



SPECIAL EDUCATIONAL INFORMATION REPORT

Approved by:	Governing Body	Date: May 2026
Last reviewed on:	May 2025	
Next review due by:	May 2027	

Striving for Excellence. Achieving Together.

Striving for excellence. Inspiring to achieve collaboratively through respect, happiness and creativity. We are independent and reflective for continuous improvement.

About our school

Harrington Hill Primary School is committed to ensuring that all children have an equal opportunity to develop and fulfil their potential. We believe that all children, including those identified as having special educational needs or disabilities (SEND), have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

Our school motto is 'Striving for Excellence. Achieving Together.' At Harrington Hill, we want to raise the aspirations of all of our children regardless of whether they have any Special Educational Needs/Disabilities or not. We believe that every teacher is a teacher of every child, including those with SEND, and we aim to raise the expectations for all pupils with SEND. In accordance with the SEND code of practice, we focus on outcomes for the children not simply hours of support provided by additional adults.

Safeguarding children is at the centre of every aspect of school life at Harrington Hill. We understand that children with SEND can be more at risk of experiencing harm, or may be more socially vulnerable. All staff receive regular Safeguarding training and updates. We have very clear policies and procedures for managing any Safeguarding concerns.

We pride ourselves on being an inclusive school, where we celebrate diversity and difference and acknowledge the richness that this brings to our school community.

How do we identify children's individual needs?

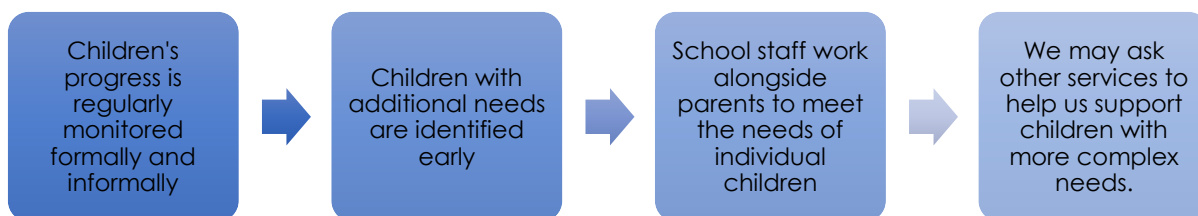
Harrington Hill is committed to early identification of Special Educational Needs (SEN).

We adopt a graduated response of targeted interventions and support, in line with the SEN Code of Practice 0-25, 2015.

All children throughout the school are monitored regularly to ensure they continue to access the curriculum successfully and to help early identification of need. A range of evidence is collected through assessment and monitoring arrangements, classroom observations and regular conversations between class teachers and the SENCo. In order to make sure any unknown special needs are picked up early, all pupils are assessed within their first half term at school.

If evidence suggests that any pupil is not making the expected progress, or their needs have changed, the class teacher will invite the parents/carers to school to discuss these additional needs with the SENCo and decide what additional support is needed.

We use guidelines provided by Hackney Education to determine if a child's attainment and/or progress indicate that they should be placed on the SEND register. We do our best to place the child's individual needs at the forefront of any additional provision.



During the summer term before starting EYFS, home visits are carried out for any new starters to Harrington Hill. This gives key members of staff the opportunity to meet parents, observe children in their home environment and discuss any additional needs the child might have. All parents who identify that their child has an additional need individually meet with the Special Educational Needs Coordinator (SENCo) prior to them starting EYFS to ensure the appropriate provision is put in place.

We work closely with all external agencies to ensure all pertinent information is known to the school prior to the child starting with us.

In the case of children starting Harrington Hill in part way through a year, we liaise closely with their previous setting to plan for a smooth transition – this will often include a home visit. If a child is already identified as having SEN in their nursery setting, before attending Harrington Hill, our SENCo will visit them in their nursery and meet with the SENCo to ensure all information is shared.

Who should I contact at the school if I am concerned about my child's progress?

