



# SEND INFORMATION OFFER

POLICY FIRST ADOPTED & RATIFIED BY THE LOCAL GOVERNING BODY	September 2017
POLICY LAST REVIEWED & REVISED	February 2022
POLICY TO BE NEXT REVIEWED OR EARLIER IF REQUIRED	Spring 2026

Signature:

Name: Yasmin Gregory

Date: Spring 2025

Chair of Harlowbury Local Governing Body

## **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).

### **Q: What kinds of SEND are provided for at our school?**

We aim to meet the needs of all children who are identified in the new 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. Children with High needs have a One Plan, where outside agencies are involved. The children and their parents will be involved in One Plan meeting and an action plan drawn up, driven by outcomes. One plans are reviewed termly. Specified individual support is provided via Education, Health and Care Plan. (EHCP).

### **Q: How accessible is the school environment, both inside and out?**

Harlowbury Primary School seeks to promote the inclusion of students with SEN and/or disabilities. The school is fully compliant with Disability Discrimination Act (DDA) requirements:

The school is on one level with easy access.

There is a disabled toilet with a changing area.

We ensure wherever possible that equipment used is accessible to all children.

Adaptations have been made to enable children with visual impairments and those with physical needs to access relevant areas of the school safely and securely.

Quiet areas are provided for children who need a space, to support their emotional and/or sensory needs.

### **Q: Who do parents/carers contact if they think their child may have SEN?**

If parents/carers have concerns about their child, they should speak to their child's class teacher in the first instance.

If they continue to be concerned, they can contact the Special Needs Co-ordinator (Inclusion Manager), Mrs Dyer can be contacted via the school office on 01279 423444 or via email [INCO@harlowbury.essex.sch.uk](mailto:INCO@harlowbury.essex.sch.uk).

The Inclusion Manager is supported by the Governing Body, who have nominated a specific governor Tara Whittle to monitor the implementation of the SEN Policy and the SEN Code of Practice.

### **Q: How do we involve and work with other bodies in meeting the needs of SEN children and their families?**

The school liaises with the School Nurse, Educational Psychologists, Speech and Language Therapists, Inclusion Partners, Occupational Therapists, Child and Adolescent Mental Health professionals, Child Development Clinic and pediatricians, Social Care professionals and makes referrals to Family Solutions. Info Link is used to make referrals to 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 can access support services via the Essex Early Help and Advice Hub.

### **Q: How can the school access these?**

Most of the agencies referred to above have thresholds and a child can only be referred to them if they meet their thresholds.

In most instances contacting external agencies will only be considered if a significant amount of support has

been put in at school level and the child has not made expected progress.

In most cases school will have to complete a referral form in order to access support from the agencies.

Parents/carers will be asked to give their permission for the school to refer their child to an external agency.

**Q: How is a pupil defined as having SEND?**

A pupil is defined as having SEND if he or she has a learning difficulty, which calls for a special educational provision, namely provision different from or additional to that normally available to pupils of the same age. A learning difficulty means that the pupil has significantly greater difficulty in learning than the majority of pupils of the same age; or, that the pupil has a disability, which hinders them from making use of educational facilities from those generally provided by schools for pupils of the same age, within the same area.

**Q: What are our policies for identifying children and young children with SEN and how we assess their needs?**

We have an Inclusion Policy which the parents, staff, children and governors review annually. This is available on our website. Teachers identify and support children in class through differentiation and Quality First Teaching. Any issues or concerns are closely monitored and responded to through our system of graduated response. If further support is needed, the inclusion manager will work with the teacher, child and liaise with the parents.

**Q: What are the arrangements for consulting parents of children with SEN and involving them in their child's education?**

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.

**Q: What are the arrangements for consulting young people with SEN and involving them in their education?**

Currently children have their own One Page Profiles and they are involved in the review process.

