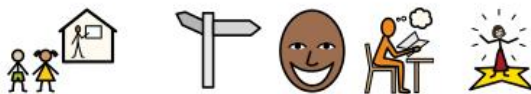




# Harborne Primary School

## SEND Information Report 2025-2026



Harborne Primary School, where happy pupils succeed.



Our School Values:



Confidence, Respect, Aspiration, Opportunity, Success.

# Welcome to Harborne Primary School!

Hello, and welcome to Harborne Primary School!

We are a mainstream primary school in Birmingham. We believe that all children have a right to be valued, encouraged and accepted equally, regardless of ability, behaviour or family background. WE aim to provide a broad and balanced curriculum for all children, providing additional support where required to ensure that all children make good progress during their time with us.

Our Special Educational Needs and Disability Coordinator (SENDCo) is Mrs Cockayne.

She works with children, teachers, parents, carers and agencies to ensure that our pupils' needs are met.

## What can I expect at Harborne if my child has special needs?

**Open and honest communication**

**Appropriate and effective teaching and learning**

**A partnership approach**

# What can I expect at Harborne if my child has special needs?

## Open and honest communication

- Clarity on how to speak to the SENDCo if you have a concern.
- Clear information about how your child is doing in school and the agencies involved with your child.
- Clarity on what happens if there is a concern about your child's progress.
- Clarity on how we ensure the necessary people know about your child's needs.
- Clear information about what happens when your child moves school.

## Appropriate and effective teaching and learning

- Staff trained to support the needs of your child.
- High quality teaching for all children, with additional support for those who need it.
- Including all children with additional needs in all school activities.
- Work matched to children's targets to support them to make good progress.
- Classroom resources that allow all children to access the curriculum and make progress.
- Support for children with managing behaviour and dealing with social issues.

## A partnership approach

- Working together with you to identify your child's needs.
- Asking for your permission to involve other professionals to work with your child.
- Involving you in all decisions and listening to your views.
- Involving your child in decisions about their learning, where possible.
- Supporting you in contacting organisations who can give advice and support.

## Open and honest communication

### **Who is the Special Educational Needs and Disability Coordinator (SENDCo) and how can I contact them?**

Our SENDCo is Mrs Cockayne.

If you have a concern about your child's progress, we would encourage you to speak to your child's teacher first. However, Mrs Cockayne is always available to speak to you.

Call to book an appointment or request a call back on 0121 464 2705

Or email [senco@harborne.bham.sch.uk](mailto:senco@harborne.bham.sch.uk)

We operate an open-door policy and you are welcome to meet Mrs Cockayne at any time. If for any reason she is not available, she will arrange to meet with you at the earliest opportunity.

### **How will information about how your child is doing in school be shared with you?**

We will make all of the information that we need to share with you clear and easy to understand.

Information will be shared at termly SEND review meetings, as well as through parents' evenings and written reports. You will also have opportunities at all of these times to share your views about your child's learning and progress.

If you have any further questions or concerns, please speak to Mrs Cockayne for more information.

## What are the four areas of need?

There are four broad areas in which children might have additional needs. Children may have needs in one area or multiple areas.

Area of Need	Description
Cognition and Learning	A child or young person with cognition and learning difficulties might learn at a slower pace than their peers, even when learning tasks are changed to support them. A child might have a moderate learning difficulty (MLD), severe learning difficulty (SLD) or profound and multiple learning difficulty (PMLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
Communication and Interaction	Communication and interaction difficulties, also known as a speech, language and communication needs (SLCN), means that children and young people may have difficulties either saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication, which makes it harder to build relationships with others. Autism is an example of a communication and interaction difficulty.
Physical and Sensory	If a child or young person has a physical or sensory difficulty it means that they have a disability which makes it challenging or prevents them from making use of the mainstream educational facilities generally provided. Children or young people with sensory difficulties are those with hearing impairment (HI) or vision impairment (VI). Some children may also have a combination of hearing and vision difficulties which is known as a multi-sensory impairment (MSI). Some children and young people with physical difficulties (PD) require additional ongoing support and equipment to access all the opportunities available to their peers, including access to learning. These physical difficulties are usually linked to a medical diagnosis.
Social, Emotional and Mental Health	Children and young people may experience a wide range of underlying, unmet social and emotional needs which show themselves in many ways. These may include withdrawal or isolation, as well as verbal and physical aggression or agitation. Other mental health difficulties such as anxiety or depression can cause self-harm, substance misuse, eating disorders or physical / psychosomatic symptoms that are medically unexplained. Some children and young people may receive diagnoses such as ADHD which do not necessarily explain the underlying cause.

