning in order to put effective special education provision in place. (see below) The Code of Practice states: 'It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development of social needs.'

- Identification of SEND may have occurred prior to a pupil's enrolment at school. If this is the case then school will seek appropriate advice and support from the relevant school and external agencies.
- When a concern is evident the class teacher will liaise with the Inclusion Manager and parents/carers. This may involve the teacher adapting certain aspects of their classroom practice or requesting that the parent/carer seek the advice of the GP or Optician. Should Additional School Intervention taken from Ordinarily Available advice, not suffice to overcome the concern and a significant and/or persistent difficulty remains apparent, the pupil will be deemed as having Special Educational Needs.
- Upon identification of such difficulties the school will seek to put in place additional educational provision. This may be long or short-term dependent upon the nature of the special need and the

progress made by the pupil. Higher needs, when outside agencies are involved lead to a termly One Plan meeting.

- If the needs are not met within this framework then application is made for an Education, Health Care Plan.
- There are six areas that give an overview of the difficulties a pupil may have.
- However it is important to note that a pupil's needs may cross one or more of the following:
 - Learning difficulties and disabilities
 - Social, Emotional and Mental Health difficulties
 - Autism and Social Communication Difficulties
 - Speech, Language and Communication Needs
 - Physical and Neurological impairment
 - Sensory, Hearing, Visual and Multi-Sensory impairment.



The kinds of interventions within this 'graduated response' are as follows:

Universal – All pupils will benefit from:

- High Quality Teaching
- Teaching and Learning that is differentiated to need and enables the vast majority of pupils to make good or better progress.
- Formative and summative assessments which inform any further provision needed.

Targeted Support – Some pupils may benefit from:

- Small-group intervention for pupils who may be expected to 'catch up' with their peers as a result of the intervention.
 - Interventions where progress is monitored by the HT, DHT, IM, Class teacher and the adult leading the intervention through the Pupil Progress meetings. If a pupil has not made the required progress then the appropriate referral will be made to outside professional support and a One Plan meeting will be initiated.
- Specialist Support – A few pupils may benefit:

- Specific targeted intervention for individuals. These pupils may have specific and/or exceptional needs that require the support from outside professionals. We will then incorporate appropriate advice and recommendations into any One Plans for the pupil.

Not all children making less than expected progress will have SEN; many things can impact on a child's progress and attainment, including the following:

- Bereavement
- Attendance and Punctuality
- Health and Welfare of the child and their family
- English as an Additional Language (EAL) – Difficulties related solely to having EAL are not SEN.
- Being in receipt of Pupil Premium
- Being a Looked After Child
- Being a Young Carer

Disability

The code of Practice 2014 states that 'Many children who have SEN may have a disability under the Equality Act 2010, that is '...a physical or mental impairment which has a long-term and substantial adverse effect in their ability to carry out normal day-to-day activities. Children and young people with such difficulties do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.'

We aim to meet the needs of all children who are identified in the Code of Practice (2014) as having SEND in the areas of learning difficulties and disabilities, social, emotional and mental health difficulties, autism and social communication difficulties, speech language and communication needs, physical and neurological impairment, sensory: hearing, visual, and multi-sensory impairment (as referenced in the Provision Guidance). The class teacher is responsible for Quality First Teaching with the highest possible expectations. Pupil progress is tracked and gaps in understanding and learning identified. Pupil Progress meetings are held termly. Identified needs are planned for via targeted work, additional support and intervention work.

Additional School Intervention.

This type of support is available for any child who has been identified as having specific gaps in their understanding. The children and their parents will be involved in a One Plan meeting and an action plan drawn up, driven by outcomes. One plans are reviewed termly. Children with High needs also have a One Plan, but outside agencies are involved. All plans are reviewed termly. Specified individual support is provided via Education, Health and Care Plan (EHCP).