**Q: What are the arrangements for assessing and reviewing children and young people's progress towards outcomes?**

If a child is identified as having SEN, they are placed on SEN register and a four part cycle begins for the child. This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the pupil grows. The four parts of the cycle are 'Assess, Plan, Do, Review', below is a summary of each part:  
Assess – In order to assess the child's needs, we take into consideration all the information from discussions with parents/carers, the child and the adults working with the child, as well as information from observations and assessments. Some of this information is gathered at the One Plan Meeting that we have for each child. At the meeting, the teacher and the Inclusion Manager will share what they perceive to be the child's strengths and what they consider the child's barriers to learning to be. They will also share the child's views and the parents/carers will have the opportunity to share their views.

**Plan** - This stage involves identifying the outcomes/next steps and deciding what additional support needs to be provided in order for the child to achieve these. If a professional from an external agency has been involved with the child and their advice is still relevant, this will be taken in to account. The additional support that is identified may be provided in class and/or out of class. Where relevant the support that parents/carers can provide at home will also be identified. The outcomes and the support required are agreed at the One Plan Meeting and are recorded on the One Plan document. Parents/carers receive a copy of the plan, as do all the adults working with the child.

**Do** – The agreed support is put in place. The class teacher remains responsible for working with the child on a daily basis. A trained Learning Support Assistant (LSA) may be involved in delivering some of the support and the Inclusion Manager will be involved in monitoring the support they provide.

**Review** – This stage informs the next cycle of ‘Assess, Plan, Do and Review’. Approximately a term after the One Plan Meeting has taken place there will be another one. This meeting will take place in order to review the impact of the agreed support and to plan the next steps and the support the child needs to meet these. In some cases the child will have made the required amount of progress and will no longer need a One Plan. If further assessment needs to take place, the Inclusion Manager or other trained staff member will do this. If, after several ‘Assess, Plan, Do, Review’ cycles there is still inadequate progress, advice may be sought from outside agencies.

**Q: How are adaptions made to the curriculum and the learning environment for children with SEN?**

We provide a differentiated curriculum with personalised outcomes for each child e.g. in maths, we provide a range of resources and manipulatives to suit individual children learning styles such as Numicon, Diennes, multilink etc.

As part of Quality First Teaching children may have Pre-Teach or Re-teach groups during the day to provide support and develop vocabulary.

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 such as specific programmes, such as Shared attention, P.E.C.s, and Wigdits. Fine and gross motor skills are provided to meet individual, and group needs such as Go Noodle and Dough Disco.

**Q: What expertise do the staff who support children with SEN have?**

Harlowbury's leadership team is exceptionally qualified to support all students' needs. The Inclusion Manager, Mrs. Mel Dyer, brings a wealth of experience, having qualified as a teacher in 2002. She holds the prestigious National Award in Special Educational Needs Coordination, achieved in 2018, which is a key qualification for her role. Mrs. Dyer has also undertaken advanced professional training, including AET certification in 'Working with Children and Young People with Autism' and 'Step On' training for effective positive de-escalation techniques. Furthermore, as part of Harlowbury's commitment to Trauma Perceptive Practice (TPP), Mrs. Dyer & and Mrs Early are certified TPP trainers, equipped to train staff in these transformative methods.

The Headteacher, Mrs. Vicky Early, boasts over 25 years of teaching experience across diverse educational settings, including working within an ASD hub. Together, Mrs. Dyer and Mrs. Early provide exceptional leadership and expertise, ensuring Harlowbury is a nurturing and inclusive environment for every child.

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 such as Visual Coding and One Planning

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.

All teaching staff can deliver a variety of intervention programmes, including: Wellcomm, Nessy, Lexia etc to support pupils accessing the curriculum. All staff work closely with external agencies ( where appropriate) such as speech therapists and Inclusion Partner.

Teachers new to the school are informed of the SEN approaches/systems that are used in school. The Inclusion Manager also informs them of the needs of the children in their class identified as having SEN and the support that they require.

**Q: What are the arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood?**

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.

