



'Educating For Life In All Its Fullness'

Harewood C of E Primary School

Special Educational Needs and Disabilities Policy

Date Approved: Spring 2026

Chair of Governors: Jayne Jayne

Headteacher: Alistair Ratcliffe

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School Ethos and Values

Educating For 'life In All Its Fullness'

(John 10:10)

As a school, we work together to support and guide each other to develop a strong sense of our Emotional, Spiritual and Cultural selves through our Christian values:



By embedding these core values, we prepare our whole school community for a full life as active citizens of our world.

Safeguarding

The Governing Body and staff of Harewood C of E Primary School take as our first priority the responsibility to safeguard and promote the welfare of our pupils, to minimise risk and to work together with other agencies to ensure rigorous arrangements are in place within our school to identify, assess, and support those children who are suffering harm and to keep them safe and secure whilst in our care.

Equal Opportunities

We have a clear duty under the Equality Act 2010 to ensure that our teaching is accessible to all pupils. Our inclusive curriculum will foster good relations between pupils, tackle all types of prejudice, including racism and homophobia, and promote understanding, tolerance and respect, enabling us to meet the requirements, and live the intended spirit, of the Equality Act 2010.

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 Principles and Aims

Our aims, in keeping with the (SEND) Code of Practice: for 0 to 25 years (2015), 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 in order to secure good progress.
- Involve children in their own learning.
- Plan and monitor SEND expenditure, to ensure value for money.
- Using evidence-based approaches and high ambitions to meet the needs of our pupils

Definition of Special Educational Needs – SEND Code of Practice 2014

The SEND Code of Practice (2015) Defines Special Educational Needs or Disabilities as:

A child or young person has SEND 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:

- a) have a significantly greater difficulty in learning than the majority of others of the same age;
- b) 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 or mainstream post-16 institutions.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Children under compulsory school age have special educational needs if they are likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them.

Definition of Special Educational Provision

For children aged two years or older, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools and settings maintained by the LA, other than special schools, in the area.

Responsibility for the Co-ordination of SEND Provision

Provision for children with SEND is a matter for all the school as a whole. Every teacher is a teacher of SEND.

- The person responsible for overseeing the provision for children with SEND is the Headteacher, Alistair Ratcliffe.

- The person co-ordinating the day-to-day provision of education for pupils with SEND is the SENDCo, Gemma Dodd
- The SEND Governor, Sharon Baker-Sinclair will lead governor oversight of this area, providing strategic monitoring and challenge as required.

Arrangements for Co-ordinating SEND Provision

The SENDCo will oversee the maintenance of all SEND documentation (School Provision Plans, EHC plans, expert reports etc) for individual pupils.

All teaching staff can access:

- The SEND Policy.
- A copy of the full SEN Register.
- Guidance on identification in the Code of Practice.
- Information on individual pupils' special educational needs, including action plans, targets set and copies of their SPPs.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities

This information is made accessible to all teaching staff and parents, as required, in order to aid the effective co-ordination of the school's SEND provision. In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

Roles and Responsibilities in SEND Provision

The Governing Body

The key function of the governing body when considering SEND provision is:

- Setting the budget
- Monitoring the spending of pupil premium and additional funding
- Ensuring that the requirements regarding SEND policy and the local offer in regard to SEND are adopted in the school development plan.

The Headteacher has responsibility to:

- Ensure there is appropriate provision to meet the needs of children with SEND and that staff are suitably trained to deliver this provision
- Monitor the progress of children with SEND and ensure that all children make appropriate progress against agreed targets.
- Ensure that all children have full access to the school, learning and curriculum regardless of their needs, promoting an inclusive, supportive ethos.
- Keep the Governing Body informed of SEND practice in the school.

The Special Educational Needs Co-ordinator (SENDCo) has responsibility to:

- Manage the support given to children with SEND by class teachers and support staff, offering advice, support and guidance as required including advising on the graduated approach (Assess, Plan, Do, Review) to providing SEN support
- Co-ordinate the involvement of additional expertise serving as a key point of contact for external agencies, including the local authority, health and social care professionals, and independent or voluntary bodies
- Monitor the progress of children with SEND both in terms of progression to objectives and learning outcomes.
- Liaise with parents who have concerns over progress and organise statutory reviews as required
- Keep informed of current approaches to SEND support and local practice and procedures, cascading these to staff through training.
- Liaising with potential next providers of education to ensure a smooth transition for the pupil and their parents

Class Teachers have a responsibility to:

- Provide an inclusive environment with appropriately differentiated learning objectives, tasks and teaching styles to enable each individual child to progress effectively.
- Be responsible for early identification, assessment and monitoring and reviewing of all pupils, including those with SEND, as an integral part of raising standards.
- Be accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- Ensure that all children are offered full access to a broad, balanced and relevant curriculum, including those with SEND. Teacher should ensure this by removing barriers to learning including, but not exclusively:
 - the use of inclusive teaching-universal provision
 - monitoring pupil achievement-continuous assessment
 - effective use of resource
 - effective grouping, use of questions and adult support
 - target setting
- Keep parents informed of the needs of their child and the approaches / strategies that are being used to meet these needs.
- Liaise with colleagues, both internal and external, to ensure appropriate practice and provision.

Teaching Assistants have a responsibility to:

- Work with individual or groups of children, delivering learning activities / programmes planned by the class teacher or following the structure of a specific intervention program.
- Liaise with the class teacher, and SENDCo as required, to effectively communicate the children's performance and progress.