- Your child's class teacher should be the first person you approach if you are concerned about your child's progress, or if you feel that their needs have changed.
- Your child's teacher may liaise with the SENCo for advice, or to arrange a meeting with you.

The SENCo is: Pete Brodie (Tel: 02088067275)

You can also email the SEND team: admin@harringtonhill.hackney.sch.uk

The SEND link governor is: Simon Brandon

What support is available for pupils with SEND?

If your child has been identified as having additional needs, you will be invited to meet with the SENCo and the class teacher to plan the appropriate provision and support for your child. The type of support could include:

In class support:

The teacher will support individuals or groups through adaptive teaching, learning activities or using additional resources

Targeted support:

Children may receive targeted support to help them with their learning. This may be inside or outside the classroom.

Specialist support:

Some children may need to more personalised learning. This may involve support from outside the school.

Occasionally a pupil may need an additional assessment and support from a specialist from outside of school. These may include:

- Speech and Language Therapists;
- Educational Psychologists;
- Specialist SEND Teachers;
- Occupational Therapists;
- Physiotherapists;
- Hackney Ark;
- Child and Adolescent Mental Health Services (CAMHS);
- SENDIAGS (The Hackney SEND Information, Advice and Guidance service);
- Young Hackney;
- Reengagement unit;

Where this is the case, a referral will be made, with your consent, and forwarded to the most appropriate support agency. If appropriate, the pupil will undergo an assessment and support is usually provided to the school and parents/carers.

What additional learning opportunities are available for pupils with SEND?

If your child is not making progress, despite the provisions put in place in class, the school offers a range of support and interventions. Some examples of recent interventions include:

- One-to-one or small group teaching
- Precision Teaching
- Creative Arts Therapy
- Emotional Literacy Support Assistants (ELSA)
- One-to-one reading
- Social skill groups (e.g. Lego Therapy)
- Attention Autism
- Intensive Interaction
- Sensory/Movement breaks
- Forest school

What is the Code of Practice?

The SEN Code of Practice 0-25, 2015 provides all schools across the country with a common framework of how they should identify and provide support for children with SEND, from birth up to the age of 25. It outlines four main areas of need:

Area:	Examples:
Communication and Interaction	Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they have a different understanding of social rules of communication. Children with Autism are likely to have difficulties with social interaction, or with language, communication and imagination, which can impact on how they relate to others.
Cognition and Learning	Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate adapted teaching. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
Social, emotional and mental health difficulties	Children and young people may experience a wide range of social and emotional difficulties. These may include becoming withdrawn or isolated, as well as displaying challenging or concerning behaviour. Other children and young people may experience difficulties because of Attention Deficit Disorder, Attention Deficit Hyperactive Disorder or Attachment Disorder.
Sensory and/or physical needs	Some children and young people require special educational provision because they have a physical disability which prevents or hinders them from making use of the educational facilities generally provided. Many children and young people with a visual impairment (VI), hearing impairment (HI) a multi-sensory impairment (MSI) or a physical disability (PD) will require specialist support and/or equipment to access their learning. Some children may have differences in how they process sensory information and this can affect their understanding of the world around them, or can affect their wellbeing or ability to focus. Some children may have medical needs that can affect their learning and wellbeing - such as diabetes, epilepsy, severe asthma or allergies.

A copy of the full Code of Practice can be viewed on the following website:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

What arrangements do we have for children with medical needs?

If your child has a medical condition, you should inform the school office. You will be asked to complete a form to outline your child's medical needs, and any medication they might require.