**Support for children with Education Health Care plans (EHC plans)**

If a child has an EHC plan, it will outline the amount of funding the school will receive from the Local Authority to support the child. It will also outline how the support should be used and what strategies must be put in place.

An additional adult may be used to support the child, run individual or small group programmes. Sometimes programmes need to be created to address specific issues, if this is the case they are likely to be created by the Inclusion Manager with support from relevant external agencies (when necessary).

Other resources may also be secured through this funding.

Children with an EHC plan have a statutory yearly review, where professionals involved in that child's learning will be invited to meet with the child and parents/carers to review their needs and set new targets. There will also be termly meetings to identify which targets will be worked on in that term.

**Q: What are the arrangements for handling complaints from parents of children with SEND?**

Initially we would hope to resolve any issues through discussion at an informal level with the class teacher and the inclusion manager if needed. If parents still wish to pursue their concerns, they should follow the procedures in the school's Complaints Procedure, available on the school's website.

**Q: What support is available for children's overall wellbeing?**

- We have several things in place to support the emotional health and wellbeing of children in our school:
- We have robust Child Protection Policies and Procedures in place including a Use of Restrictive Force Policy.
- We have an Intimate Care Policy, which details how we provide personal care for children who require it and a Supporting Children with Medical Needs Policy.
- Our attendance officer provides support around attendance and uses the Essex Attendance Toolkit and Road Map guidance to support the school.
- We have a trained play therapist working with children once a week.
- We teach Philosophy for Children across the school which enables children to raise difficult topics and talk about issues that matter to them e.g. The current Year 6 have focused on topics around disability and difference.
- All classes follow a structured Personal, Social, Health and Citizenship Education (PSHCE) curriculum to support these areas of development.
- We have a structured Positive Behaviour Policy in place.
- The teachers use movement breaks and meditation techniques to help the children to manage their feelings.
- A variety of Pupil Leadership roles in schools provides an opportunity for children to share their views about school issues and to make decisions including House Captains, Ambassadors, Pupil Forum and the ECO committee.
- Sports Crew are working hard to provide a healthy and active curriculum and activities for all pupils.

**Q: What is an Education Health Care plan (EHC plan) and when might a child require one?**

An EHC plan brings together a child's education, health and social care needs into a single legal document. It is usually possible to meet the needs of children with SEN through a One Plan, but sometimes a child needs a more intensive level of specialist help that cannot be met from the resources available to us in school.

Where a child with SEN is failing to make progress, despite High Quality Teaching and the support being provided through SEN Support, an application to the Local Authority for an Education, Health and Care (EHC) Needs Assessment (previously referred to as a Statement of Special Educational Needs), may be considered. A child must have SEN to be eligible for an EHC plan. In most cases an application for an EHC plan will only be considered if a significant amount of support has been put in place by the school, external agencies are involved and everyone working with the child agrees that this level of support is necessary to meet the child's needs.

If the Local Authority agrees to carry out an assessment, they will make sure that the child and their parents/carers are fully involved in the assessment and they will seek information from the people who work with the child. Following the assessment, the Local Authority will decide whether to issue an EHC plan.

As mentioned earlier, children with an EHC plan have a statutory yearly review, where all those involved will be invited to meet with the child and parents/carers to review their needs and set new targets. There will also be termly meetings to identify which targets from those set for the year will be worked on in that term.

**Q: How are children with SEN included in activities outside the classroom, including school visits?**

We do all we can to ensure that all children SEN are able to participate fully in school, both in their learning and in the wider provision and life of the school.

We offer a range of additional clubs and activities, parents/carers can find out about these by looking on our website or by speaking to the office staff.

We believe all children are entitled to the same access to extra-curricular activities and are committed to making reasonable adjustments to ensure participation for all, wherever possible. So if your child has any special requirements and may require adaptions please contact us and we will do all we can to ensure they can take part e.g. Year 6 Residential Visit in Autumn – children may require addition instructors, more time, and visuals to enable them to take part in all activities and be successful.