We aim to develop a collaborative working partnership with parents and carers of pupils with SEND.

Admission Arrangements

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 SEND 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 SEND, but there is a significant overlap between disabled children and those with SEND.

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.

Allocation of Resources for Pupils with SEND

Funding for SEND provision comes through the allocated school budget. Decisions about specific targeting of such resources are made by the Headteacher in consultations with the SENDCo, with oversight from the SEND Governor and Governing Body. For children with significant SEND, additional funding will be sought through an EHCNA.

Identification and Intervention

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 areas outline above.

Every effort will be made to identify children with SEND as early as possible.

A Graduated Approach

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. An initial teacher concern form will be completed and shared with parents and the SENDCo. This will give information about levels of attainments and the differentiation that is taking place to support the child already in the class.

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 are recorded on a wave 2 or 3 provision document. 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.

Wave 1 Provision - Quality First Teaching

- Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored, in order to gauge their level of learning, the reasons behind this and their possible learning difficulties.
- With the support of the SENDCo the child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

Wave 2 Provision

- If children are identified as requiring additional and different help beyond the regular differentiated curriculum they are designated as SEND support. The school puts provision in place without recourse to regular external advice or additional resources provided by the local authority.
- Class teachers collaborate with the SENDCo on evidence gathering and identification. A School Provision Plan is drawn up, detailing provision and how it will be coordinated. SPPs are updated half termly, or more frequently if necessary. The plans and findings are recorded in the pupil's record and parents are informed and consulted at every stage.

Wave 3 Provision

- If a SEND child fails to progress as expected after a period of sustained intervention, external professionals may be called to make their own assessments of the child and provide support in the planning of extended provision, continued assessment and revised action points. Parents are informed and consulted at every stage.
- The school will implement and coordinate this provision and, with the external professional, monitor, review and evaluate the effectiveness of interventions.

Referral for Education, Health and Care Plan (EHCP)

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur when the school has taken every step possible to support of the child but is unable to provide the level of support needed alone.

The application for an EHC plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCo
- Head teacher
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set.

Education, Health and Care Plans

- Following Statutory Assessment, an EHC plan will be provided by the local authority if it is decided that the school cannot provide for the child's needs on its own. The school and the child's parents will be consulted before the decision is made.
- Parents have the right to appeal against a decision either for or against a statement of special needs for their child.
- Once the statement is completed it will be kept as part of the pupil's formal record and reviewed annually by the SENDCo, parents, the pupil and all external professionals actively involved. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Assessment and Inclusion

The SENDCo oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school. Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCo will consult with the child's parents for other flexible arrangements to be made.

The school curriculum is regularly reviewed by the staff to ensure that it promotes inclusion, is accessible to pupils of all levels and abilities, and supports the learning and progress of all pupils as individuals.

We aim to optimise opportunities for participation and achievement across all areas of school activity (social, curricular, physical).

- Providing a balanced curriculum for all pupils both in and outside of the classroom, including play and interaction at mealtimes and playtimes, and extending to extracurricular activities and school day trips and residential visits.
- Practising teaching methods that suit the needs of individual pupils.
- Promoting an inclusive ethos throughout our school and encouraging social responsibility and understanding amongst all our pupils.

It is our aim to ensure that all resources and SEND provisions are being used effectively and efficiently within the school setting in order to support the taught curriculum and enable pupils to reach their full potential. The school does this by ensuring effective communication and ensuring staff are adequately trained to meet the specific needs of their pupils.

Evaluating the Success of Provision

In order to ensure the continued improvement of the school's SEND provision the effectiveness of this provision will be evaluated by the SENDCo and the Headteacher, based on the impact on individual progress and outcomes.

Partnerships

In order to achieve the best outcomes for all children the school will work in partnership with:

Parents

- Effective two-way communication to best understand the needs of a child and to ensure a consistent approach to meet those needs.
- An annual report will be provided for parents on their child's progress. In addition, a minimum of two parent consultations or review meetings will be held to discuss their child's progress.
- Recognise the need of parents with SEND children for support, information and re-assurance.

Family of Schools

- EPoSS SENDCo Forum
- Wharfe Valley Learning Partnership
- Shared expertise for general support and specific cases
- Transition Settings and schools
- Strong relationship with regular feeder nurseries and provision
- Effective communication with occasional feeder nurseries / provision and, with regards in year transition, previous schools
- Strong relationships with the range of secondary schools, both state and independent, to which we send pupils.

External expertise

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

- Education Psychology Service
- Mindmate
- Behaviour Support Service
- Social Services
- Speech and Language Service
- Language and Learning Support Service
- Other Specialist Outreach Services
- Private Assessments of Specific Learning Difficulties (e.g., dyslexia, dyscalculia etc)

Parents sometimes choose to have private assessments of SEND made in certain circumstances, such as dyslexia and ADHD. The recommendations from such assessments will be included in the overall discussions of a child's need, as we strive to best meet the needs of every child. However, where there is a recommendation for specific specialist teaching and/or programs, it is acknowledged that the school may not be in a position to put these into place.

Transition Arrangements

SEND support includes planning and preparation for the transition between phases of education and schools. The length of the transition process is very much dependent on the individual and their needs. Any appropriate SEND documentation will be forwarded to the school by the SENDCo. The SENDCo will notify the appropriate outside agencies with details of the pupil's new school.

Complaints

The school takes complaints very seriously. Initially complaints will be dealt with by the class teacher and SENDCo, and then the Headteacher. Please refer to the school complaints policy and procedure for more detailed information on how any complaint will be handled or resolved.