

Harden Primary School

Special Educational Needs and Disability Information Report 2026-2027

At Harden Primary School we view each child as an individual. Each has their own unique way of enriching our school community. We strive to create a warm, inviting school where every child, regardless of their ability, has an important and valuable part to play in the life of the school. We learn from each other and work as a team. We are very proud of all our children and recognise every step of their learning is an important achievement.

Harden Primary School is a one form entry school. We are committed to offer an inclusive curriculum and aspire to ensure that all pupils achieve their full potential personally, socially, emotionally and academically whatever their needs or ability (regardless of gender, ethnicity, religion, sexual identity, physical ability or educational needs). This document is intended to give you information regarding the ways in which we ensure we support all of our pupils, including those with SEND, in order that they can reach their full potential.

1	**What kinds of special educational needs are provided for at Harden Primary School?**	We are an inclusive school and currently support children with a range of needs in the following categories: • Cognition and Learning • Communication and Interaction • Social, Emotional and Mental Health • Sensory and physical needs **Children may find it difficult to access the curriculum and need extra support and assistance if they have**: • Speech Language and / or communication needs, ADHD, Autistic Spectrum Disorder • Dyslexia, Dyspraxia, Dyscalculia, Disorder of Attention, Motor Skills and / or Perception • Hearing or Visual Impairment • Social, emotional and mental health needs • Different cultural experiences or backgrounds • Students who have English as an additional language and / or have recently arrived in England • Other learning or medical needs that may be diagnosed through further testing or involvement from outside agencies.
2	**How does the school identify students with special educational needs?**	Many children with learning needs will be able to access the mainstream curriculum through Quality First Teaching and advice and information will be shared within school. In most cases, children are identified by our very experienced teaching and support staff team. If any member of staff feels that a child may have an additional need then they will speak to the SENDCO and parents in the first instance. The child will then be assessed and observed to discover what is happening and why. Support can then be specific and tailored to their needs. If appropriate, school will then invite in external professionals to offer additional support. However, some children will require additional support. To identify which students may need extra provision or support we: • Implement a graduated approach based on the Matrix of Need guidance from Bradford Metropolitan District Council's Children's Services for SEND. • Closely monitoring progress and adapt practice where required to support and develop the needs of individual pupils. • Follow up concerns raised by teachers • Follow up any concerns raised by parents /carers or the child themselves. • Follow up any concerns or actions raised by a health professional such as GP, school nurse or paediatrician following medical concern or diagnosis.

		• Monitor issues raised in the half termly assessment cycle, including pupil progress meetings. • Monitor behaviour and this is shared with the SENDCO. • Complete standardised assessments to assess need and provide appropriate provisions
3	**Contact details of SENDCO**	Mrs H Bott / Mrs L Ruddock SEND@hardenprimaryacademy.co.uk Hannah.bott@hardenprimaryacademy.co.uk
4	**How many children in the school have special educational needs?**	41 students are currently on the SEND register (September 2026).
5	**The Local Offer**	A directory of services, the Local Offer, available in Bradford can be found at https://localoffer.bradford.gov.uk/ The Local Offer provides a clear, comprehensive, accessible, and up-to-date information about the available provision, across the city, and how to access it. The site gives children and young people with SEND and their parents or carers information about what activities, services and support is available across education, health and social care in Bradford.
6	**What are the arrangements for consulting with parents of children with SEND and involving them in their child's education?**	You will be able to discuss your child's progress at Parent Consultations (Parents Evenings) with the class teacher, senior leaders and the SENDCO. You will receive progress information at key identified points through the year. Data collection times allow for interventions and teaching to be monitored to ensure that it meets the needs of all children and enables them to make expected progress. We write Provision Maps for any of our SEND children. Children contribute to these and in some cases, parent views are collected and contributed annually. This are kept together with any additional bespoke or costed provision maps. Annual reviews are specifically for children who have an EHCP. These meetings provide an additional opportunity to monitor the effectiveness of the provision and an evaluation of such. They are held annually and parents/carers, outside agencies, teaching staff and support staff are invited to fully support a review of the provision and the progress of the child in order to ensure that their needs are being met. Graduated Approach / Provision maps are written for all children who are on the SEND register who require more specific SMART targets and outcomes to drive progress. Reviews of the targets are held termly and targets are reviewed with parents /carers, the SENDCO and /or the class teacher. Communication will be made with parents/carers to share aims of planned provisions and contact will be made to discuss the impact of specific interventions and /or small group work. Appointments can be made to speak to the SENDCO or contact can be made via email if needed. If the school has a concern about your child's wellbeing or progress, the class teacher may discuss this with you in the first instance. You may then be

