



Harrison Primary School
SEN Information Report
2023-2024

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Our vision

Harrison Primary is a large, mainstream, three form entry school located in central Fareham.

Our vision is for all children to be taken on a journey of exploration which is challenging and creative, and leads to them becoming lifelong learners. We aim to work together to provide an enjoyable, happy and effective school where all children fulfil their potential and acquire the life skills and values needed to be successful adults. We are a Rights Respecting School and these values underpin our approach to teaching and learning.

Our aims

At Harrison Primary we value the abilities and achievements of all our pupils. We know that many pupils, at some stage in their time at school, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

We believe that every child has the same entitlement (right) to the whole school curriculum and we are committed to making this accessible to everyone. Our goal is to remove any barriers to learning and participation.

We aim to identify these barriers to learning and participation as they arise and to provide teaching and learning opportunities which enable everyone to achieve to the fullest of their potential. We believe that Special Educational Needs is a whole school issue in which all members of the school community - pupils, parents/carers, governors, volunteer helpers, trainee students, external agencies and staff – are responsible for. All pupils, regardless of their specific needs, will have access to inclusive teaching to enable them to make the best possible progress in school and feel that they are a valued member of the wider school community.

Please also refer to the SEN Policy which can be found on the school's website.
<https://www.harrisonprimaryschool.co.uk/assets/Documents/Attachments/SEN-Policy-September-2022.pdf>

How does the school know if children/young people need extra help?

All our teachers are responsible for adapting and refining the curriculum (learning) to meet your child's needs. Through rigorous monitoring we identify and respond to these needs and where necessary, provide additional support such as short term booster groups to bridge an identified gap in learning.

Should your child need a greater level of support we would inform you and begin to assess if they have a special educational need.

We identify children as having Special Educational Needs and/or Disability (SEND) in a variety of ways:

- Concerns raised by you, the parent/carer
- Close monitoring of your child's progress
- Concerns raised by your child's class teacher not only about your child's academic progress but their emotional wellbeing
- Liaison with pre-schools and the school your child may have transferred from

- Liaison with external agencies such as the Educational Psychology Service and health diagnosis through paediatricians
- Concerns raised by a child about him/herself

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

If you have any concerns about your child, your first point of contact should be your child's class teacher. Having a close and positive relationship with parents is very important to us as we know this is 'key' to achieving the best for all our children. Class teachers will be happy to meet with you. Please contact the school office by telephone or email to arrange a meeting with the class teacher.

You can also talk to Mrs Sarah Thornley, our Special Educational Needs Co-ordinator (SENCo), who will be happy to discuss your concerns and how we can best meet them.

Email: adminoffice@harrison.hants.sch.uk

Our SENCo is there to support your child and to support you.

The SENCo is responsible for:

- Coordinating provision for children with SEND
- Ensuring that legal obligations under the SEND Code of Practice 2015 are met
- Ensuring that you are:
 - Involved in supporting your child's learning and access
 - Kept informed about the range and level of support offered to your child
 - Included in reviewing how your child is doing
 - Consulted about planning successful transition to a new class or school
- Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties
- Developing the school's SEND policy through close liaison with the Senior Management Team and the SEND Governor
- Reporting to Governors to inform them of the progress of children with SEND and to the designated SEND Governor through termly meetings – confidentiality is maintained at all times.

The Role of the Headteacher

The Headteacher, Mrs Sara Gmitrowicz, is responsible for the day to day management of all aspects of the school, including the provision made for pupils with SEND.

The Role of the Governing Body

Eniko Kocsis is our SEND Governor and is responsible for:

- Supporting the school to evaluate and develop the quality and impact of provision for pupils with [SEND](#) across the school. She reports to the Governing Body keeping them informed about all matters relating to [SEND](#)
- The Governing Body agrees priorities for spending to ensure that children receive the support they need

How will the school support my child?

Our [SENCo](#) oversees all support and progress of any child requiring additional support across the school. She liaises with class teachers to ensure that curriculum planning is adapted to meet the needs of your child. A Teaching Assistant (TA) may also work with your child on an individual basis or within a small group under the guidance of the teacher.

Who will explain this to me?