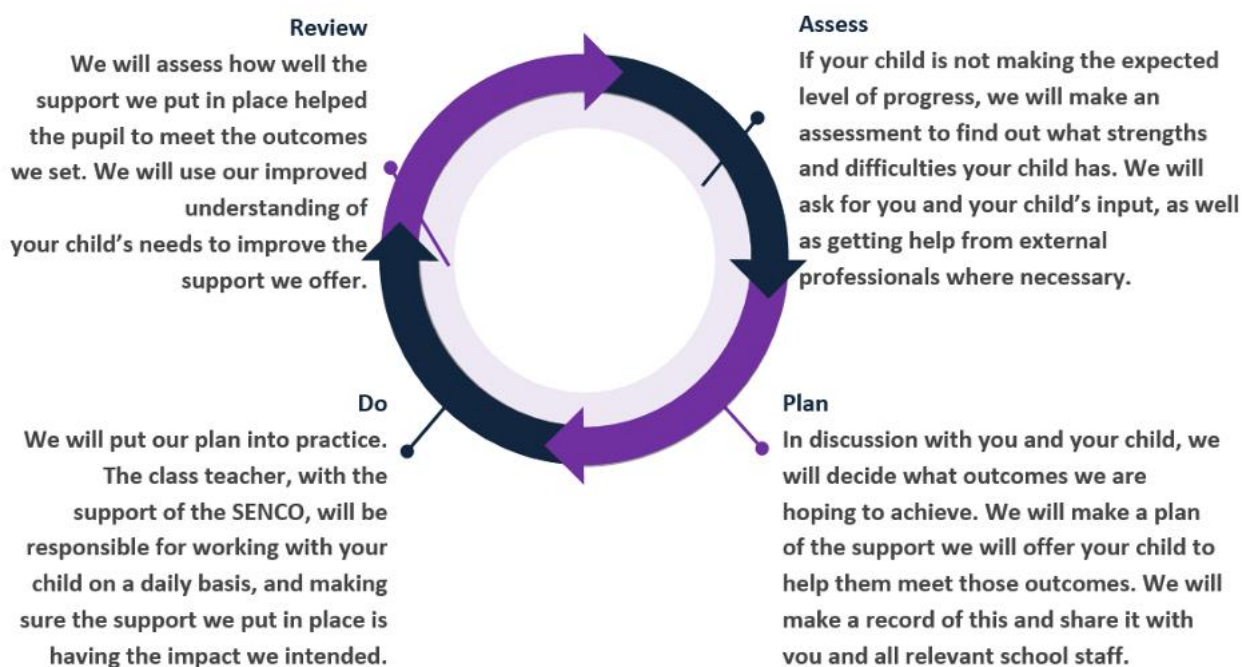
If your child's medical needs are ongoing, you will be invited to speak with the school nurse, to support in drawing up a Medical Needs Health Care Plan. This will outline the provisions the school must make in order to ensure your child's medical needs are adequately met in school.

We have regular visits from the School Nursing Team and we have a designated school doctor. The school nurse visits the school regularly and carries out routine health checks on children, as well as responding to any medical concerns. The school nurse also liaises with parents and other medical staff in order to devise Care Plans for children and train staff on caring for children with more complex medical needs.

More information about the school's medical care procedures can be found in the Medical Needs Care Policy, which is available from the school office, or on the school's website.

How do we measure children's progress and involve parents/carers?

At Harrington Hill Primary School we follow the graduated approach to supporting pupils with SEND. The graduated approach is a four-part cycle of assess, plan, do, review.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve. Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a baseline assessment. We do this so we can see how much impact the intervention has on your child's progress. We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best. This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

The progress of all children is monitored regularly – both formally and informally. All class teachers have regular meetings with senior members of staff where they review the progress and attainment of all the children in their class – and review the support that each child is receiving.

The views of children are regularly sought through informal interviews and sometimes by completing 'Pupil Passports' or 'One Page Profiles' with members of staff. Children are given the opportunity to express their opinions on what is working well, or what we could do to ensure that they can continue to make good progress.

Parents and carers will be informed of their child's progress and involved in target setting throughout the academic year and in a variety of ways. These include;

- Informal meetings with teachers;
- Meetings with the SENCO;

- Parents evenings;
- SEND review meetings;
- Annual Review meetings, for children with an Education Health Care Plan;
- Multi agency meetings, for children that have support from external agencies - e.g. Speech and Language, Occupational Therapy, Educational Psychologist.
- Parent's online access to their child's support plan (Provision Mapper)

What SEND training and resources do we provide?