		contacted by the SENDCO/ class teacher via telephone. A meeting may be arranged, and all agencies involved will be invited.
7	**What are the arrangements for consulting young people with SEND and involving them in their education?**	Pupil voice is regularly collected to inform whole school practice as well as to review and evaluate provision and personalised strategies. All children with EHCPs have a 1:1 support member of staff with whom they can talk to, 'check-in with' and have structured conversations with. Some identified children in school have key staff who will conduct 'check-ins' with them and have regular weekly in support sessions where discussions take place. All children are invited to their annual reviews whether in person or through 'Pupil Views'. They are asked to feedback on 'What is working well for them?', 'What could be improved?' and 'What they have enjoyed about this academic year?' Key adults in school and 'Team Child' work collaboratively with identified children to offer support.
8	**What are the arrangements for assessing and reviewing student progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review?**	The school will monitor each child's progress following the 'Assess, Plan, Do, Review' process in line with their SMART targets on their Provision map. This process may be done at teacher or at SENDCO level. Children identified as having SEND are tracked and monitored in accordance with school policy in all core and non-core subjects. This will result in data collection points in the year. Monitoring and evaluation of SEND is carried out through lesson observations, learning walks and pupil progress meetings and observations of Teaching Assistants which are regularly fed back to the SENDCO. The SENDCO and class teacher have regular contact with each other and with parents via email, telephone and face to face meetings to discuss any concerns or issues arising. Information is shared between the SENDCO and class teacher. Annual reviews are held for students with EHCPs. Annual Reviews include all children, their parents/carers and other professionals wherever possible and / or appropriate. Progress towards the objectives and outcomes is evaluated and new ones set if necessary. Graduated Approach / Provision maps are evaluated termly by the class teacher, SENDCO and class teacher and personalised SMART targets are reviewed and new ones set. Children are identified to access extra intervention classes to close the attainment gap. Evaluation of all interventions is always ongoing.
9	**Arrangements for supporting children and young people moving between phases of education and in preparation for secondary school.**	Carefully considered arrangements are made for the transition to Harden Primary School. This can include: • transition visits • additional visits • SENDCO/ class teacher and Teaching Assistant visits to settings to meet with children and their key adults • Meetings with parents, carers and other involved professionals. Strategies used regularly to support Year 6 to Year 7 transition: • Year 6 SEND children are invited to their allocated secondary school, for extra induction days during the summer term. These are personalised