Your child's class teacher will have spoken to you about your child's wellbeing and progress, through parents' meetings and other events. Should they have any concerns they will arrange to meet with you to share these and discuss what to do next. This may involve the [SENCo](#) arranging diagnostic tests to ascertain the area of need. We may also feel that it would be beneficial to consult external agencies such as the school nurse, Speech and Language Therapist and Educational Psychologist. We would always seek your permission before doing so, having first talked with you to explain why we wish to make a referral or carry out an assessment. We keep you informed of the outcome and, with you, decide what we should do next to best meet your child's needs.

How will I know how my child is doing and how will you help me to support my child's learning?

We strongly believe that the best way to support your child is for us to work together. You are welcome, at any time, to make an appointment to see your child's class teacher or the [SENCo](#) and discuss how your child is getting on. We can offer advice and practical ways on how you can help your child at home.

Your child's education is a shared responsibility and we aim to work in partnership with you by communicating with you in a variety of ways: parent workshops, parent teacher meetings, year group newsletters, our website and other online platforms, parent mail and through informal chats and formal appointments.

Your child may have a Home-School Liaison Book so that comments from parents and teachers can be shared and responded to when needed.

If your child is on the [SEN Register](#) their progress will be carefully planned and monitored. Your child will have individualised targets to address his/her learning needs. These will be shared with you on a termly basis and with your child so that they know what their next steps in learning are.

In September 2014 a new code of practice became statutory, [SEND Code of Practice 2015](#), replacing the SEN Code of Practice 2001. If your child has complex [SEND](#), he or she may have a [TPA](#) (Transition Partnership Agreement) or together with you, we may wish to apply for [Statutory Assessment](#) in order to secure additional support to meet your child's needs.

An Education and Health and Care Plan (EHCP) may be agreed. The SEN Team at Hampshire County Council will consider the application and inform you of their decision.

For more information, please refer to Hampshire County Council's 'Local Offer' website.
<https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds>

Should your child have an EHCP, the school will put into place provision to meet the needs and long term objectives under the plan. A formal meeting (annual review) will take place to discuss your child's progress with you and those involved with your child's learning, including external agencies. At these meetings amendments to the EHCP may be made and annual objectives set; a report is written which is sent to Hampshire County Council's SEN Team – uploaded onto their online system.

How does the school know how well my child is doing?

As a school we measure children's progress in learning against national expectations and age related expectations.

Class teachers continually assess each child and note areas where they are improving and areas where further support is needed. Progress is tracked across the school using a variety of tracking documents. These are shared with you during parent teacher meetings.

Children who are not making expected progress are picked up through this continuous tracking and through our termly Pupil Progress Review meetings between teachers and members of the Senior Management Team and the SENCo. In these meetings discussions take place concerning why individual children are experiencing difficulty and what further support needs to be put in place to ensure their progress. You will be informed if we are concerned that your child is not making the expected progress and of what we, together, can do to help.

If your child is on the SEN Register, you will be informed of the progress they have made against their targets and new targets set. This will be shared with you at parent teacher meetings. If he/she does not meet the set target, we will discuss reasons for this and take a different approach to ensure that your child makes progress.

How is the decision made about the type and how much support my child will receive?

When a child has been identified as requiring additional support we will decide the most appropriate intervention to meet their need. Most interventions run for a half term, their impact is assessed, and if progress has not been made, decisions are taken as to whether the intervention should be continued, adapted or a different intervention tried.

Interventions may be delivered in small groups or on a one-to-one basis and cover a range of needs. Your child's class teacher will be happy to discuss the types of strategies and programmes that may be used to help meet your child's needs. These are some of the strategies we may use.