## **Will I be spoken to if my child needs extra support?**

If the school thinks that your child needs extra support, we will always talk to you about this.

Your child's teacher will talk to you about the progress that has been made during termly parents' evenings.

Class teachers are available for discussion at the end of the school day, or an appointment can be made by phoning the school office or emailing the enquiry account.

If your child has a Learning Plan, SSPP or EHCP, you will be invited to a termly Review Meeting where you will be able to share your thoughts about their progress.

At any point in the year, if there are concerns about your child's progress, teachers will invite you into school for an initial discussion.

If your child is added to (or removed from) the SEND Register, you will be informed in writing by the school.

## **How will I find out about my child's progress? How will my child and I give our views?**

- Your child's progress will be reviewed termly and you will be invited in for parents' evenings to discuss their outcomes and give your views.
- If your child is on the SEND Register, there is an additional termly Review Meeting where you and your child will be able to share your views.
- You and your child's views are sought whenever the school creates a Learning Plan, or looks to apply for an SSPP or EHCP.
- If an external agency is involved with your child, you will receive a written report from that agency with information and advice.

## **What happens if there is a concern about my child's progress?**

In the first instance, a discussion should be held with your child's class teacher. They will talk about your concerns and help to put initial plans in place to support their learning.

We operate a graduated approach to ensure pupils' progress is maximised and barriers to learning are targeted and removed:



### **Assess**

What are the young person's needs/barriers to learning?

What is their level of attainment and progress?

What are the views of the young person/parents/teachers/support staff/other?

### **Plan**

What can we put in place to support this young person?

Do we need to make any referrals?

What outcomes do we want to achieve?

### **Do**

Put SMART (specific, measurable, attainable, realistic, timed) targets into action through quality-first teaching and small group/1:1 interventions.

