Holmer Lake Primary School's Special Educational Needs and Disability (SEND) Policy

Policy- Document Status			
Date of Policy Creation	September 2026	Named Responsibility	SENDCo Mrs. T. Mahoney
Date of Policy Adoption by Governing Body		Autumn 2026	
Review date:		Autumn 2027	

Compliance:
This policy complies with the statutory requirements laid out in the SEND Code of Practice 0 – 25 (January 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (January 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions
- April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

In addition, school has also sought advice and consulted at local authority forums for Special Educational Needs.

Contextual information:
All mainstream providers (schools and academies) have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

The four broad 'areas of need' are

- **Communication and Interaction**: *this includes children with speech and language delay, impairments or disorders, and those who demonstrate features within the autistic spectrum.*

- **Cognition and Learning**: *this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.*

- **Social, Emotional and Mental Health Difficulties**: *this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.*

- **Sensory and Physical Needs:** *this includes children who are hearing or sight impaired or those with a physical disability.*

Some pupils are able to access the curriculum and learn effectively without additional educational provision. They have a disability but do not have a special educational need. For others, the impact on their education may be severe. Similarly, a medical diagnosis does not necessarily mean that a pupil has SEN. It depends on the impact the condition has on their educational needs

How SEND is funded

Universal level funding is provided on a per-learner basis for all those attending the educating institution. This is also known as element 1 funding. Good quality universal provision will reduce the need for deployment of more expensive resources.

Targeted level mainstream providers (schools and academies) are expected to contribute the first £6,000 of the additional educational support provision for learners with SEN from their notional SEN budget. This is also known as element 2 funding.

Specialist or **personalised level** top-up funding above £10,000 (elements 1 and 2) is provided on a per-leaner basis by the commissioner placing the pupil.

The LA Local Offer

The Children and Families Bill became enacted in 2014. From this date, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'.
http://www.telford.gov.uk/send
The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area. Each school publishes a SEND offer as part of this. The following link will take you to our school's SEND offer.
http://holmerlakeprimary.org/key-information/send

Our school's beliefs and values around SEND

At Holmer Lake Primary school we believe every child has unique needs and that our entire school is enriched because of this.

Defining SEN

We realise that not all pupils with disabilities have special educational needs and not all pupils with Special Educational Needs meet the definition of disability. This policy refers to those pupils who meet the definition outlined in the **SEND Code of Practice 2015**.

A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Taken from 2015 SEND Code of Practice: 0 to 25 Years– Introduction xiii and xiv

School Aims
We aim to enable all children to achieve their potential and plan very carefully to support and challenge them to do so.
Objectives:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND.
- To ensure that every child experiences success in their learning and achieves to their highest possible standard.
- To enable all children to participate in lessons fully and effectively.
- To value and encourage the contribution of all children to the life of the school.
- To work in partnership with parents.
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND.
- To work closely with external support agencies, where appropriate, to support the need of individual pupils.
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.

Identifying Special Educational Needs
Pupils are only identified as SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching.

SEND Code of Practice Pg. 99 Section 6.36 onwards. (January 2015)

Progress and Monitoring
All teaching staff and senior leaders, including the SENDCo, monitor and review the progress of all children on an on-going basis. Staff use observations, evidence in books and tracking grids to monitor progress and achievement. As part of this, the needs of individual children within each class are monitored.

As a school we are aware that there are many factors that are not SEN that can impact on a child's progress and attainment.

Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)

- Attendance and Punctuality
- Health and Welfare
- Where English is an Additional Language
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman
- Changes in personal circumstances such as a bereavement etc.

We also recognise that children start school at different stages of development and require time to settle and for their 'readiness for learning' to develop. This is reflected in the differentiated expectations staff have and the tasks provided for the children to access.

Children with SEN are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

1.) The progress of every child is monitored termly. Where children are identified as not making progress in spite of Quality First Teaching, they are discussed with SLT and SENDCo and a plan of action is agreed.

2.) Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2015 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers

3.) Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some parental support.