Outside Agencies who help us achieve inclusive practice and meet specific needs. Those agencies most commonly involved in supporting pupils are:

- The School Nurse (NHS)
- The Speech and Language Therapy Service to Schools (SALTs)
- The Occupational Health Therapy Service for Pupils (OTs)
- Child and Family Consultation Service (CFCS) and Family Solutions (FS)
- The Child Development Clinic (CDC)
- The Educational Psychology Service (EPS)
- Services for the Hearing or Visually Impaired
- Speech language and communication Needs (SLCN)
- Autism Spectrum Disorder (ASD)
- Moderate Learning Difficulties (MLD)
- Emotional Wellbeing Mental Health Service (EWMHS)

Reintegration and Alternative Provision

The Children's Support Service is an alternative provision, whose aim is to provide lasting, meaningful, and positive outcomes for children who are unable to access mainstream education.

The Reintegration Team supports children unable to access education due to medical and/or SEMH needs. The reintegration support takes place in the school, the home, libraries, the hospital and/or other venues, with the aim of reintegrating students back into appropriate educational provision.

Exceptional Needs Funding to Support Inclusion

In a minority of cases and only when a pupil presents with needs which are so 'exceptional' as to necessitate a very high level of additional support, the school will make representation to the Local Authority to secure Exceptional Needs Funding (ENF).

Managing the needs of pupils on the SEN Register

Currently, parents are invited to attend termly One Plan meetings and meet with relevant professionals as required. We encourage involvement from the children and their families, using One Page Profiles and Person- Centred Reviews. Currently children have their own One Page Profiles and they are involved in the review process. We will meet once a term with parents and the child. However, certain outcomes may be reviewed more regularly. Children benefit from detailed transition arrangements already in place at the school. As the child moves to the next phase, every professional involved is fully aware of their needs and involved in planning future outcomes as appropriate. Outcomes will reflect the child's needs at that particular time as well as looking at their future hopes and aspirations.

We provide an adapted curriculum with personalised outcomes for each child if appropriate e.g. in maths, we provide a range of resources to suit individual children learning styles such as Numicon, Diennes, multilink etc. Where appropriate, a child may be involved in a specific intervention to meet an individualised need or differentiated provision in the classroom or through Quality First Teaching. The interventions are evidence based and have entry and exit assessment points.

The impact of interventions are reviewed regularly. Training is provided for intervention leaders. The learning environment is adapted to the needs of the child, e.g. specialist visual resources. Specific programmes, such as P.E.C.s, Visual Coding and Widgets. Fine and gross motor skills such as Dough Disco are provided to meet individual and group needs.

The Inclusion Manager and Staff in School

Inclusion Manager is supported by the Local Governing Body, who have nominated a specific governor to monitor the implementation of the SEN Policy and the SEN Code of Practice. Mrs Dyer can be contacted via the school office on 01279 423444 or via email INCO@harlowbury.essex.sch.uk

We offer staff training opportunities as needed. This may be in-house or via external courses. We seek advice from Inclusion Partners and educational psychologists. We maintain a contact list of specialist expertise. Currently, staff are trained in Speech and Language difficulties, Autism needs, behaviour management, dyslexia, attachment issues and specific learning difficulties.

At Harlowbury we are committed to the development and wellbeing of the whole child. We employ a Play Therapist who works in the school every week.

Harlowbury's Early Years team are highly skilled in supporting young pupils' emotional development and self-regulation. The staff are trained to recognise and address children's individual needs through targeted early interventions. They use therapeutic approaches, including delivering sand play therapy and behavior narratives, to help children express their emotions, develop coping strategies, and build resilience. These interventions provide a safe and nurturing environment where children can explore their feelings and gain the tools, they need for emotional well-being and success in their learning journey.

We have Behaviour and Anti Bullying Policies which ensure excellent attitudes and behaviours in school which underpin the whole school core values and British Values.

The SchoolInfo Link is used to make referrals to the Inclusion Partner Team. These professionals contribute to the child's individual outcomes as needed. We have a named Locality Caseworker at the Local Authority Statutory Assessment service. We are able to access support services via the Essex Early Help and Advice Hub.