		around each child's specific needs. The child's teaching Assistant will accompany them on each visit. • Year 6 SEND children receive extra transition sessions to prepared them fully for the move to secondary school. These are delivered by the Pastoral Lead and are tailored to meet need. • Year 6 SEND children receive extra transition resources with activities and information to support their move to secondary. • The secondary school SENDCO and appropriate key adults will be invited to attend the Year 6 annual reviews of children with an EHCP. • The SENDCO and key adults will meet with the identified staff from the secondary schools to discuss the SEND child in more detail to ensure all information has been shared. • All documents and paperwork in relation to children with SEND will be passed on, by hand, to the receiving secondary school. • The school will offer a meeting between Harden Primary School and the receiving secondary school and parents/ carers for parents/carers to share any information they feel important and ask any questions.
10	**What is the approach to teaching children with SEND?**	Harden Primary School is an inclusive school and we treat all children as individuals and take into consideration their additional needs. We understand that all children learn differently and provide bespoke personalised curriculums and timetables if needed. All teachers have responsibility to ensure that all children in their lessons progress and achieve their potential in all subjects. Learning is planned to ensure that it meets the needs of all children. Quality first teaching includes differentiation and personalised teaching and planning and lessons are monitored to ensure this takes place. Lessons are monitored regularly to ensure inclusivity. We seek to foster and promote trusting and positive relationships between staff and children. We encourage and welcome contact from parents on any aspect of their child's educations. Contact can be made via direct conversations with teaching staff on the school doors, email, telephone or direct face to face meetings with all teaching staff, Pastoral Lead, SEDCO or Senior Leadership Team. Support for pupils may include additional adults in the classroom, a range of different learning activities, the use of specific resources, support from specialist staff in school and personalised curriculums. Classroom teachers and support staff feedback both social and academic information to the school SENDCO. Learning takes place in many contexts: • Life Skills lessons teach and prepare our children for their next stage of the academic journey, this can be part of a bespoke learning plan. • Our PSHE lessons/ My Happy mind lessons give children the skills and knowledge required to make informed decisions and develop independence. • Outside providers are sought to meet the very specific needs of a small number of children in school.
11	**What adaptations are made to the curriculum and**	Adaptations are made to support children in line with the Matrix of Need https://bso.bradford.gov.uk/userfiles/file/EPT/Bradford%20Matrix%20of%20Need%20v2_2%20RD260421.pdf .

	learning environment for children with SEND?	**Below Age related Expectations** – children progress through quality first teaching and differentiation of the curriculum by the class teacher. **SEN Support Level 1** – This is mainly through small groups withdrawn to have intervention which may be around spelling/reading/numeracy/phonics. **SEN Support Level 2** – This can include individual / small group, specific targeted interventions which require some modification of the curriculum. For example, speech and language support, hearing /visual impairment input and physiotherapy input. Other agencies could include Educational Psychologist, CAMHS, Community Paediatrician etc. **EHCP Level 1 –** access to appropriate specialist support and includes a significantly modified curriculum and will usually require a high level of additional adult support. **EHCP Level 2** – This usually requires an alternative specialist educational provision. Children may move within these stages whilst at school and all our children with SEND are closely monitored.
12	**How does Harden Primary School ensure that staff have the relevant training to support students with SEND?**	All teachers have achieved Qualified Teacher Status (QTS) and as such have completed training around providing Quality First Teaching and SEND. Annual Reviews, Graduated Approach / Provision map, and other documents / reports from outside agencies are made available to staff. The school CPOMS system issues reviewed SEND information to staff to update them on any changes of need or provision. This allows us to ensure that all staff have access to the information instantly. The SENDCO works alongside the Leader of Learning to ensure that SEND sits firmly within the teaching and learning agenda and vice versa. Quality assurance is done collaboratively ensuring that SEND is a focus. Opportunities to train in specific areas are offered to teaching staff and teaching assistants and training from outside specialists is utilised. The SENDCO attends both Trust led and Authority led network meetings to ensure that the school is kept up to date with SEND knowledge.
13	**How does Harden Primary School evaluate the effectiveness of its provision for children with SEND and how often does it do this?**	The SENDCO works alongside the senior leaders and curriculum leaders to ensure that SEND sits firmly within the teaching and learning agenda and vice versa. Quality assurance is done collaboratively ensuring that SEND is a focus. The SENDCO works in collaboration with the senior leaders and curriculum leaders to review data following each data collection point to monitor progress by looking at attendance, behaviour, progress and attainment within the subject. Interventions may then be discussed and a suitable learning pathway is planned. These will be monitored for impact by measuring start and end points. All interventions will be communicated home when it something that is above and beyond Quality First Teaching. Interventions are reviewed regularly by the SENDCO and senior leaders collaboratively to measure impact and to plan the next steps. Measures may include school data on progress, behaviour, attendance as well as provision map targets and the use of specific programmes to measure / assess progress.