When deciding whether special educational provision is required, a school's Cause for Concern form is completed. We will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. Support from specialists may then be requested. SEN support will then be planned and implemented following the results of any assessment. Any additional support or intervention will be recorded and evaluated on a regular basis. Planning and reviewing targets to meet the needs of individuals will involve monitoring of pupil's progress, both in class and during support intervention, discussions will take place between the SENCO and class teacher and other supporting adults. It will also include discussions with the child and their parents.

Where it is deemed necessary, pupil progress documents are created for children who have been identified as those who would benefit from a short term 'boost', or those who how may have more specific learning needs. These working documents include targets and adjustments to provision including any interventions. These documents support the meeting of these targets and are evaluated to demonstrate progress over time. Children who, despite this level of support, are still causing concern are monitored more regularly and referred to relevant agencies where appropriate. At the end of the academic year, class teachers pass on relevant information, including evaluated intervention and provision maps to the new class teacher during scheduled transition meetings.

Specialist Support

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnosis, however, we can support with signposting and where appropriate make referrals to the relevant professionals. Schools may involve specialists at any point to advise them on early identification of SEN and effective support and interventions. Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school should consider involving specialists, including those secured by the school itself or from outside agencies. The pupil's

parents will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed should be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEN support.

A Graduated Approach to SEN Support
Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

High-quality teaching, adapted/differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND; additional intervention and support cannot compensate for a lack of high-quality teaching.

We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through lesson observations, book scrutinies and pupil progress meetings. Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and high-quality teaching.

High quality first teaching and additional interventions are defined through our termly dialogue across the school contributing to our provision management approach. These documents help us to regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning.

Underpinning ALL our provision in school is the **graduated approach** cycle of:

All teachers are responsible for every child in their care, including those with special educational

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, at the cusp of their potential. Children with SEN and disabilities are entitled to be taught by their teacher, not always by a TA. Teachers aim to spend time each day working with all children with SEN, individually or as part of a group.

When allocating additional TA support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

Wave 1 – Quality First Teaching – universal provision for all children

Wave 2 – Enhanced Group Support for those just below national age-related expectation, need a ‘boost’ to ‘catch up’, not necessarily identified as SEN.

Wave 3 - Additional SEN Support Higher Need, for those who despite wave 2 intervention require further intervention or it is felt wave 2 not appropriate due to specific need

When considering an intervention, we look first at the child’s profile of learning in order that we can select the intervention which is best matched to the child.

Targets for children at SEN Support are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher, who monitors progress towards the targets during the intervention and by the SENDCo who monitors overall progress after the intervention.

Interventions and provision
The SENDCo works closely with class teachers to identify concerns and develop strategies for supporting pupils either one to one or in small groups. Intervention groups are used consistently throughout school for targeting children with areas of concern such as gross and/or fine motor skills, speech and language, maths, reading and writing. If parents have a concern, they are welcome to discuss this at any time, initially with the class teacher and then with the SENDCo.

Working with Parents and Children
We aim to have good and informative relationships with all our parents. If a child is experiencing difficulties, parents will be informed either at parent meetings (Autumn and Spring terms) or during informal meetings to discuss the child's progress. It shouldn't come as a surprise to a parent to learn that their child is being identified as having SEN. If a parent has any questions about their child's progress or about potential SEN, they can also make an appointment to see the class teacher and discuss their concerns as they arise.

Once a child has been identified as having SEN, the class teacher will invite the parents to a meeting to formally let them know that their child is being placed at SEN support, discuss assessments that have been completed and agree a plan and provision for the next term.

This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' required in the Code of Practice. Depending on their age, and their interest, the child may be invited to attend all or part of the meeting. Records are kept of these meetings and copies are available to parents. Thereafter, parents and children are invited to a meeting at least each term to review progress made, set targets and agree provision for the next term. In the summer term, there is an annual review of the child's progress which is shared with parents through a pupil report.

Paperwork for children at SENS (SEN Support)
Once a child has been identified as needing SEN Support the following paperwork is completed:

An individual support plan that records any additional provision including interventions; or recommendation from other professionals involved (e.g., Speech and Language therapy) who may have worked with them during that academic year will also be recorded for continuity in provision. This is completed by the class teacher and shared with the child and parent at consultations. The information will be reviewed and updated termly at progress meetings.