Training and Resources

All staff in school have a role in supporting children with SEN and have access to regular training opportunities to improve their knowledge and skills, see below:

- Whole school training is provided in a variety of areas. Training may be provided by an external agency or by a staff member with relevant expertise.
- Individual or small groups of teachers and/or teaching assistants attend training courses run by external agencies to support them in meeting the needs of specific children in their class. Where relevant the training they receive is shared with other members of staff. The Inclusion Manager also provides training to staff members to help them meet the needs of individual children. Special Education Needs (SEN) Policy
- When teachers/learning support assistants join the school they are informed of the SEN approaches/systems that are used in school. They are also informed of the needs of the children they will be working with that are identified as having SEN and the support that these children require.
- Specific training needs are identified and met through the performance management process. Training needs may also be identified as part of the provision mapping process, when looking at the needs of the children requiring support, if we do not have the skills/knowledge in school to deliver an intervention relevant to their needs, we will identify an appropriate intervention and access the training necessary to deliver it.

The Ordinary Available Framework

The Ordinary Available (OA) is a framework that explains what support is available in Early Years settings, primary and secondary schools in Essex. It explains what support is available to all pupils. what is available to pupils who need more support. [Ordinary Available Framework](#)

Criteria for exiting the SEN Register

At the child's termly 'One Plan Meeting', the progress they have made towards meeting the agreed outcomes will be discussed and the impact of any interventions will be shared. In most instances it is expected that new outcomes/next steps will be identified, in some cases the child will have made the required amount of progress and no new outcomes can be identified, when this is the case they no longer need a One Plan. When a child no longer requires a One Plan, the class teacher will continue to monitor them closely and provide any additional 'In Class Support' that is required, this will be recorded on provision map. If at any

point it is felt that the child once again requires support that is additional to the High Quality Teaching offered to all children, a One Plan Meeting will be held, a new One Plan will be created, they will be placed back on the SEN register and the Assess, Plan, Do, Review cycle will begin again for them.

Supporting Pupils and Families

Admission arrangements

We follow the Local Authority admissions guidance. Our school admission arrangements can be found on our school website in our Templefields admissions policy.

KS 2 SATs Access Arrangements

Some children with SEND may qualify for special arrangements in order to help them access the Key Stage 2 SATs tests. Any child with an EHC will be given additional time for each paper with making an application. The school must follow government guidance with respect to access arrangements. These guidelines are updated annually and may be found on: [KS2 Access Arrangements for SATS](#)

Supporting pupils with transition

We work closely with parents/carers, children and staff to ensure transitions run as smoothly as possible. If a child is joining us from another school, we will liaise with the Inclusion Manager and/or class teacher from the school. If the child has an EHC plan, if possible, the Inclusion Manager will attend the annual review meeting held before the child joins our school. Records will be requested from the previous setting, which will be shared with all relevant staff. All children entering Reception have the opportunity to visit the school and classroom before they start, the child and their parent/carer may be given opportunities for additional visits if necessary.

When a child starts a new class or Key Stage in the school they will be given opportunities to meet their new teacher and to spend time in their new class. If they would benefit from frequent visits to the new class this can be arranged. At the end of each year, each teacher meets with next class teacher to share information on the children in their class. Provision Map stores all data and information such as One Plans and reviews securely and centrally for staff to access.

If a child moves to another school, we will liaise with the Inclusion Manager and/or class teacher from the child's new school to pass on any relevant information. Once the child has left our school, we will make sure that all their records are passed on as soon as possible.

When children move to Secondary School, they all take part in some transition work. Some children may also take part in a small transition group. The class teacher will meet with staff from the Secondary School to discuss the needs of the children with SEND. All children will visit their new school, where necessary additional visits can be arranged. For children with an EHC plan, the Secondary Inclusion Manager will be invited to their annual review and will be given the opportunity to contribute to the outcomes for the year ahead taking into account what will be relevant for Secondary School.

