Hargrave Park School

We Aim High

Special Educational Needs and Disability (SEND) Policy

2026-2027

Special Educational Needs and Disability (SEND) Policy

Aims and Objectives

This policy accepts the definition of Special Educational Needs and Disabilities (SEND) as set out in the SEN Code of Practice (2014). It reflects the approach to and arrangements for SEND outlined in the Children and Families Act (2014).

The Governing Body and teaching staff will do their best to ensure that the necessary provision is made for any pupil who has special educational needs and/or disabilities. Where the head teacher has been informed that a child has SEND, those needs will be made known to all who are likely to teach them.

All staff and governors in the school are aware of the importance of identifying and providing for children who have SEND.

All staff will ensure children with SEND can join in the activities of the school together with pupils who do not have SEND, so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources.

We ensure that we engage effectively with local outreach support including; The Bridge School; Samuel Rhodes School; Richard Cloudsley and New River College.

Responsible Persons

The ‘responsible person’ for SEND is the Head teacher, Lisa Horton; our link Governor for SEND is Gareth Edwards.

The person co-ordinating the strategic management and day to day provision of education for pupils with SEND is Rose D’Orsi, our SENDCo (Special Educational Needs and Disabilities Coordinator).

Admission and Inclusion

All the teachers in the school are teachers of children with SEND. As such Hargrave Park School adopts a 'whole school approach' to SEND that involves all staff adhering to a model of good practice driven by quality first teaching, robust monitoring of provision and measuring progress.

The staff of the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is given a high priority in this policy, in line with the policies of Islington Local Authority.

All children with SEND are afforded the same rights as other children in terms of their admission to school.

Access to the Curriculum

The Curriculum will be made available for all pupils, including those with SEND. Where pupils have SEND, a graduated response of 'Assess, Plan, Do, Review,' as outlined in the SEND Code of Practice (2014) will be adopted. The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support, as outlined in the Local Offer www.islington.gov.uk/localoffer

The school will make provision for pupils with SEND to match the nature of their individual needs and the class teacher and SENDCo will keep regular records of the pupils' SEND, the action taken and the outcomes.

There will be flexible grouping of pupils so that learning needs may be met in individual, small grouping or whole class contexts.

The curriculum will be adapted to meet the needs of individual pupils. Teaching styles and flexible groups will reflect this approach.

Schemes of work for pupils, within classes and year groups, will reflect whole school approaches to teaching and learning and will take account of SEND.

Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties.

Providing the graduated response: SEND Support

The school offers a differentiated curriculum. When a pupil fails to make progress and shows signs of difficulty in some of the following areas: acquiring literacy and numeracy; presenting persistent behaviour, emotional and social difficulties; has sensory or physical difficulties; or communication or interaction difficulties, the school follows an 'Assess, Plan, Do, Review' approach. Assessments will allow the child to show what they know, understand and can do, as well as identify any learning difficulties. Following assessment, we will put a plan in place, detailing appropriate interventions. The plans will be outcome focused. The resources deployed to help the child achieve the agreed outcomes will be captured in an Individual Plan (IP). An IP is a document, written by the teachers and adults working with the child, that outlines targets that a child is working towards and the type of support that is in place to help the child achieve the stated targets. The school uses Provision Map to create and store IPs; Provision Map is an online system that is accessed by password. IPs are created at the beginning of each term and are shared with parents/carers and are reviewed at the end of each term and shared with parents/carers. For those

children with an EHCP, their IP will reflect the outcomes on their EHCP. Where more than one agency is involved, the school, in discussion with parents and other agencies, will hold Team Around the Child (TAC) meetings to assist with assessment and planning.

Identification, assessment, planning, intervention and review of children with SEND will be undertaken by all staff, with advice and support from the SENDCo. Appropriate records will be maintained, including continuous assessment, standardised tests, and Key Stage attainment tests. Where necessary, pupils will be referred to the SENDCo for diagnostic testing to construct a profile of strengths and weaknesses. The SENDCo will inform parents whether it is advisable that further assessment be carried out by professionals (e.g. Speech and Language Therapist, Educational Therapist, Occupational Therapist, or other external professionals) and with parents' informed consent, will refer a child to other professionals for further assessment, as required.

Additionally, the progress of any child receiving exceptional needs funding, or with an EHCP will be reviewed annually. Parents will be invited to an Annual Review meeting, where the Class Teacher, SENDCo and other relevant professionals will be present.

Parent Participation

The school will actively seek the involvement of parents in the education of their children. It is recognised that it is particularly important with pupils who have SEND where the support and encouragement of parents is often the crucial factor in achieving success.

Parents will always be kept informed about the special educational needs experienced by their children in accordance with the recommendations outlined in the SEND Code of Practice (2014). Communications between the parent and the school will be consistently maintained. We will always discuss with parents before we seek support from an external agency.

The school will work to ensure that children are fully aware of their own needs and the targets in their IPs. We will encourage all children to be independent learners and to work towards a positive progression to adulthood from the earliest stage.

Multi-agency working

Regular liaison is maintained with the following external agencies:

- Outreach Support Services
- Educational Psychologist
- Health Service (Speech and Language Therapists, Occupational Therapists, School Nurser, Dietitian and other therapists)

- Child Adolescent Mental Health Service
- Education Welfare Service
- Bright Start for children aged 0-5
- Bright Futures for children aged 5-19
- Families Action
- Alternative Education Provision

Evaluating Success

This policy will be kept under review. The governors will gauge the success of the policy by the achievements of pupils with SEND.

Data Protection:

We deal with sensitive and confidential records relating to a child's diagnosis and family background and history and are fully in line with GDPR regulations.
In order to maintain confidentiality any paper copies of reports are safely stored but the majority of files are kept on a secure computer system which only staff can access. Some documents might be password protected. Children's files are transferred to a child's new setting when they leave the school and have a secure UPN number in a new setting.

Reports or summaries of reports are passed to teachers using our secure staff email account. IPs are created and stored on Provision Map, which is an online system that is accessed by password. All external emails are sent over secured emails. Parents are given paper copies of reports.

Arrangements for the Treatment of Complaints:

Complaints will be managed in line with our complaints policy.

This policy should be read in conjunction with the school's SEND Information Report 2026 and SEND Provision (HP House and HP Cabin) 2026 policy.

Date: October 2026
This report is reviewed annually.
Date for review: October 2027