The learning plan outlines challenging **SMART (specific, measurable, achievable, relevant, time bound)** targets for the child to achieve in a term, together with the personalised provision (which may be 1-1 or in a small group) put in place to enable the child to achieve these targets.

Moving to an EHCP (Education, Health and Care Plan)
If children fail to make progress, in spite of high quality, targeted support at SEN Support, we may apply for the child to be assessed for an EHC Plan.

If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHC Plan which will record the decisions made at the meeting.

Annually, a pupil profile is used to record information pertinent to that child, such as their strengths and interests, what they enjoy about school, what they find hard and what helps them to achieve. Progress is recorded and short-term targets for the next 12 months are set.

Staff Expertise
Staff training needs are identified and planned for in response to our pupil needs and our anticipatory duty. To maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils. The school's SENDCo regularly attends the LAs SENDCO network meetings to keep up to date with local and national updates in SEND and is a member of NASEN.

Mrs Tracy Mahoney – SENDCO– Holds a Post Graduate Certificate in SEN and Inclusion, also known as the National qualification for Special Educational Needs Co-ordinators.

The staff at Holmer Lake Primary School have experience in working with lots of different children with specific learning or behavioural needs. Many of our staff have attended a wide variety of courses, received training or worked with the relevant agencies, in the following areas, please note this is not an exhaustive list, but instead examples of the range:

Child Protection and Safeguarding

First Aid

Medication Training

NELI

Precision Teaching

Dyslexia

Makaton training

MAPA - Managing Actual and Potential Aggression

Behaviour Strategies/Emotion Coaching

Behaviour through communication

Autism

ELSA

Diabetes Training

Asthma Training

ADHD

Toileting/Bed Wetting/Steps to a Healthy Bladder

Adapting/Differentiating Writing

Adapting/Differentiating Maths

Anaphylaxis

Speech & Language

Neurodiversity

Sensory Needs

In addition, we welcome outside agencies to come in and support us both in class and in staff training such as:

Health Visitors

School Nurse

Speech therapy

Physiotherapy

Occupational therapy

0-25 Emotional Health and Wellbeing team

Learning Support Advisory Teacher

Educational Psychologist

Sensory Inclusion services

Behaviour Support team

Outreach support

Criteria for exiting the SEN Register/Record

If it is felt that children are making progress which is sustainable then they may be taken off the SEND register. If this is the case then the views of the teacher, SENDCo, pupil and parents need to be considered, as well as that of any other

professionals involved with the child. If it is agreed by all to take the pupil off the SEND register, then all records will be kept until the pupil leaves the school (and passed on to the next setting). The pupil will be continued to be monitored through the schools' monitoring procedures. If it is felt that the pupil requires additional assistance, then the procedures set out in this policy will be followed.

Supporting Pupils and Families
For further information about our schools SEND provision please visit http://holmerlakeprimary.org/key-information

For further information about what is available locally and where you will find signposting for other agencies that support families and pupils, please visit: https://www.telford.gov.uk/send

It includes information about how Telford aims to support children through education, health and social care.

Admissions
All applications to the school must be made through Telford and Wrekin and the link below outlines this process:
https://www.telford.gov.uk/admissions

Parents and children are always welcome to visit the school, and we will try our best to accommodate your visits as quickly as possible, just contact the school office to book an appointment. Please visit our school website for further information by following the link below:
https://holmerlakeprimary.org/contact-us

Transition
Pupils with additional needs who join our school either at the beginning of the year or during the academic year will be supported, as appropriate, so that a successful transition is achieved. The school works together with the Local Authority where a child is starting our school with an Education Health Care Plan to ensure that they are appropriately supported in conjunction with parents.

Prior to transition the SENDCo arranges SEN transition meetings with key secondary school staff such as Year 7 Transition Co-ordinators and Inclusion Managers. There is good communication between the secondary schools, our Year 6 teachers and our SENDCo. The staff from the secondary schools visits our school and meets with the children in Year 6. The Year 6 Children visit secondary school for transition days. Where it is appropriate extended transition sessions can be arranged to ensure a successful transition. A child's SEN records are transferred to the secondary school.