Strategies/programmes to support speech and language:

- Nursery Narrative programme in reception class to support the development of children's receptive and expressive language
- Narrative programme for older children to develop language and writing skills
- Time to Talk and Socially Speaking to develop language and social skills
- Lego Therapy to develop language and social interaction skills
- Advice from the Speech and Language Therapist is followed by teaching staff and includes short one-to-one sessions to practise developing sound skills or language skills
- Pre-tutoring new concept and topic words

Strategies to support/develop gross and fine motor skills

- Clever Bodies programme to develop gross motor skills
- Hand gym to develop fine motor skills
- Individual programmes under the physiotherapist or the occupational therapist

Strategies to support/develop literacy

- Additional reading/writing support where needed
- Additional phonics and spelling activities – class teacher and TA led
- Paired Reading – individual support with reading using a range of reading material designed to support particular needs
- The Literacy Toolbox – to develop reading fluency
- Precision teaching – a one-to-one programme tailored to meet your child's needs
- Cued spelling – a one-to-one programme to help children identify spelling strategies that work best for them
- Colourful Semantics

Strategies to support/develop numeracy

- Additional support for pupils where needed
- Diagnostic tests to identify the area of need and tailor support
- Basic maths skills groups
- "Setting" in some year groups
- Precision teaching – a one-to-one programme tailored to meet your child's needs

Strategies/support to develop independent learning

- Through the four strands of our Harrison Learning Tree – Responsibility, Attitude to Learning, Excellence and Citizenship
- Every class has a visual daily timetable to help with organisation
- Some pupils have an individual visual timetable which is broken down into more manageable sections
- Visuals and concrete resources to support independence
- Pupils know their own targets which they review with the teacher
- Talk partners and peer assessment against learning objectives
- Planned response time to marking feedback encouraging dialogue and providing an opportunity to reflect on learning and seek clarification from the class teacher as needed

- Pre-tutoring new concept and topic words to enable pupils to better access learning in lessons

What support will there be for my child's overall well-being?

Harrison Primary is an inclusive school where all staff believe that children have a right to learn, belong, feel valued and be free from prejudice. We have a caring and understanding team looking after our children.

Your child's class teacher has overall responsibility for the pastoral and social care of every pupil in their class and should be your first point of contact. If additional support is needed the class teacher liaises with the [SENCo](#) for further advice and support. This may involve working with outside agencies in Education, Health and Social Care.

The school has two [ELSAs](#) (Emotional Literacy Support Assistant), Mrs Anneke Ring and Mrs Julie Collins. We have a [TALA](#) practitioner (Therapeutic Active Listening Assistant) Mrs Fara Walpole. Mrs Tanya Hickman supports our children in care. They support and work with our most vulnerable children and their parents/carers.

All lunchtime staff have received training in supporting pupils and are given a briefing on the more vulnerable pupils who may need additional help during unstructured times.

Our Year 6 peer mentors provide support to Year R and 1 pupils, in the form of a listening ear, guidance and friendship.

We know that at certain times of the year children experience greater anxiety and we endeavour to reduce this.

Tests and Examinations Access Arrangement: For some pupils, additional arrangements and adjustments can be made to enable them to fully access a range of tests. This might include additional time, rest breaks or the use of a scribe or word processor. The Year 2 and Year 6 Year Leaders will inform you about eligibility and applications for these arrangements.

Transition: We provide transition support between classes and schools. This may take the form of additional visits with new class teachers or to new schools, social stories, sessions with our [ELSAs](#) and in-depth discussions with future teachers, secondary school Heads of Year and [SENcos](#).

How does the school manage the administration of medicines?

The school has a policy regarding the administration and management of medicines at school. Should your child require prescribed medicines during the school day you should talk to the staff in the school office to make the necessary arrangements.

Children who have medical conditions have their own medical plan held in the office and every class teacher has information on the medical needs of their pupils.

<https://www.harrisonprimaryschool.co.uk/parents/frequently-asked-questions/>

What support is there for behaviour, avoiding exclusion and increasing attendance?

We believe that difficult behaviour is a symptom of another need which we will seek to identify and address. As a school we have a very positive approach to all types of behaviour with a clear Behaviour Policy followed by all staff.

<https://www.harrisonprimaryschool.co.uk/assets/Documents/Attachments/2022-23-Behaviour-Policy.pdf>

Attendance is linked to progress and achievement and we monitor this closely as we feel strongly that every child has a right to education.

<https://www.harrisonprimaryschool.co.uk/assets/Documents/Attachments/HPS-Attendance-Policy-January-2022.pdf>

How will my child be able to contribute their views?

Every child at Harrison has the opportunity to express their views. Every child's opinion is treated with respect and every child will be listened to.

