



Educating For 'Life In All Its Fullness'

Harewood C of E Primary School Information Report of Special Needs and Disabilities (SEND) 2025-26

School Vision Statement

As a school, we shape what we do, to allow children to develop a strong sense of their Emotional, Spiritual and Cultural self through our Christian values:

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- Honesty
- Forgiveness
- Courage
- Hope
- Community

We actively work towards our children being prepared for life as active citizens in the communities and world they live in.

School Ethos

At Harewood C of E Primary School we have an inclusive ethos and work in partnership with children, parents and a wide variety of other agencies to provide the best possible outcomes for pupils. At Harewood special educational needs means educational provision that is **additional to and different from**, the education provision made generally for children of the child's age.

The school offers a warm and welcoming environment where learning is adapted to meet the needs of all the pupils we teach.

Our Aims

Our aims, in keeping with the (SEND) Code of Practice: for 0 to 25 years (2014), and The Children and Families Act 2014, are to ensure that we:

- Promote early identification, assessment and monitoring of children with SEND at the earliest possible stage.
- Offer equal access for all children to the full school curriculum and school life.
- Provide a caring environment which promotes the self-esteem and confidence of all pupils.

- Work in partnership with parents, carers and outside agencies to achieve the best possible outcomes for children with SEND.
- Ensure that staff have high expectations of children with SEND to secure good progress.
- Involve children in their own learning.
- Plan and monitor SEND expenditure, to ensure value for money.

What do I do if I think my child may have special educational needs?

If your child is already in school, you will need to speak to your child's class teacher in the first instance who will address your concerns and liaise with the SENDCo Mrs Dodd. A further meeting may then be arranged to discuss your concerns.

If your child is new to the school, please contact the school office on **0113 2886394** to make an appointment to speak with Mr Ratcliffe (Headteacher) or Mrs Dodd (SENDCo).

What are the arrangements for the admission of disabled pupils?

Our policy regarding admission arrangements ensures that we do not discriminate against children on the grounds of SEND. Children with an EHC plan that names our school will be allocated a place, if the school is able to meet need as agreed in liaison with the Local Authority, parents and school. This overrides any other admission criteria.

As an inclusive school, we offer equal opportunities to all groups of children and strive to redress any mechanisms which might exclude children from equal access and participation in all aspect of school life.

Many children who have SEN may have a disability that is "a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal everyday activities" as defined by the Equality Act 2010. This definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children with such conditions are not necessarily SEN, but there is a significant overlap between disabled children and those with SEN.

If a disabled child is admitted to our school we will:

- Make additional provision as appropriate for the individual child including making reasonable adjustments to the physical environment.
- Adapt resources appropriately to improve provision for written and spoken information and provide training for staff of disabled pupils in how written information can be presented in an appropriate format or interpreted through BSL or Makaton.
- Continue to liaise with outside agencies such as hearing impaired, visually impaired and physical disabled services to ensure our provision is appropriate.

- Provide appropriately differentiated teaching styles and learning activities for disabled pupils.
- Provide appropriate training for staff working with pupils with disabilities.

What kind of SEN do we provide for?

There are 4 broad areas of need that we provide for at Harewood. These are:

- Communication and Interaction-for example moderate learning difficulties, specific learning difficulties, dyslexia and dyspraxia.
- Cognition and Learning- for example emotional needs, autistic spectrum condition and speech and language difficulties.
- Social, emotional and mental health difficulties-for example attention deficit hyperactivity disorder.
- Sensory and/or physical needs- for example hearing impairment, sensory processing difficulties and epilepsy.

If behaviour is causing a concern, it is always considered whether there are any underlying difficulties of causes which could be attributed to one of the broad area outline above.

What are the policies for identifying children and young people with SEN and assessing their needs?

The school offers a high quality curriculum which is delivered through high quality teaching and all children are assessed regularly in school to monitor their progress in a variety of different ways. The needs of most children are met successfully through this but when children are making less than expected progress the school offers a graduated response of Assess, Plan, Do, Review.

Assess: teachers will assess the children in their class and identify children not making appropriate progress.

Plan: if children are making significantly slower progress than their peers then the class teacher, SENDCo, parents and child (where appropriate) will plan for progress and agree targets we would like the child to meet. These targets will be recorded on a School Provision Plan. The plan outlines each target and the activities the child will need to complete in order to achieve it, as well as identifying key staff that will support throughout.

Do: teachers will make any adaptations needed to our quality first teaching and may also place the child on appropriate intervention.

Review: teachers will assess the progress and impact of the intervention and review the child's targets with the child, parent and SENDCo This will be done at least once term.

We make also complete further assessments to gain a better understanding of the key area of need, and with parental agreement we may also make a referral to the Special Educational Needs and Inclusion Team (SENIT).

Parents are always informed if teachers consider that a child has an additional need and we involve the parents and child (where appropriate) in planning to meet the need.