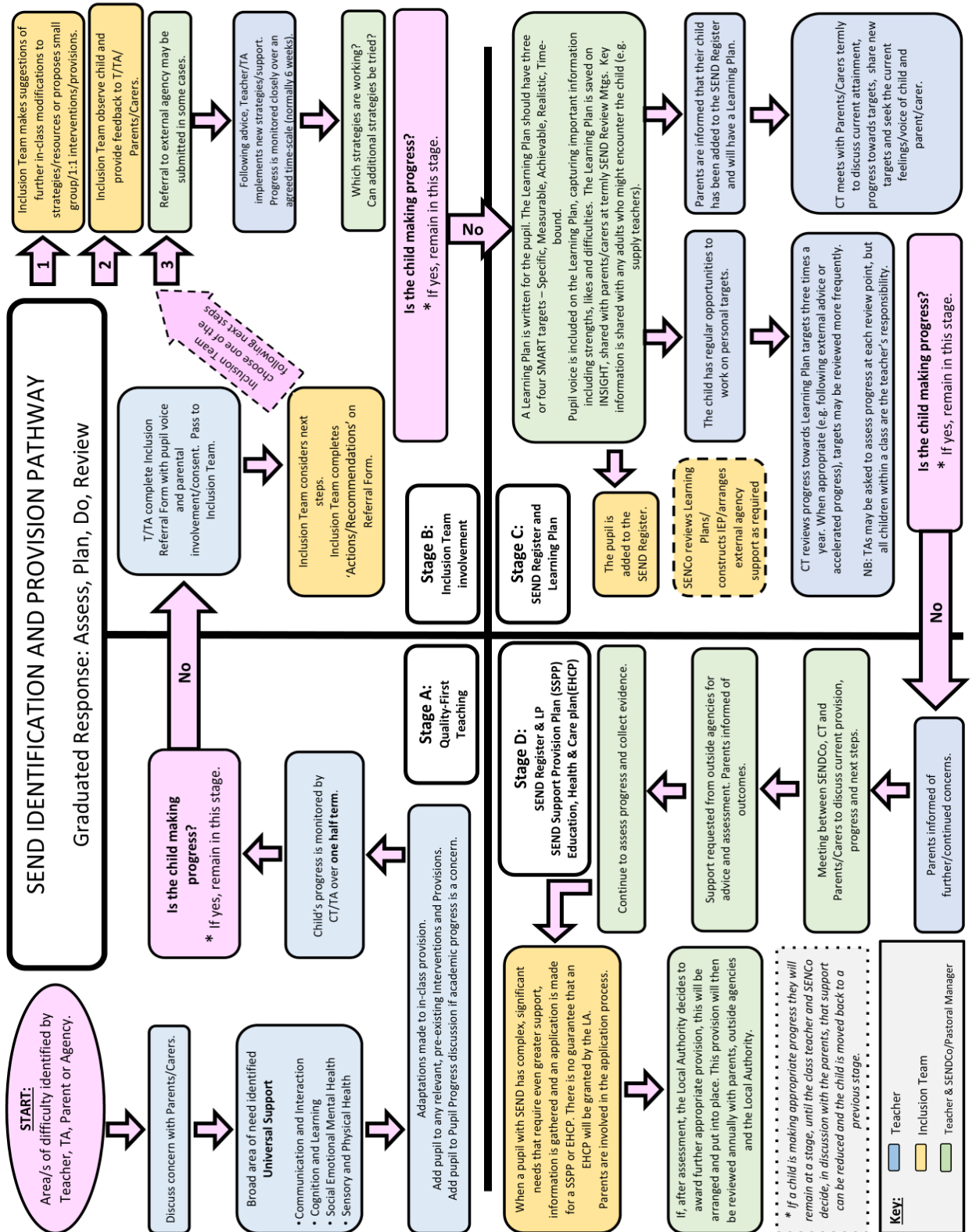
### **Review**

(After enough time has passed to measure impact)

Has the child made progress? Have the outcomes been achieved? What needs to be continued or changed?

# What happens if there are still concerns after the initial set of targets?

The diagram below shows the stages that we will go through when identifying and supporting children who are struggling to make progress.