<https://www.harrisonprimaryschool.co.uk/children/>

Your child can discuss **any concerns** with their class teacher at any time. Class teachers will discuss learning and targets with your child and this is an opportunity for him/her to ask questions about the targets set. The views of children with a **TPA** or **EHCP** are sought before any review meeting.

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

As a school we may seek the advice and support from a range of external agencies that we feel would benefit and support your child's needs. These may include the following:

- GPs and paediatricians
- School nurses and specialist nurses e.g. for epilepsy or diabetes
- Occupational Therapy Service
- Physiotherapy Service
- Speech and Language Therapy Service
- Educational Psychology Service
- CAMHS – Child and Adolescent Mental Health Service
- Behaviour Support Service
- Specialist Teacher Advisory Service for Hearing Impairment, Visual Impairment, Speech Language and Communication Needs and Physical Disability
- Heathfield Outreach Service
- Social Services – including the Early Help Hub, Social Workers, NSPCC, Barnardo's
- EMAS – Ethnic Minority and Traveller Achievement Service

Further information can be found on Hampshire County Council's 'Local Offer' website.

<https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds>

What training have the staff supporting children with SEND had or are currently having?

Our SENCo is a fully qualified teacher and is undertaking the National SENCo Award; the accreditation required to hold the position of SENCo in compliance with the SEN Code of Practice 2015. She is supported by Mrs Anneke Ring, Mrs Julie Collins (ELSAs), Mrs Fara Walpole (TALAs and nurture specialist), and Mrs Tanya Hickman, supporting children in care. They receive regular support from the Educational Psychology Service.

We have termly visits from the Speech and Language Therapist who works closely with Mrs Tracy Davison, a TA with training in Speech, Language and Communication who provide support with assessment, screening and delivery of programmes. Mrs Davison has also undertaken the ELKLAN ASD (Autism Spectrum Disorder) training along with Mrs Anita Neely providing support in this areas to children, staff and families.

Where a child has an identified need such as a physical disability staff working with them will be trained to deliver support as it is needed. This may take the form of, for example, physiotherapy exercises, help with toileting and dressing, adapting learning and resources for children with visual impairment or programming equipment such as laptops to enable access to learning.

All our TAs are trained to support reading and spelling/phonics and mathematics and have regular training in different aspects of the curriculum and learning to enable them to best support, challenge and extend children's learning.

How will my child be included in activities outside the classroom, including school trips?

All children are included in all parts of the school curriculum which may be differentiated to meet individual needs. We aim that all children are included on school and residential trips and will work with you to provide the support that they may need to ensure that these are successful.

A risk assessment is carried out prior to any off site activity to ensure that everyone's health and safety is not compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, alternative activities which will cover the same curriculum areas will be provided at school.

A number of extra-curriculum activities catering for different age groups and abilities is offered and children are encouraged to join. These are advertised within school and via parent mail.

How accessible is the school environment?

The school is set on one level but does have a number of steps at different points along the corridors. Hand rails at stairs assist children to go up and down. The site is wheelchair accessible however, routes have to be carefully thought out. We have an accessible toilet large enough to accommodate changing.

We would consult with Specialist Teacher Advisors with regards to any arrangements that would need to be made in order to allow access around the school, and access to learning.

How will the school prepare and support my child when joining the school and transferring to a new school?

We value and know the importance of working with families to ensure a smooth entry to Harrison Primary for our youngest members.

Through planned visits we encourage all children new to Year R to come to the school before starting in September.

Home visits are arranged providing an opportunity for your child's class teacher and Teaching Assistant to meet with you and discuss any concerns you may have. Should your child have a special educational need or disability the [SENCo](#) will also attend the home visit or will contact you to arrange a time to discuss your child's needs and how best to meet them. It is also a good opportunity for us to meet your child and get to know him or her. In order to ensure a smooth transfer from pre-school our [SENCo](#) will meet with pre-school [SENcos](#) to discuss concerns and additional needs. In this way we can ensure that we are prepared to meet the needs of your child.

Should your child be transferring from another school at any time of the year not only would we meet with you, but will contact the school to find out more about him or her, particularly should they have [SEND](#) so that we can maintain continuity and quickly understand your child's need. Likewise, if your child should be leaving us we would ensure that all relevant paperwork is passed on and all needs are discussed and understood.