		The effectiveness of SEND provision within the classroom is part of the school's evaluation process. Annual reviews and provision reviews are held at key times in the year and review the impact of provision. Parent and student voice is captured as part of this process.
14	**How do we ensure that learners with SEND are included in non-classroom based activities?**	All student, including those with SEND, are encouraged and supported to participate in all aspects of school life including extra-curricular activities, educational visits and residentials. To achieve this the school will speak to the educational provider e.g. the outdoor education centre, seek parent and child views, seek specialist advice and provide reasonable adjustments to enable all SEND children to take a full an active role in all that is on offer in school. The school building allows access for all children to all areas. We have disabled toilet. As a school we pride ourselves on being a fully inclusive school. We promote positive messages about learning and equality and acceptance through our school ethos, assemblies, lesson content, celebration days and our PSHE curriculum. Where needed we address any issues directly with children to ensure families are communicated and worked with.
15	**What support is available for improving social and emotional development including pastoral support arrangements for listening to the views of children with SEND and measures to prevent bullying?**	The school offers a wide variety of pastoral, SEND and counselling support for children who are encountering social and emotional difficulties. These include: • Members of staff such as key adults, senior leaders, class teachers and SENDCO are readily available for children and parents to talk to. • 'Meet and Greet' to offer a calm start to the day • Group and 1:1 session with a specific focus e.g. social skills, anxiety etc • Dog mentor programme • There is an alternative quieter area for children to access during lunchtime when necessary • Specific identified interventions delivered by specialist practitioners e.g. CBT/ counselling • School counselling sessions via the Education well-being partnership • Specially trained teaching staff who are mental health first aiders • My Happy Mind mental health programme **Pupils with medical needs:** If a child has a medical need then a care plan may be provided by the school nursing service or medical professional. All children's medical needs are recorded on CPOMS and this information is made readily available to all staff in school. Named staff members have received epi-pen training Named staff members have a First Aid Certificate **Pupils with disabilities:** The school design allows access to the building for all adults and children. This information can be found via the school's accessibility plan. **Bullying:** Harden Primary School does not accept bullying in any form and adheres to the Equality Act 2010. We take equality seriously and details of this can be found in the policies on our website.
16	**How does the school involve**	The support of outside agencies is sough on an individual basis. The SENDCO has strong links with professionals in the Educational Psychology service, the SCIL

	other agencies in meeting the needs of children with SEND and supporting their families?	Team, Speech and Language service, CAMHS, Hearing and Visual Impairment Team, the AWARE group and Support Service and the Trust's team of schools.
17	**What arrangements are in place for handling complaints from parents of children with SEND about provision?**	Initial concerns should be forwarded to the SENDCO. If this initial approach is unsuccessful, parents should bring the matter to the attention of the Headteacher. In the case of a complaint that is unresolved, parents may with to ask the Governing Body to investigate and should approach the SEND governor who is Mrs Rachel Lockwood. They will be able to advise on further procedures and can be contacted via school. Our complaints policy can be found on our website.
18	**What arrangement are made for those children who are looked after by the authority and have SEND?**	The Designated Teacher is Mrs Leanne Ruddock who is also the Headteacher There are termly Looked After Children meetings and Personal Education Plan meetings foreach child in which there is a cycle of 'Plan, Do, Review'. These are attended by social worker, supervising social worker, Independent Reviewing Officer, parents, carers, Designated Teacher and child. There are many local and national organisations who can offer support and advice, including some charities and voluntary bodies. A good place to start is the Bradford Parent Partnership, whose website can be found at http://www.barnardos.org.uk/parentpartnershipservice.htm (phone: 01274 481183). The SENDCO is available to help parents locate organisations that can offer more specialist advice.