We understand the importance of training in special needs, inclusion and disability equality. We recognise that teaching and support staff will need regular training on aspects of SEND and inclusion in order to update policy and inform practice. At the start of each academic year an Inclusion staff training session is run by the SENCo for all staff. We keep training needs under review.

- All staff discuss their individual training needs at performance management review meetings;
- The SENCo meets weekly with teaching assistants (TAs);
- We hold regular SEND training sessions for all staff;
- The SENCo is available for informal discussions and can meet with staff at any time to advise on best practice
- The school regularly provides training on Speech and Language strategies
- Training is offered to all staff on areas they are interested in or want to upskill on;
- At times, we also have whole school training on particular issues and we invite external trainers into school to provide training and support to staff;
- Staff can request to attend training at any time;

We also work closely with other professionals such as specialist teachers and therapists who provide advice and guidance to staff for supporting children with specific needs.

How do we ensure the accessibility and inclusion of children with SEND?

All children are entitled to a broad and balanced curriculum that is also relevant to the world they live in. Most children with SEND are taught alongside their peers in mainstream classes where they study the National Curriculum. All teaching staff have a good understanding of ways in which they can adapt their lessons, planning and assessments in order to meet the needs of children with SEND. They do this by:

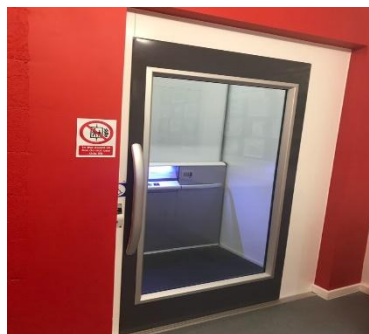
- Providing work at an appropriate level;
- Adapting tasks and questions to ensure suitable levels of challenge;
- Ensuring a suitable and inclusive learning environment;
- Being sensitive to the individual needs of children;
- Removing barriers to learning;
- Providing appropriate resources;

These strategies, and others, are included in the school's Adaptive Teaching Toolkit - a bank of agreed strategies that staff can draw from to ensure all children receive quality first teaching.

A small number of children with SEND are taught in smaller groups at certain times of the day. This is to ensure that they are able to access learning at a suitable pace, with more targeted support.

Part of the school's budget is for supporting pupils with special educational needs and disabilities. This is a fixed amount and so we have to use the money as cost-effectively as possible and make sure we can give help to all the children who need it. We have costed all the ways we support children. Decisions about which support programme is best for a child are made by the SENCo in consultation with the Head of School, the child's class teacher and parents or carers.

Our school is a 2-storey building. All areas of the building are fully accessible for those with mobility difficulties. We have a lift to enable access to the bottom and top floor. There are also disabled toilets available on both floors.



We will always make sure that we make any reasonable adjustments we can by e.g. holding meetings and assemblies on the ground floor where it is needed. We can also move our classes if we need to in order to accommodate a child who joins our school who can only access the ground floor. All resources required e.g. the dining hall, are located on the ground floor.

We ensure that all children have access to off-site educational trips, residential visits, extended school clubs, breakfast club, after school club – regardless of SEND requirements. We use Risk Assessments to ensure the safety of all pupils before embarking of these activities, particularly for those pupils with additional SEND. Parents/carers are consulted on any additional provision needed in order for their children to fully participate in activities.



Can my child access the Additional Resource Provision?

The ARP supports up to 12 children and offers an inclusive provision for pupils with a range of significant needs associated with Autism and who require special educational provision over and above that which a mainstream school can provide through an Education, Health and Care Plan (EHCP).