How are parents involved in consultation about the education of their child?

- There are two parents' evening during the year, one in the autumn term and one in the spring. There is also an end of year report to parents that gives information about children's learning outcomes as well as details about their learning attributes.
- School provision plans are completed each half-term by the teachers and shared with parents so they are aware of the new targets that have been set alongside suggestions for supporting their child at home.
- The school offers an "open door" policy whereby the SENDCo and relevant staff are easily contactable via the school office telephone or email. Parents may be invited into school to discuss their child's progress at any time and additional meeting are set up as required or requested by parents to discuss particular aspects of a child's need.
- When relevant, progress and outcomes are also discussed during consultation meetings with our Educational Psychologist. Parents will be given a report and discussions take place regarding the outcomes of any EP assessments or observations.
- Progress and outcomes of assessments by other external agencies will also be discussed with parents.
- The progress of children with an Education Health Care Plan is discussed at their annual review and interim reviews may also be arranged.

How are children with special educational needs involved in their Education?

- The targets set for children on School Provision Plans are reviewed with them and the voice of the pupil is valued as part of the assess, plan, do review cycle.
- Children's self-evaluation is actively encouraged throughout school and children are supported where necessary to think of areas for development and how best to develop in these areas in school and at home.

What steps have we taken to prevent disabled pupils from being treated less favorably than other pupils?

We are committed to giving every child the opportunity to experience success in learning and to achieve as high a standard as possible. We have an inclusive school ethos and work in partnership with children, parents and a wide range of agencies to provide the best possible outcomes for children at Harewood.

- We identify disability as a theme for Collective Worship and through our Christian Values promote a strong sense of their emotional, spiritual and cultural self.
- We encourage guest speakers to visit school to inform children about different disabilities and to increase awareness.
- Through our PSHE curriculum and feature weeks, we encourage children to value themselves and recognise equality of opportunity for all.

What facilities you provide to help disabled pupils to access the school?

At Harewood C of E Primary school we strive to be an inclusive school through engendering a sense of community and belonging through our:

- Inclusive ethos
- Broad and balance curriculum for all pupils
- Systems for early identification of barriers to learning and participation
- High expectations for all pupils.

In line with the SEND and Disability Act (2001) we endeavour to

- Not treat current or prospective disabled pupils less favourably
- Make reasonable adjustments as appropriate.

Improvements to accessibility are set out in the school's Accessibility Plan.

How will the school help my child transfer to the next phase of education?

- All teachers will have a detailed meeting at the end of the academic year to pass on all relevant information regarding all children and there will be a focus on children with SEND.
- Transition arrangements vary for each child and each secondary school. Once a secondary school is named a transition meeting can be arranged between our school and the secondary school and the family.
- Additional transition arrangements will be discussed with the full involvement of the child and family.

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

- For all pupils, feedback back on how well a child is progressing is given at parents' evenings and in the end of year report. In addition to this parents of children with SEND will receive regular feedback on their progress. For children with more complex needs, daily communication through a communication book or informal feedback from the Teaching Assistant may be given.
- School Provision Plans are evaluated every half-term.

- Pupil progress is tracked in terms age-related expectations at least once a term.
- Progress of children receiving speech and language therapy is assessed and reviewed regularly throughout the year by the Speech and Language Service and by teaching assistants who are working through the individual targets with the child.
- An annual review is held for children with Education Health Care Plans and interim reviews can be arranged if deemed necessary.
- Parents are welcome to discuss further discussion of progress with their child's teacher at any time during the school year if they have any concerns.

What is the school's approach to teaching pupils with SEN?

- The school takes the view that all teachers are teachers of SEND and we see SEND as an integral part of the whole school where all staff members are involved.
- The school offers a graduated response to the teaching of pupils with SEND.
- Quality first teaching takes place in all classrooms with the setting of high expectations for all pupils and the provision of opportunities for all to achieve.
- A continuous cycle of planning, teaching and assessing are firmly embedded, which takes account of a wide range of abilities and interests of our children.
- We aim to identify children with particular needs as early as possible. Assessment of need may include observation of children's social skills and learning experiences in all curriculum areas. Specific use of assessments which will enable peer group comparisons may be made.
- We acknowledge that not all children with disabilities will have special educational needs. All our teachers however take positive action to ensure that children with disabilities are able to participate as fully as possible in the National Curriculum and all the activities that the school has to offer.

How is the curriculum and learning environment adapted for pupils with special educational needs?

- The curriculum is differentiated to meet the needs of all of our pupils. This may be through the level of the task, the resources provided or additional adult support.
- Children may also be grouped in different ways to support learning; this may include whole class learning, small group learning, pre and post teaching or individual support.
- If appropriate, specialist equipment may be given to the pupil such as a writing slopes, coloured books, pencil grips or ICT equipment.
- The school always acts upon advice received from external agencies such as use of quiet areas, use of visual prompts, now and then boards, use of visual timetables and sensory equipment.
- We endeavour to ensure that all the classrooms provide an environment where all children can access learning prompts which help to remove barriers to learning.