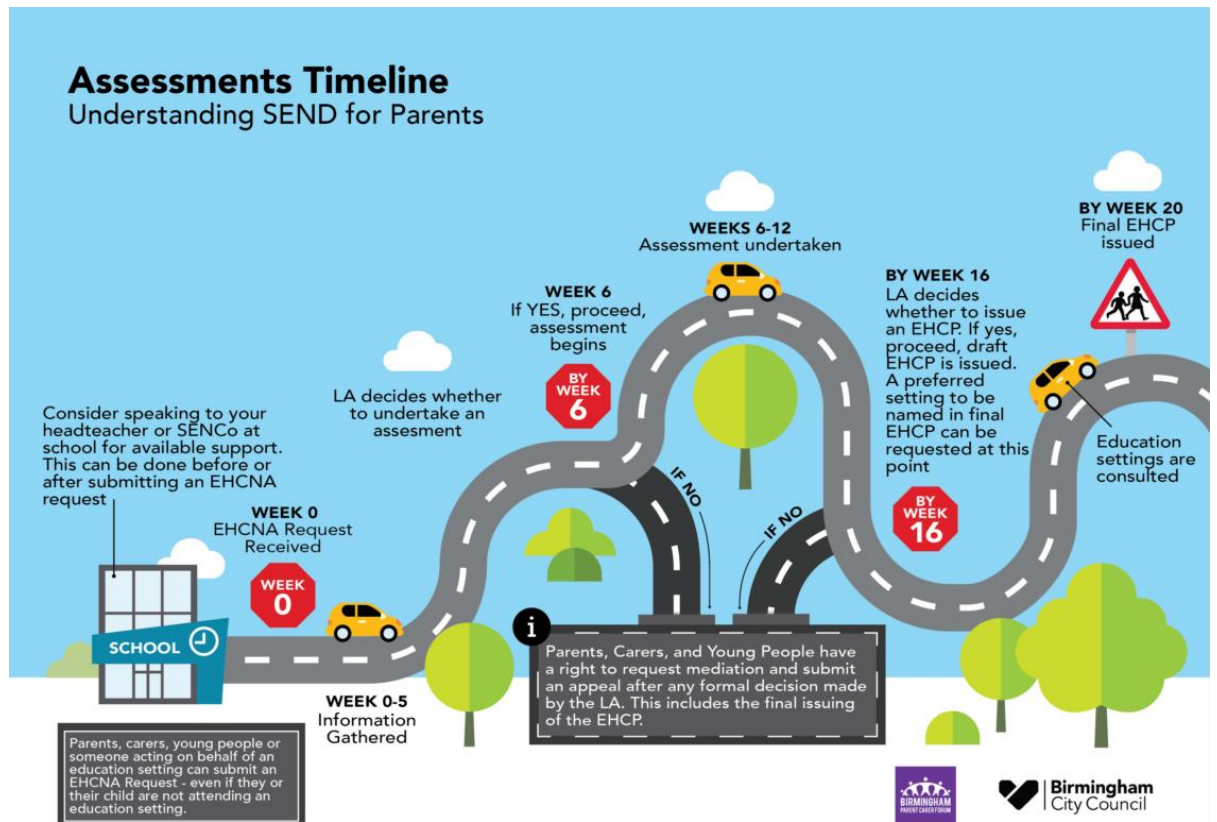
# What happens if my child needs an Education, Health and Care Plan (EHCP)?

A formal application (called an education, health and care needs assessment – or EHCNA) has to be made to the local authority for an EHCP.

The council will review the evidence presented and decide whether to assess or not. If they do decide to assess, they will decide whether to issue an EHCP at the end of the assessment process.

Our SENDCo, Mrs Cockayne, is happy to speak to parents/carers about the process of applying for an EHCP. You can also request advice from [SENDIASS](#) or [IPSEA](#).

A timeline of the process is set out below:



## **What happens if my child has an Education, Health and Care Plan (EHCP)?**

Your child's EHCP sets out the provision that your child is entitled to in order to make progress towards the agreed targets in the EHCP. The school has a duty to ensure that this provision is provided.

All EHCPs are reviewed termly during Review Meetings.

By law, EHCPs have to be reviewed in full at least once every twelve months. This is called an **annual review**. The review will often involve input from external agencies.

Following the annual review, the EHCP may be amended, kept without amendments, or discontinued.

Parents/carers and the child are involved in the annual review process. These meetings follow a child-centred approach, focusing on the experience of the child and the progress that they have made towards their agreed targets.

An annual review may also be requested by school staff or parents/carers to reflect a change in circumstances.

More information can be found here: [Annual Reviews - Local Offer Birmingham](#)

### **Children in Year 6**

The annual review of an EHCP for a child in Year 6 must be held before the end of the Autumn Term.

This is to allow the local authority to name the school that the child will attend in Year 7 by the deadline of 15<sup>th</sup> February in the year of the transfer.

## What happens when my child moves setting (either to or from Harborne)?

If your child is in **nursery** school and about to start **Reception** at Harborne, we liaise with the SENDCo at the nursery to find out as much information as possible about your child's needs. This will include any targets and paperwork or agency reports which might have already been produced.

If your child has an EHCP and you move your child to a **new school**, the SENDCos at both schools make sure that information is shared.

When your child moves from **Year 6 to secondary school**, we will pass on all information regarding your child's special educational needs to the new SENDCo.

## My child has a medical need. How will they be supported?

We work with parents and medical professionals (including our School Nurse) to support children with a range of medical needs to attend school.

