



Harbinger Primary School

Special Educational Needs and Disabilities (SEND) Policy

Last review:	February 2025
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Contents

Sections

1. Aims and Objectives
2. Responsibility for the co-ordination of SEND provision
3. Identifying SEND
4. A Graduated Approach to SEND Support
5. Managing Pupils needs on the SEND register
6. Supporting Pupils and Families, and dealing with complaints
7. Supporting Pupils at School with Medical Conditions
8. Monitoring and Evaluating the Success of Provision
9. Training and Resources
10. Accessibility



Learning

Well-being

Togetherness

At Harbinger Primary School, we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected. Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed. We celebrate our achievements, irrespective of individual differences within the protected categories of The Equality Act of 2010.

This policy acts as additional information to our School SEND report reviewed in May 2026. This is available on our school website.

This policy describes the way we meet the individual needs of children who experience barriers to their learning, which may result from sensory or physical impairment, learning difficulties or emotional or social development.

Section 1

Aims

Harbinger School's aim is to be a haven of learning and inspiring place for all within it; where mutual respect and cooperation flourish; where the potential of every child is maximised, irrespective of ability, disability, race, gender and social origin; where there is an equality of access to the curriculum in an environment where every child is valued and respected.

Objectives

- To work within the SEND Code of Practice, 2014.
- To identify the needs of pupils with SEND as early as possible.

- To make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the curriculum. This will be co-ordinated by the Special Educational Needs Co-Ordinator (SENCO) and overseen by the Headteacher.
- To work with parents/carers to gain a better understanding of their child and involve them in all stages of their child's education.
- To work with, and in support of, outside agencies when the pupils' needs cannot be met by school alone.
- To provide support and advice for all staff working with pupils with SEND.
- To create a school environment where pupils can contribute to their own learning. Pupil participation is encouraged through using a person-centred approach at annual reviews where pupils' voice their own opinions about their needs. We also encourage pupil participation through school by providing wider opportunities such as Pupil Ambassadors.

Section 2

Responsibility for the Co-Ordination of SEND

- The person responsible for overseeing the provision for children with SEND is the Headteacher, Nimesha Nagahawatte.
- The person co-ordinating the day-to-day provision of education for pupils with SEND is Jade Ellis, Special Educational Needs Co-ordinator (SENCO).

All members of staff at Harbinger are expected to be committed to the provision for children with SEND and accept that this is everyone's responsibility. We are committed to the belief that 'Every teacher is a teacher of SEND' and 'Every leader is a leader of SEND.'

Section 3

Identifying SEND

Definition of Special Educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

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

- a) Have a significantly greater difficulty than the majority of others of the same age; or*
- b) Have a disability which prevents or hinders them from making use of the educational 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 special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

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.

The SEND Code of Practice, 2014 (p86 onwards) describes the four broad categories of SEND. These four broad areas give an overview of the range of needs that should be planned for:

- Communication & Interaction
- Cognition & Learning
- Social, Emotional and Mental
- Sensory and Physical

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. At Harbinger Primary School, we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child.

Section 4

A Graduated Approach to SEND Support

Quality first teaching is the primary means of addressing the needs of all learners at Harbinger Primary School. Teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from teaching assistants or specialist staff.

*1.24 High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges **must** use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.*

(SEND Code of Practice, 2014)

A Graduated Approach: Quality First Teaching

- a) 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.
- b) Once a pupil has been identified as possibly having SEND they will be closely monitored by staff to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to adapt learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and adaptations that needs to be applied, in class and beyond.
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class. Teachers have termly SEND meetings with the SENCO to formally discuss their concerns about children already on the register, those who may need additional support and those who may come off the register. However, these consultations are not restricted to these termly meetings - the SENCO can be consulted any time there is a concern.

