Hargrave Park School

We Aim High

SEND Provision Policy

SEND HP Cabin Provision
SEND HP House Provision

2026-2027

Mission Statement

At Hargrave Park School, we are committed to ensuring that our SEND Provision – HP House and HP Cabin - are nurturing and inclusive environments which support children who have SEND and complex learning needs. Our mission is to offer a highly personalised learning experience that enables children to access the benefits of a specialist provision while attending a mainstream school setting.

1. The Purpose of this Policy

This policy outlines the framework for the SEND Provision – HP House and HP Cabin - at Hargrave Park School. The goal of the SEND Provision is to deliver a highly personalised learning experience that enables children to access the benefits of a specialist provision while attending a mainstream school setting.

2. Objectives of the SEND Provision at Hargrave Park School:

- To deliver high-quality, specialised support for students with SEND
- To provide a tailored learning environment with consistent routines, and clear structure, focusing on the individual needs of each child
- To deliver educational outcomes outlined in children's Education, Health, and Care Plans (EHCPs) to support their specific needs
- To enable children in the SEND Provision to access the benefits of a specialist provision while attending a mainstream school
- To enable children who have SEND to develop good working relationships with adults in the SEND team to ensure positive learning environments
- To enable children with SEND to learn through a 'Total Communication Approach' philosophy
- To facilitate integration and transition of children with SEND into their mainstream class, where appropriate, and tracking their progress and determining appropriate timing for integration
- To promote inclusive practice that allow for full participate in the wider school community
- To work collaboratively with families, staff and external agencies to support each child's development
- To create an inclusive and nurturing environment where children can flourish academically, socially, and emotionally

3. A Total Communication Approach

Hargrave Park School promotes a Total Communication Approach – this is a philosophy adopted from Speech and Language Therapy, that refers to determining and using the right combination of teaching, learning and communication methods for a child, to ensure the child forms connections, ensures successful interactions and supports information exchanges.

A Total Communication Approach is a way of optimising a child's potential and reducing the extent of their difficulties, helping them to better access learning activities, to communicate and interact successfully and contributes to the development of their skills. This approach aims to improve accessibility to learning activities for all children.

4. Introduction

At Hargrave Park School, we recognise the importance of providing a nurturing and inclusive environment for children with SEND and complex learning needs.

Currently the school has two nurturing SEND Provision spaces (i) HP Cabin and (ii) HP House. These two groups have been established to support children who have SEND to access a highly personalised learning environment while attending a mainstream school setting. The two groups have a high adult to child ratio (1:3) within the classroom, compared to the mainstream classes within the school. A high adult to child ratio is important in ensuring that each child is able to build a good working rapport with the adults supporting them, allows the adults to develop a thorough understanding of each child's presentation and learning needs and enables each child to work towards developing their individual learning targets. A small group class also allows for a quieter working environment with fewer distractions for the children.

This policy outlines the key principles, procedures, and responsibilities associated with the operation of the SEND Provision. This policy is designed to align with the requirements outlined in the Special Educational Needs and Disabilities (SEND) Code of Practice (2014), the Equality Act (2010) and the Children and Families Act (2104). By adhering to these legal frameworks, we ensure that our SEND provision operates in compliance with the relevant legislation and fosters an inclusive learning environment.

5. Current SEND Provisions (2026-2027):HP Cabin and HP House

For this current academic year (2026-2027) Hargrave Park School has two SEND Provisions (i) HP Cabin and (ii) HP House.

HP Cabin

HP Cabin caters for a younger cohort of children who are pre-verbal in their stage of development and require specialised teaching and learning approaches, which include:

- Makaton signing
- PECS (Picture Exchange Communication System); visual symbols
- Attention Builders Activities
- Targeted development of fundamental communication skills including joint attention, listening skills, turn-taking, engagement with others, developing communicative intent and social interaction skills
- Sensory Play and Exploration

- Sensory Circuits and Movement Breaks

Each child in HP Cabin has an Individual Plan (IP) which is written and reviewed termly. Individual Plans (IPs) are documents that outline targets that each child is working towards during each term.