Where required, children will have a Personal Medical Plan drawn up. This will be checked by medical professionals and set out the arrangements to keep the child safe in school.

Information about children's medical needs is stored securely on Medical Tracker so that it is visible to relevant staff.

Medications are stored in line with our Medical Procedures Policy.

Our staff receive annual training from the School Nurse Service to support children with asthma, anaphylaxis, epilepsy and diabetes.

Where more specific training is required, this is organised for the relevant staff with medical professionals.

## Who will the SENDCo talk to about my child's needs?

The SENDCo, Mrs Cockayne, will make sure that all necessary staff are aware of your child's needs, so that they can be fully supported. This includes sharing any medical information, Learning Plans, SSPPs, EHCPs or Individual Behaviour Plans.

At Harborne Primary School, we work with many external agencies (some of which are listed below) to help identify specific needs and gain advice. We will always contact you for permission before engaging with them.

Educational  
Psychologist

Pupil and School  
Support

Communication  
and Autism Team  
(CAT)

Speech and  
Language  
Therapists (SALT)

Sensory and  
Physical Support  
Service

C.O.B.S.  
Behaviour  
Support

School Nurse  
Service

Forward Thinking  
Birmingham  
(CAMHS)

Barnardo's

## Appropriate and effective teaching and learning

### **How are staff trained to support the needs of my child?**

All school staff receive appropriate training so they have the knowledge and confidence to support children's needs.

We hold a weekly training session for staff on different aspects of teaching and learning, including SEND provision.

These sessions are used to ensure staff have up-to-date knowledge to teach all children.

Sometimes training is run by specialists, such as a member of the Speech and Language team.

Mrs Cockayne and the senior leadership team regularly share advice and information about teaching approaches and resources for children with additional needs.

Our teaching assistants also have specialist training and are experienced in running a variety of intervention programmes.

**Below are some examples of specific training that our staff have participated in:**

- Annual epi-pen and asthma training
- Paediatric First Aid training
- Basic First Aid training
- The graduated approach to SEND
- Scaffolding and support approaches
- Whole-class inclusive teaching strategies

## How will staff assess my child's level of working and support them to access the curriculum?

Teaching and support staff are able to assess the level children are working at using a range of approaches. These might include:

- Checking the words that children can read and spell independently
- Judging work with subject leaders
- Making observations
- Analysing pupil work in class
- Using tests, where appropriate
- Looking at pupil progress data
- Information from the child
- Information from previous schools or settings
- Information from parents/carers
- Discussions with adults who work with the child
- Specialised assessments carried out by members of the school's support services or external agencies

All of the above support teachers to plan work that will address a pupil's barriers and allow them to access the curriculum.

## What types of learning resource are available for my child?

A range of learning resources are available. Some of these are available for all children; others are provided to meet specific needs. Some examples are given below:

Practical and visual aids to support learning

ICT equipment, including laptops, iPADS and recording equipment

Seating plans are adjusted to support children with physical, hearing or sight impairments

Children work with partners or in small groups to develop their ideas

Access to the teacher or a teaching assistant

Small group/1:1 interventions to meet needs

## **What resources does the school offer if my child has significant social and/or communication needs?**

Where necessary, resources will be available to support the learning of children with significant social and/or communication needs.

Our Learning Plans identify the types of need a child may have (e.g. autism, cognition and learning).

We use visual timetables in all classrooms so that all children know the routine for the day.

We use resources such as Now and Next boards, and communication cards, to support children with expressing themselves.

We also put in place small group or 1:1 interventions, in line with recommendations and training from Speech and Language Therapists, to support children to make progress.

## **How will my child be helped with managing their own behaviour, dealing with social situations and maintaining good mental health?**

Our pastoral team in school provide support for all children, and particularly those who may need support with managing their own behaviour.

We tailor support to the child's individual needs. This may involve 1:1 or small group support.

In line with our Behaviour Policy, systems are in place to encourage children to make the right choices. Being consistent across school and offering tangible rewards and consequences helps to provide certainty and reliability for all pupils.