At Harrington Hill Primary some mainstream pupils (without an ARP place) occasionally access specific groups within the school's Additional Resource Provision (ARP) for a time limited intervention. The decision to place a child in an intervention group taught by ARP staff will be made by school staff based on:

- The needs of the individual child.
- The existing pupils in the ARP.
- The ability and curriculum coverage of current ARP intervention groupings.
- Whole school provision mapping.

This intervention will be time limited and reviewed termly.

If a child requires long term support from the Additional Resource Provision, an ARP place will be sought through the consultation process (with parental permission).

Admission to our ARP (Additional Resource Provision) is strictly through the Hackney Education SEND team. Pupils who already attend Harrington Hill Primary must also apply through Hackney Education.

Criteria for admission:

- The child has a diagnosis of Autism
- The child has an existing EHCP or is in the process of undergoing an Education, Health and Care Needs Assessment
- Needs are not being met appropriately in the current setting, and autism is the primary barrier to successful placement.
- Parents have requested that specialist autism provision is considered for their child.

Please see the [ARP information leaflet](#) for more information about the ARP.

How do we evaluate the effectiveness of our SEND provision?

We evaluate our SEND provision on a regular basis in a variety of ways:

- We hold half-termly review meetings to monitor the impact and effectiveness of our interventions. These are held in conjunction with the Speech and Language Therapists.
- Termly MAP (Multi-Agency Planning) meetings are held with the school's Educational Psychologist, the school nurse, Speech & Language Therapists, Pastoral team and other professionals to evaluate the provision, as well as identifying children's needs.
- During termly Progress Review Meetings, the children's progress and their provision is evaluated with class teachers and senior managers in the school. As a result, we make necessary changes to our interventions and/or other provision.
- Our regular SEND review meetings with parents/carers and class teachers evaluate the children's progress and the impact of any interventions.
- Annual Parent/carers surveys
- The SENCo liaises with other staff to assess the impact of interventions throughout the school – through observations and learning walks, progress measures and reviews, questionnaires and pupil feedback.

How do we support children with transitions?

We understand that many children with SEND can find some transition times more difficult. These can be the daily transitions (e.g. from classroom to playground, or changing lessons) or more significant transitions (e.g. changing class, moving to secondary school). Some of the ways in which we support children with these changes are:

- Providing children with reminders of changes coming up;
- Using visual timetables and/or reminders;
- Using timers to 'countdown' to changes in tasks;
- Using now and next boards
- Talking to individuals about any changes to routines;
- Class handover meetings;
- Social stories;
- Class swap days;
- Year 6 Transition groups (in the summer term);
- Support for Parents/carers when looking at secondary schools;

- Transition meetings with parents/carers, class teachers, support staff, SENCo and other professionals;

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

We have a strong commitment to supporting the social and emotional wellbeing of all children. In particular, we are aware that many children with SEND can be more vulnerable in terms of social development and/or emotional wellbeing. There are many factors which can contribute to children experiencing some emotional difficulties – including aspects of their life outside of school. Where possible, we try to work closely with families so that we can provide appropriate support and sign-posting if appropriate. The school offers a wide variety of pastoral support for pupils who have emotional difficulties, these include:

- All members of staff are readily available for pupils who wish to discuss issues and concerns.
- The school has a learning mentor with an open-door policy for children with friendship and emotional difficulties. The learning mentor holds interventions such as 'Circle of Friends' for children who need additional support.
- Classes hold 'Circle Time' activities that address specific concerns and worries relevant to the class.
- The school delivers a Personal, Social and Health Education Curriculum called Jigsaw.
- The school works closely with CAMHS services.
- The school is part of the Wellbeing and Mental Health in Schools (WAMHS) project. As part of the ongoing project, we have an assigned CAMHS worker who is able to give advice and share resources on a whole range of areas to support wellbeing. In addition, we have an assigned Educational Mental Health Practitioner who helps promote children's wellbeing by supporting families, staff and pupils in school.

