



Harborne Primary School

*The Nest,
Access and Assessment Policy
for Pupils with SEND
2025-2026*

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Position:	Interim Head Teacher
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Signed by Chair of IEB:	Raj Mann
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1. Policy Statement

Harborne Primary School is committed to providing inclusive education where every child has the opportunity to thrive. The Nest offers short- to medium-term provision for pupils with significant and complex special educational needs and disabilities, especially those who are unable to engage with the Early Years Foundation Stage curriculum or who are awaiting placement in a specialist setting.

This policy outlines the criteria for admission, exit, and assessment to ensure appropriate access to provision, aligned with current SEND legislation and best practice. It is written with regard to the school's duty under the Equality Act (2010) not to discriminate against any person on account of protected characteristics.

2. Aims and Principles

- To support pupils with SEND whose developmental profile prevents meaningful access to the Early Years Foundation Stage curriculum
- To provide a structured and nurturing interim provision for pupils undergoing statutory assessment or awaiting a change in placement
- To work in partnership with families, professionals, and external agencies to create a personalised and safe learning environment
- To track progress in a way that is meaningful, inclusive, and grounded in real achievement.

3. Admission Criteria

Pupils may be considered for admission to The Nest if they meet one or more of the following conditions:

- They have a School Support Plus Plan and are awaiting statutory assessment for an Education, Health and Care Plan
- They are awaiting a placement change from mainstream to a specialist school, as recommended by the Local Authority
- They are working significantly below age-related expectations and unable to engage with the Early Years curriculum, requiring a highly adapted approach

Pupils in the Nest remain on their class register and retain access to the mainstream curriculum and classroom where appropriate.

Additional criteria may include:

- Recommendations from professionals such as the SENCo, educational psychologist, or speech and language therapist.
- Active involvement and agreement from parents and carers.
- Approval and review of the placement via the Birmingham Local Authority SEN Panel. Decisions by the panel, and the evidence used to inform these decisions, will be shared with parents/carers. Parents/carers retain the right to appeal, via the school's Complaints Policy (published on the website) or via the Local Authority's Complaints Process.

4. **Exit Criteria**

A pupil may exit The Nest under the following circumstances:

- An Education, Health and Care Plan is issued naming a specialist school placement
- The pupil makes sufficient progress and is able to return to mainstream provision with support
- A planned transition to another educational setting has been agreed with relevant professionals and the family
- The interim purpose of the placement, such as providing stability or support while awaiting an assessment, has been fulfilled.

5. **Monitoring and Review**

- Placements will be reviewed termly by the SENCo, The SEND class teacher, and involved professionals in collaboration with parents and carers.
- Each pupil will have an Individual Learning Plan with specific targets, strategies, and exit planning.
- The policy will be reviewed annually to ensure it remains aligned with legislation and local authority guidance.

6. **Assessment Approach**

The Nest uses the Cherry Garden Branch Maps to reflect the progress and development of pupils who are working below Year 1 expectations.

These maps assess pupil achievement across six developmental areas:

- Expressive Arts and Design
- Communication, Language and Literacy
- Understanding of the World
- Mathematical Development
- Physical Development
- Personal, Social and Emotional Development

This framework enables staff to:

- Capture progress holistically across multiple domains.
- Use visual tools to interpret and communicate learning.
- Ensure consistency in approach while allowing flexibility in individual pathways.
- Support professional dialogue and planning.
- Enhance parental engagement through shared observations via the Tapestry platform.

7. Legislative Alignment

The policy is aligned with:

The Children and Families Act 2014

- Supports timely identification and intervention for pupils with SEND, including those without formal plans.

The SEND Code of Practice

- Encourages a graduated response and collaborative planning for pupils with SEND.
- Promotes inclusive placement decisions and provision tailored to individual needs

SEND Regulations 2014 and Amendments.

- Reinforces the need for continuous support during assessment or transition periods.
- Requires regular review and monitoring of SEND provision.

8. Impact and Benefits

For Pupils

- Bespoke learning that meets developmental needs.
- Lowered anxiety and strengthened emotional wellbeing.
- Improved academic and social outcomes.
- Consistent support during periods of uncertainty

For Parents and Carers.

- Clear pathway for support and progression.
- Greater involvement in decision-making.
- Reassurance through partnership and professional care.
- Confidence navigating SEND systems and transitions.

For Staff and School

- Clear, legally sound framework for SEND decisions.
- Enhanced expertise in inclusive practice.
- Reduced pressure on mainstream classrooms.
- Strengthened safeguarding and provision planning.

Conclusion

- The Nest represents Harborne Primary School's unwavering commitment to inclusion, dignity, and meaningful progress for all children. This policy ensures that pupils with complex SEND are not only provided with appropriate and timely support, but also nurtured through a personalised pathway that respects their individuality and potential. Through clear admission and exit criteria, holistic assessment tools, and alignment with statutory guidance, we aim to foster a culture of transparency, collaboration, and high-quality care.

- Our mission is not only to meet needs but to celebrate each child's unique journey — recognising achievement in its many forms and preparing them for the next chapter in their education with confidence, compassion, and integrity.