## **How will Harborne Primary School ensure that parents and children with additional needs are fully included in school activities?**

Activities and school trips are available to all. Appropriate access arrangements are put in place where required.

Children with additional needs participate in after school clubs.

The school curriculum includes trips to enrich the experiences that children have.

Our risk assessments are inclusive of children with additional needs. Parents/carers are consulted regarding specific needs, so that all children have a safe and enjoyable experience.

Sometimes a parent/carer might be asked to accompany their child on a trip, if it is deemed that an intensive level of 1:1 support is required.

More information about our accessibility plans can be found on the school website under our Accessibility Policy and Accessibility Plan.

## **How will we provide good teaching for my child?**

We ensure that all children receive high quality teaching. We monitor and evaluate this in the following ways:

- Termly pupil progress meetings
- Lesson observations and book looks by senior and middle leaders

Where there are additional needs identified, we:

- Provide 1:1 or small group support provided by teachers/teaching assistants
- Liaise with outside agencies for additional advice, strategies and information

## A partnership approach

### **How will Harborne Primary School work with me to identify my child's needs and ensure they receive appropriate support?**

We will work with you in partnership to identify the needs of your child and put in place appropriate support (including family support if you would like this).

Your child's teacher will talk to you about the progress that has been made during termly parents' evenings.

Class teachers are available for discussion at the end of the school day, or an appointment can be made by phoning the school office or emailing the enquiry account.

If your child has a Learning Plan, SSPP or EHCP, you will be invited to a termly Review Meeting where you will be able to share your thoughts about their progress.

At any point in the year, if there are concerns about your child's progress, teachers will invite you into school for an initial discussion.

If your child is added to (or removed from) the SEND Register, you will be informed in writing by the school.

Sometimes we may ask for your permission to involve other qualified professionals to support your child.

When another qualified professional works with your child, the outside agency is introduced. The contents of any meetings are confidential and only shared with parents/carers and the SENDCo.

Please speak to Mrs Cockayne if you require any further information.

## **Who quality assures that you are doing everything possible to ensure my child makes progress?**

The governing body has a duty to ensure that the school adheres to the SEND Code of Practice under the Children and Families Act 2014.

The governing body appoints a governor who is specifically responsible for special educational needs, to ensure that the school and the SENDCo carry out their duties.

One of the key responsibilities of the governing body is to make sure that the school's policy for children with special educational needs and disabilities is published on the school website. The information on the website must be reviewed annually by the governing body.

The governing body also has a responsibility to ensure that appropriate safeguarding arrangements are in place for all pupils, including those with additional needs.

The SENDCo reports regularly to the governing body regarding the number of pupils on the SEND Register and their needs.

## **How do I make a complaint about my child's SEND provision?**

If you have a complaint, you should first raise it with the class teacher. If the class teacher cannot resolve the concern, please speak to the SENDCo.

If they are unable to resolve the concern, you can raise a formal complaint via the school's [Complaints Policy](#).

If you have a complaint about the Local Authority, you can make a formal complaint by following the instructions here: [Resolving Concerns - Local Offer Birmingham](#)

## What services are available to help me?

We are happy to give you contact details for organisations that can give advice and support for you and your child.

Please speak to Mrs Cockayne if you need any other contact details or would like further suggestions.

More information about Birmingham's SEND Local Offer can be found here: [Home - Local Offer Birmingham](#)

Click on the links below for more information and to access their contact information:

[Educational Psychologist](#)

[Pupil and School Support](#)

[Communication and Autism Team \(CAT\)](#)

[Speech and Language Therapists \(SALT\)](#)

[Sensory and Physical Support Service](#)

[C.O.B.S. Behaviour Support](#)

[School Nurse Service](#)

[Forward Thinking Birmingham \(CAMHS\)](#)

[Barnardo's](#)

[SENDIASS](#)

[Children, Young People and Family Services](#)

[Right to Choose Pathway](#)

[Autism West Midlands](#)

[IPSEA](#)