These include word walls, number lines, 100 squares, phonic prompts, spelling cards, prompt mats, quiet workstations, sequence cards and pictorially labelled resources as appropriate to each age group.

What expertise and training does staff have to support children with SEN?

- The SENDCo plays a strategic role in the overall planning of SEND in school.
- Teaching staff CPD is regularly updated in school by the Headteacher and SENDCo who also monitor the standard of quality first teaching in school.
- All the teaching staff have recently completed training provided by the Leeds SENIT team for assessing maths, phonics and literacy to support effective interventions.
- All the teaching staff have received training to support children with literacy difficulties and Dyslexia and promote Dyslexia friendly classrooms.
- The school employs a team of 4 teaching assistants (part time hours) who support and deliver a range of interventions on a small group or 1:1 basis. These include maths intervention, dyslexia support, talking and social stories, speech and language interventions and phonics and spelling.
- All staff have completed Metacognition awareness training and explored ways to reduce cognitive load for pupils in the classroom to support pupils with memory difficulties
- Two of our teaching assistants have completed HLTA training.
- All members of staff, including the Teaching Assistant team, have received paediatric First Aid Training (2-day training - September 2022).
- All staff attend and update EpiPen training as required.
- As specific needs arise, the headteacher or SENDCo will arrange for additional specific training to take place.

How is the effectiveness of the provision made for children with SEN evaluated?

- Provision maps are used to measure progress and achievement.
- Individual and group provision plans are evaluated every half term.
- Assessment information is evaluated by teachers and senior leaders and fed into the planning cycle.
- Use of attainment and progress data for children with SEN across the school as part of whole school tracking of children's progress in terms of National Curriculum age-related expectations.
- Learning walks and staff meetings monitor the effectiveness of universal provision.

How are children with SEN enabled to engage in activities available with children in school who do not have SEN?

- All pupils are encouraged to take a full and active part in all curriculum activities and extra-curricular activities, including pupils with SEND.
- The expectation of the school is that all children will have access to all activities including the full P.E. curriculum and swimming.

- All extra-curricular activities are available and accessible to all our children.
- Before and after school care is available to all our children.
- School trips and residential visits are available to all children.
- Where necessary risk assessments will be completed and where required additional 1:1 support or small group support will be given to ensure that all children can access the activities.

What support is there for improving the emotional and social development of pupils?

- All staff has a responsibility to support the development of the whole child and members of staff are always available to speak to pupils who have concerns or worries.
- Key stage 2 pupils have access to “reflection journals” and every class has a worry box where children can write and express their concerns. These can be addressed as appropriate by teachers during class circle times, or by discussing issues with individual children.
- We offer therapeutic writing sessions through our Mental Health First Aider for children who need attentional wellbeing support.
- We can access specialist advice and support from the EPOSS Cluster when needed.
- As a school we promote equality and diversity and, through our Christian Values we encourage children to have a strong sense of who they are and to value difference.

What specialist services and expertise are available or accessed by the school?

- As a school we have access to universal services which includes Speech and Language Therapists, School Nursing TEAM, Occupational Health Service, Physiotherapist Health Service, CAMHS and NHS MindMate Support teams.
- School can only access these through referral system, with parental consent.
- Through a referral system within our Local Authority, we can access services from the Educational Psychology, Complex Needs Team, Special Educational Needs Inclusion Team (SENIT), Visual Impairment Team (VI), Deaf and Hearing Impairment Team (DAHIT), Autism Education Trust (AET), and Behaviour Support.
- In addition, as part of the EPOSS cluster, we have access to Family Outreach Workers, a Local Inclusion Leader and an Art and Play Therapy Worker.

What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school?

It is in everyone’s interest for complaints to be resolved as quickly as possible and at as low a level as possible. Our SEND complaints procedure is as follows:

- The complaint is dealt with by the class teacher.
- The complainant needs to feel that they have been listened to and that all the points raised have been addressed.

If the matter remains unresolved

- The complaint is dealt with by the SENDCo.

If there is still no resolution

- The Headteacher should become actively involved.

If the matter is still not resolved

- The complainant must put their complaint in writing to the Chair of the Governors.
- The Governing Body will deal with the matter through their agreed complaint resolution procedures.

In the unlikely event that the matter is still not resolved, the parent can then take the complaint to the Local Authority or request independent disagreement resolution and the school will make further information available about this process on request.

Who can I contact for further information?

For further information please contact the school office on **0113 2886394** to make an appointment to speak with Mr Ratcliffe (Headteacher) or Mrs Dodd (SENDCo). If your child already attends our school, you may also contact your child's class teacher to arrange a meeting.