HP House

HP House caters for an older cohort of children who are either verbal (they use speech to communicate with others) or are on a learning pathway in developing their verbal skills - but have speech, communication and language needs along with other SEND. This group of children are working below their peers in most areas of the curriculum. The children require lessons to be adapted to meet their learning needs and require information and activities to be presented in a highly visual format. This group of children benefit from adults using unambiguous, simple and straight-forward language when speaking to the group and benefit from the explicit teaching of new and unfamiliar vocabulary and concepts. Each child in HP House has an Individual Plan (IP) which is written and reviewed termly.

6. Equality and Inclusion

- The SEND Provision ensures that all children are treated with dignity, respect, and fairness, regardless of their background, disability, or any other protected characteristic.
- Reasonable adjustments will be made to accommodate the diverse needs of the children in the SEND Provision, which may include modifications to teaching strategies, access to assistive technology, adaptations to the physical environment, or tailored support plans. These adjustments will be determined based on individual needs and in consultation with relevant professionals and parents/carers to ensure equal access and inclusive participation

7. Admission Criteria

The admission criteria for entry to the SEND Provision at Hargrave Park School is primarily based upon:

- a child's presentation
- the barriers to learning a child may be experiencing
- the level of the child's learning needs
- the difficulties the child may be experiencing with accessing learning in their mainstream classroom.

The SEND Provision aims to support children who will benefit the most from the specialised support offered.

The Head Teacher is responsible for deciding which children would benefit the most from the specialised support offered in the SEND Provision. Following the four-part cyclical graduated approach of 'Assess, Plan, Do, Review' as outlined in the SEND

Code of Practice (2014), and taking into consideration advice from the Educational Psychologist, the Speech and Language Therapist and all other relevant professionals, the Head Teacher will make a decision as to which child is offered support in the SEND Provision.

Therefore, in order to access entry to the SEND Provision, a child may:

- present with significant barriers to learning that prevent them from accessing learning activities in their mainstream classroom
- demonstrate that they are working within pre-key stage standards, indicating significant difficulties in their academic progress and that they are working at below the expected level for their chronological age

In addition, a child may have (i) an Educational, Health, and Care Plan (EHCP) or (ii) be in the process of being awarded an EHCP, however, this is not a pre-requisite for admission into the SEND Provision.

Decisions regarding admission, timetabled hours and the length of access to the SEND Provision will be based on a thorough assessment of the child's needs, the availability of resources, and the overall best interests of the child.

The goal of the SEND Provision is to help children develop their learning skills, and where possible, attend lessons in their mainstream classrooms with increasing duration. For some children, however, learning may be optimised with increased participation in the SEND Provision. Decisions regarding timetabling and hours spent attending lessons in these provisions will depend on various factors including each child's learning needs, Individual Plan, well-being and progress. The Head Teacher and SENDCo will adhere to the 'Assess, Plan, Do, Review' process, and consider advice from other professionals in order to determine any changes in provision that may be necessary for each child.

The Head Teacher will regularly review the effectiveness of the SEND Provision and ensure that the provision continues to meet the needs of each child and aligns with the school's overall strategic objectives.

8. Staffing

- The SEND Provision has an adult to child ratio of 1:3, where possible, to ensure individual attention and support
- The adults who deliver lessons in the SEND Provision are highly trained and experienced in SEN teaching and learning strategies and approaches
- HP House is currently staff by two Higher Level Teaching Assistants (HLTAs)
- HP Cabin is currently staff by one Early Career Teacher (ECT) and three Learning Support Assistants (LSA) (one of whom is currently undertaking Teaching Training)
- The SENDCo oversees the SEN Provision and is responsible for its effective operation