When children are preparing to leave us for secondary school, for example to Cams Hill our feeder secondary school, we arrange additional visits for our more vulnerable children. The [SENcos](#) from both schools meet to share information so that your child's move to a new environment is as stress free as possible.

If your child has complex needs, then a [TPA](#) or [EHCP](#) review will be used as a transition meeting during which we will invite staff from both schools to attend.

How are the school resources allocated and matched to children's SEN needs?

We ensure that the needs of all children who have [SEND](#) are met to the best of the school's ability with the funds available. Various resources are funded from the SEN notional budget in order to provide and deliver programmes designed to meet different groups of children's needs.

Who can I contact for further information?

We have an "open door" policy and you are always welcome to come and discuss any queries with us. Please liaise with the class teacher first and then with the [SENCo](#). We aim to answer all your questions as clearly as we can. If follow-up meetings are required, this is also easily arranged.

Your first point of contact should be your child's class teacher to share your concerns.

You could also arrange to meet Mrs Sarah Thornley our SENCo by phoning the school office on 01329 234016 or emailing her adminoffice@harrison.hants.sch.uk

The Executive Head Teacher, Mrs Sara Gmitrowicz or Miss Kirsty Eddleston, Head of School, will also be happy to discuss your concerns.

You may also wish to contact the following for impartial advice:

SENDIASS - www.hampshiresendiass.co.uk; email: hampshiresendiass@coreassets.com or telephone: 0808 164 5504

IPSEA (Independent Parental Special Education Advice) - <http://www.ipsea.org.uk/>
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Please also refer to Hampshire County Council's 'Local Offer' website for more information.
<https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds>

What arrangements do you have for dealing with complaints?

We hope that through close dialogue with you we do not get to this point and ask that you express any concerns to your child's class teacher to allow us to address these. You are also welcome to meet with the SENCo, the Executive Head Teacher or the Head of School. Please contact the school office to make an appointment.

Should you require a copy of our complaints procedure, please contact the school office.

Where can I get further information about services for my child?

Further information about services for your child may be accessed on the Hampshire County Council's 'Local Offer' website.

<https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds>

Glossary

EHCP- Education, Health and Care Plan – following an Assessment of Special Educational Needs a plan may need to be drawn up when it is considered necessary for special educational provision to be made for a child if their educational needs cannot be reasonably provided from within the resources available in mainstream settings.

ELSA – Emotional Literacy Support Assistant – trained to help children recognise, understand and manage emotions in order to increase success and plan and deliver individual (and small group) support programmes. They receive training and supervision from educational psychologists.

SEND Code of Practice 2015 – statutory guidance from the Department of Education on duties, policies and procedures relating to Part 3 of the Children and Families Bill and associated regulations. The code provides practical advice on how to carry out statutory duties on how to identify, assess and make provision for children and young people with special educational needs.

SENCo – Special Educational Needs Co-ordinator who is responsible for co-ordinating the provision for children with special educational needs and disabilities.

SEND – Special Educational Needs and Disability.

SEN Register – Every school has to submit the names of children that require provision ‘additional to or different from’ that which is generally provided for children of the same age, in the annual census return. This is commonly referred to as the SEN Register.

Statement of SEN – Statements of Special Educational Needs were issued under the SEN Code of Practice 2001 to meet the needs of children with special educational needs requiring provision ‘additional to or different from’ that which could be generally provided for children of the same age by the school.

Statutory Assessment – while the majority of children with special educational needs will have their needs met within mainstream settings, there are some whose needs may be more complex. The local authority must conduct an assessment of education, health and care needs and prepare an Education, Health and Care Plan when it considers that it may be necessary for special educational provisions to be made for the child.

TALA - Therapeutic Active Listening Assistant - practitioners are trained to support your child with their emotional needs through listening and allowing your child to voice their worries. They receive training and supervision from educational psychologists.

TPA – Transition Partnership Agreement – should your child have more complex needs but it is felt that an Assessment for Special Educational Needs is not appropriate, then a Transition Partnership Agreement may be written up. This is useful at transition points (from pre-

schools to Year R and from Year 6 to secondary school) as it allows all those involved with your child to provide information about how best their needs could be met.