Supporting Pupils at School with Medical Conditions
The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

For further information please refer to our Intimate Care and Medication in School policies on the School Website.

Monitoring and Evaluation of SEND – Roles and Responsibilities
Provision for pupils with SEND is a matter for the school as a whole.

The board of governors, in consultation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs. It maintains a general overview and has an appointed representative who takes particular interest in this aspect of the school.

Mrs Tracy Mahoney – SENDCo reports to the Governors every term to inform them about the progress of children with special educational needs or disabilities; this report does not refer to individual children and is confidentiality always maintained.

Mrs Tammy Lockley is the Governor responsible for special educational needs and meets regularly with the SENDCo. They also report to the Governors to keep them informed.

The Governors agree priorities for spending within the special educational needs budget with the overall aim that all children receive the support they need to make progress.

Governors will ensure that:

- the necessary provision is made for any pupil with SEND
- all staff are aware of the need to identify and provide for pupils with SEND
- pupils with SEND join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- we are meeting the learning needs of individual pupils'
- they have regard to the requirements of the Code of Practice for Special Educational Needs (2015)
- parents are notified if the school decides to make SEND provision for their child
- they are fully informed about SEND issues, so that they can play a major part in
- school self-review reflects appropriate staffing and funding arrangements
- oversee the school's work for SEND

The **Head Teacher** is responsible for:

- the management of all aspects of the school's work, including provision for pupils with special educational needs
- keeping the governing body informed about SEND issues
- working closely with the SENDCo
- the deployment of all special educational needs personnel within the school
- monitoring and reporting to governors about the implementation of the schools' SEND policy and the effects of inclusion policies on the school as a whole

The **special educational needs co-ordinator** (SENDCo) is responsible for:

- overseeing the day-to-day operation of the school's SEND policy

- co-ordinating the provision for pupils with special educational needs ensuring that an agreed, consistent approach is adopted
- liaising with and advising other school staff
- helping staff to identify pupils with special educational needs
- carrying out assessments and observations of pupils with specific learning needs
- supporting class teachers in devising strategies, drawing up Individual Provision Maps
- setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom
- liaising closely with parents of pupils with SEND alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents
- maintaining the school's SEND register and records
- assisting in the monitoring and evaluation of progress of pupils with SEND
- contributing to the in-service training of staff
- liaising with the SENDCos in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other

Class teachers are responsible for:

- Providing high-quality teaching for all children
- Assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENDCo, parents and pupil)
- Regularly reviewing the impact of these adjustments, interventions and support, including pupils with SEND in the classroom, through providing an appropriately differentiated curriculum
- Retaining responsibility for the child, including working with the child daily
- Making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND
- Directly liaising with parents of children with SEND

TAs should:

- Be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND
- use the school's procedure for giving feedback to teachers about pupils' progress
- Work as part of a team with the SENDCo and the teachers supporting pupils' individual needs and ensuring inclusion of pupils with SEND within the class.
- They play an important role in implementing Individual Provision Maps and monitoring progress

Storing and Managing Information

SEN documents are stored in line with a school policy on Information Management (this includes information on how long to store documents, when they should be destroyed, what should be kept, where etc.) and in line with our Privacy Notice policy.

For Further information please refer to our Data Protection policy on the School Website.

Reviewing the Policy
This policy is reviewed annually.

Accessibility
Adaptations to the curriculum teaching and Learning Environment
Holmer Lake Primary school is one level, corridors are wide and we have an easy access toilet, sensor taps etc. We generally find that no additional adaptations to the building are necessary for children with physical disabilities. However, adaptations to the physical environment will be made, as appropriate, to accommodate children with sensory or physical disabilities.

All our classrooms are inclusion-friendly: we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc. This is good practice for all children but is vital for those who particularly need it. All our children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class adaptation or differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.

Access to extra-curricular activities
All our children have equal access to after school clubs which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children. Class visits are part of our curriculum, and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs.

For further information, please refer to our Accessibility Plan and Equality Policy on the School Website.

Dealing with Complaints
The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure.

For further information please refer to the complaints policy on the School Website.