SLT closely monitor behaviour across the school. Where children struggle with following the accepted rules of the school, we provide support in the form of:

- Visual behaviour reward charts, with links to rewards at home;
- Increased communication between home and school;
- Individual Behaviour Plans/Pastoral Support Plans;
- Additional support for their learning;
- Support at lunchtime;
- Small group or individual work to support self-esteem;
- Adaptations to the timetable;
- Referral to outside agencies (e.g. Re-Engagement Team, Speech and Language Therapists; Behaviour Support Team; CAMHS; Educational Psychologist);



What support and training do we offer for parents/carers?

Parents and carers are involved in developing and setting targets for all children here at Harrington Hill. Parents/carers are always invited to reviews on their child's progress, as well as relevant workshops on how to help their child at home.

We also host regular coffee morning information and training sessions for parents/carers led either by school staff or external professionals including our Speech and Language Therapists, Educational Mental Health Practitioner, school nurse and CAMHS in school worker.

Hackney SENDIAGS hold regular meetings/events for parents/carers and can provide support and advice on a number of issues affecting families with SEND children. They can be contacted on (020) 7275 6036 or via email on SENDIAGS@learningtrust.co.uk. More information can be found on the Hackney Local Offer website:

<https://www.hackneylocaloffer.co.uk/kb5/hackney/localoffer/service.page?id=VjthH04BZoM&localofferchannel=0>

Links with Hackney Education:

We work closely with Specialist Teachers and Advisers from Hackney Education. We are fully committed to providing the best services for SEND children.

You can find more information on SEND provision in Hackney and the Local SEND Offer on the Hackney Local Offer website:

<http://www.hackneylocaloffer.co.uk/kb5/hackney/fsd/localoffer.page>

What do I do if I am unhappy with the support my child is receiving? How do I make a complaint?

If you do have any concerns, questions or complaints around SEND, please discuss these with either the SENCo or Headteacher. We will do our best to resolve the issue or provide reassurance.

If you do not feel that your complaint has been dealt with appropriately and you wish to make a formal complaint, then you can do so by following the school's Complaints Policy which can be found on our website.

FAQs:

Who should I contact if I have a concern about my child?

You should contact your child's class teacher. They can arrange a meeting with the SENCo. You can arrange to speak to your child's class teacher before or after school. You can telephone the school office to arrange this if you do not normally collect your child. The telephone number is (020) 8806 7275.

How do I find out what my child's targets are?

Twice a year you will be invited to a parent/carer consultation meeting with your child's class teacher. If your child has SEND, then you may also be invited to an additional meeting to review progress, provision and possibly set targets. Please contact your child's class teacher if you are not sure what their targets are. All parents/carers have access to their child's Support Plan online via Provision Mapper. If you have not been given a login or would like a reminder, please contact the SENCo.

How do I know what support my child is receiving?

At the parent/carer meetings you will be told what additional help or support your child is receiving and how well this is going. You will have an opportunity to contribute towards other ways in which you think we can best support your child. You can also meet any other adults who may be involved in teaching your child. If your child is receiving an intervention outside of the classroom, then we will let you know.

How can I contact the Speech and Language Therapists?

If you are concerned about your child's speech, language or communication – then speak to your child's class teacher. If your child has already been referred to the Speech and Language Service, then you can contact a therapist via the school office on: (020) 8806 7275. The school's Mainstream Speech and Language Therapist is Rita Leci. The ARP Speech and Language Therapist is Sue Livermore.

What is an Education Health Care Plan (EHCP)?

If a child's additional needs are very complex and the child needs to access resources above and beyond what the school is able to provide, then parents/carers or school staff can request that the Local Authority carry out a Statutory Assessment of their needs. If it is decided that the child does require additional support or resources, then the Local Authority will issue an Education Health Care Plan (EHCP). This legally entitles the child to receive specific support and must be reviewed regularly. More information on the Statutory Assessment process can be found on the Hackney Local Offer website:

<https://www.hackneylocaloffer.co.uk/kb5/hackney/localoffer/home.page>