Mental Health and Wellbeing

We have many opportunities and programmes to support pupil's wellbeing:

- We have a robust Child Protection Policy in place, we follow Essex Safeguarding guidelines and all staff recently received training around this.
- We have an Intimate Care Policy, which details how we provide personal care for children who require it.

- Attendance support is provided by The Essex Attendance Support Team
- All classes follow a structured Personal, Social, Health and Citizenship Education (PSHCE) curriculum to support these areas of development. Weekly PHSE/P4C sessions to provide explicit modelling of giving opinions and disagreeing with others.
- We have a structured Positive Behaviour Policy in place.
- Some children may take part in a small group to increase their social communication/interaction skills/self-esteem.
- We have a play therapist in school every week
- We have implemented a whole school Zones of Regulation programme to enable pupils to self-regulate and manage emotions and behaviours.

Monitoring and evaluation of SEND

- Progress is continually monitored by the class teacher, through assessments and observations.
- Data is analysed on a termly basis by the Senior Leadership Team, including the Inclusion Manager.
- Pupil Progress meetings are held termly.
- The Inclusion Manager has regular discussions with the class teachers and teaching assistants about children's progress.
- Class observations are carried out in order to review the quality of teaching and the provision for children on SEN Support.
- If an intervention is identified to support the child, the child's progress will be monitored throughout the intervention and additional support will be provided if necessary. A baseline assessment will be carried out before the intervention begins and when the intervention has finished to see what the progress has been and to identify any areas the child continues to have difficulty with. The delivery of the intervention will also be monitored.
- Once a term a 'One Plan Meeting' will be held, where the child's progress towards meeting the agreed outcomes will be discussed and the impact of any interventions will be shared.
- If a child has had an Early Help Assessment (EHA), regular Team Around the Family (TAF) meetings will be held, if relevant and their progress will be shared at these meetings.
- If the child has an EHC plan, progress will also be shared at the Annual Review.

Supporting pupils at school with medical conditions

The school has a policy for supporting pupils at school with medical needs, which can be found on the school website.

Funding

The school receives funding to respond to the needs of pupils with SEN from a number of sources. A proportion of the funds allocated per pupil to the school to provide for their education, the Notional SEN Budget, the Pupil Premium funding for pupils who meet certain criteria. In addition, for those pupils with the most complex needs, the school may be allocated additional funding through their EHC plan or transitional funding e.g. IPRA.

Storing and Managing Information

- (See GDPR policies and procedures on the TMat website for further information about how your data is used and stored.) www.tmat.org.uk
- Each child on the SEN register has a pupil file. All documents relating to the pupil are stored in the file; the files are kept in a locked cupboard and office.

- At Harlowbury, we use Provision Map, a secure and user-friendly online system, to manage and share vital pupil information related to medical needs and SEND concerns. This system ensures that all staff have real-time access to one central source for planning, targets, and the latest updates from both school and parents. Each staff member has a secure login, maintaining confidentiality while enabling seamless communication and collaboration to support every child effectively.
- All documents move with the child when they move schools and all electronic files from Provision Map are sent via the Edukey secure system to the new school.
- Any documents that are not needed are shredded within the ICO timeframe.

Dealing with complaints

When an issue arises, parents should, in the first instance, make an appointment to speak to their child's class teacher and seek to resolve any concerns. Most issues or concerns can be resolved very quickly, please do speak to us.

If the parent believes that their concern has not been resolved to their satisfaction or is a more serious or sensitive nature, an appointment should be made with the Headteacher. Where an issue is not satisfactorily resolved, parents should consult the TMAT Complaints Procedure for the next step. A copy of the Trust's complaints procedure is available on the TMAT website and school website or a paper copy is available on request from the school.

Monitoring and Review

The Head teacher, SEND Governor and Inclusion Manager will monitor the effectiveness of this policy on a regular basis. The Head teacher and Inclusion Manager will report to the Local Governing Body on the effectiveness of the policy at least annually and, if necessary, make recommendations for further improvement.