- e) Through close monitoring, it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEND register, they may also fall into this category so monitoring continues.
- g) Parents will be fully informed of every stage of their child's development and the circumstances under which they are being monitored. They may be informed by their child's Class Teacher or by the SENCO. They are encouraged to share information and knowledge with the school.
- h) Monitoring a child due to a concern raised by the parent or teacher does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents/carers informally or during parents' evenings.
- i) Parents' evenings are used to monitor and assess the progress being made by children.

SEND Support

We recognise that some children may have SEND which require specific and additional intervention at some point during their education at Harbinger. In making a decision on whether to place a pupil on the school SEND register, we use the **ASSESS-PLAN-DO-REVIEW cycle** as directed by the SEND Code of Practice, 2014. Below is a description of the process by which Harbinger Primary School implements this cycle:

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help the school ensure that effective provision is put in place and aim to remove barriers to learning. The support provided consists of a four-part process:

• Assess • Plan • Do • Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves: clearly analysing the pupil's needs using the Class Teacher's assessment and experience of working with the pupil; details of previous progress and attainment; comparisons with peers and national data; and the views and

experience of parents, pupils and external agencies, where relevant. The outcome is a 'Pupil Profile'. We value the opportunity for co-production with the child, parents, school and agencies.

Any parental concerns are noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving, as required. Where external agencies are already involved, their work will help inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the Class Teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The Class Teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main Class Teacher. They will work closely with Teaching Assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem-solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the pupil's views and, where necessary, their parents. The Class Teacher, in conjunction with the SENCO, will revise the support and outcomes based on the pupil's progress and development and make any necessary amendments going forward, in consultation with parents and the pupil.

Referral for an Education, Health and Care Plan (EHC Plan)

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 where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an EHC Plan will take place at a meeting between the SENCO, parents and any relevant professionals involved. The application for an EHC Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, actions taken and the preliminary outcomes of the targets set. A decision will be made by a group of people from Education, Health and Social Care Team about whether or not the child is eligible for an EHC Plan.

Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

EHC Plans

- Following Statutory Assessment, an EHC Plan will be provided by The Tower Hamlets Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan.
- Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. 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.

Section 6

Managing Pupils Needs on the SEND Register

Details of how we manage the needs of pupils on the SEND register at Harbinger Primary School can be found in our School SEND report which can be accessed on the school website.

Section 7

Supporting Pupils and Families and Dealing with Complaints

Details of how we support pupils with SEND and families and deal with complaints at Harbinger Primary School can be found in our School SEND report which can be accessed on the school website.

Section 8

Supporting Pupils at School with Medical Conditions

Harbinger Primary School recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and, where this is the case, the school will comply with its duties under the Equality Act 2010. Some may also have SEND and may have a statement, or EHC plan, which brings together health and social care needs, as well as their special educational provision, inline with the SEND Code of Practice (2014).

In supporting pupils with a medical condition, the school refers to the statutory guidelines set out in the document:

Supporting pupils at school with medical conditions Statutory guidance for governing bodies of maintained schools and proprietors of academies in England September 2014

The document can be accessed online through the following link:

<https://www.gov.uk/government/publications/supporting-pupils-at-school-withmedical-conditions--3>

We also have our policy on Supporting Pupils with Medical Needs which can be accessed on our school website.

Section 9

Monitoring and Evaluating the Success of Provision

Details of how we monitor and evaluate the success of provision at Harbinger can be found in our School SEND report which can be accessed on the school website.

Section 10

Training and Resources

Details of training and resources in relation to SEND at Harbinger Primary School can be found in our School SEND report which can be accessed on the school website.

Section 11

Accessibility

The Disability Discrimination Act (1995), as amended by the SEND and Disability Act 2001, placed a duty on all schools and Local Authorities to increase over time the accessibility of schools for disabled pupils and to implement their plans. At Harbinger Primary School, we have produced an accessibility plan which explains the steps we are taking to remove barriers to learning for pupils with physical disabilities. Copies of the plan can be obtained from our SENCO and on the school website.