9. Roles and Responsibilities

- The class teacher has overall responsibility for the education and well-being of the all children who have SEND in their classrooms, including those children who attend lessons in HP House and HP Cabin, and are responsible for adapting learning activities within their lessons to meet each child's learning needs
- The SENDCo and Class Teachers work closely to fulfil the requirements of EHCP Annual Reviews for each child who has an EHCP in their classrooms
- The staff working in the SEND Provision are responsible for delivering learning activities to children with SEND who attend lessons in those provisions
- The staff in the SEND Provision are responsible for assessing and maintaining records of progress for each child who attends lessons in the SEND Provision
- The SENDCo is responsible for overseeing, managing, and monitoring learning activities in the SEND provision in collaboration with staff
- The SENDCo and staff work collaboratively to create and review termly IPs for the children in the SEND Provision
- The SENDCo and staff work closely to fulfil the requirements of EHCP Annual Reviews for each child who has an EHCP in the SEND Provision
- Class Teachers are responsible for planning, delivering, and assessing the mainstream curriculum for the children who have SEND in their classrooms
- Class Teachers collaborate closely with staff in HP Cabin and HP House, the SENDCo, and other relevant professionals to create an inclusive and integrated learning experience for each child
- Each staff member has specific roles and responsibilities, outlined in their respective job descriptions, to ensure a cohesive and co-ordinated approach in meeting the individual needs of children

The Class Teacher is responsible for:

- planning, adapting learning activities, delivering, and assessing the mainstream curriculum, ensuring that it aligns with the individual needs of the children in their classes
- working collaboratively with staff in HP Cabin and HP House, the SENDCo, and other relevant professionals to ensure that all children with SEND are working towards their targets and making progress in their development
- actively participating in any meetings to discuss the progress, achievements, and challenges of the children in the SEND Provision and in their class
- playing an active role in the EHCP Annual Review process, ensuring that the child's progress and support requirements are accurately reflected
- Class Teachers will actively engage with parents/carers of children in the SEND Provision by regularly communicating with them about their child's progress, involving them in decision-making processes, and seeking their input and insights. This collaborative partnership will enable parents/carers to

actively contribute to their child's learning and to be informed participants in their child's educational journey.

The SENDCo is responsible for:

- Overseeing and managing the operation of the SEND Provision
- Ensuring compliance with relevant policies and procedures
- Liaising with parents/carers, professionals, and external agencies.
- Monitoring the progress and well-being of children in the SEND Provision
- Organising and co-ordinating the EHCP Annual Review process
- Monitoring learning activities and assessment in the SEND provision in collaboration with staff in HP Cabin an HP House

The HLTAs are responsible for:

- Working collaboratively with the SENDCo in creating and reviewing IPs for each child on a termly basis
- Working collaboratively with the SENDCo to ensure that due regard is given to the learning outcomes outlined in each child's EHCP and planning activities to help each child work towards these outcomes
- Working collaboratively with the SENDCo to plan lessons and learning activities for children attending the SEND Provisions
- Delivering planned lessons to the children in the SEND Provisions and creating appropriate visual resources for learning activities
- Providing a nurturing, stimulating and structured learning environment
- Monitoring and assessing the progress of the children in the SEND Provision and keeping accurate records
- Reporting on children's achievements and challenges to the SENDCo, Class Teacher, and parents/carers
- Liaising with each child's Class Teacher and other relevant professionals to ensure information is shared and that all staff are working to the benefit of the children who attend the SEND Provision

10. Safeguarding

Hargrave Park is committed to ensuring the safeguarding and well-being of all children in the SEND Provision. We have robust procedures in place to identify, respond to, and report any safeguarding concerns in accordance with our Safeguarding Policy and statutory guidelines. Our designated safeguarding lead, SENDCo and staff working in the SEND Provision work collaboratively to provide a safe and secure environment for the children, and to promptly address any safeguarding issues that may arise.

11. Review Plan and Next Steps

- The SENDCo, staff in HP Cabin, HP House and Class Teachers will meet regularly to review the progress of each child in the SEN Provision
- The termly IP reviews inform the identification of next steps and any adjustments required to support children's individual needs

- The SENDCo and staff in HP Cabin and HP House will keep the Head Teacher informed regarding the operation of SEND Provision, the progress of the children attending the SEND Provision, any challenges that may arise or resources that may be needed to ensure a successful and effective educational provision is in place for the children at all times

12. Communication and Confidentiality

- Effective communication channels between the staff in the SEND Provision, mainstream Class Teachers, parents/carers, SENDCo and relevant professionals ensures a coordinated approach
- Confidentiality will be maintained in line with the GDPR regulations, ensuring that sensitive information about children is handled appropriately and shared on a need-to-know basis.

This policy should be read in conjunction with the school's SEND Information Report 2026 and SEND Policy 2026.

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