Special Educational Needs and Disabilities Policy

Haslingfield Endowed Primary School

Approved By	FGB
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Last Review	September 2025
Next Review Due By	October 2027
Responsible Officer	Donna Peck Natalie Williams

1. Introduction

1.1 Haslingfield Endowed Primary School is committed to the promotion of equality and diversity. All our policies follow the principles outlined in our Equality & Diversity Policy. This policy is based upon the Special Educational Needs and Disability Code of Practice: 0 to 25 years, which remains the current statutory guidance for schools in England (GOV.UK version last updated 12 September 2024). The school is also mindful of the Government's 2026 SEND reform proposals, 'SEND reform: putting children and young people first'. At the date of this policy, these proposals remain subject to reform and legislation and do not replace the existing statutory framework. The school will review this policy when any resulting statutory changes take effect.

1.2 Haslingfield Endowed Primary School is a mainstream Local Authority school, which has an inclusive approach to ensuring that all children have the opportunity to reach their potential. For the majority of pupils, their needs will be met by our provision of a well-balanced, carefully planned, differentiated and adapted curriculum in which skilled and diverse teaching strategies are employed. Some pupils will require some degree of extra support in their learning for varying periods of time, according to their level of need. The school recognises that some pupils will need more specialist and targeted support to engage fully in school life and meet their full potential, thus they will be offered a more personalised approach and programme to learning.

1.3 A child or young person has SEN where they have a learning difficulty or disability which calls for special educational provision to be made for them. Identification is based on the child's individual needs and the provision required, not simply on whether they have a formal diagnosis. The school considers a range of evidence, including progress, attainment, observations, pupil and parent views, and advice from relevant professionals.

A child is identified as having SEND if:

- They fail to match their previous rate of progress;
- They develop a specific need, which cannot be rectified through high, quality teaching, focused teaching and differentiation/adaptive teaching alone.
- Their progress is significantly slower than that of their peers, resulting in a widening gap in their attainment with that of their peers.
- They have a formal diagnosis from a recognised professional

1.4 The four broad areas of need described in the SEND Code of Practice are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

1.5 We recognise that progress and attainment may be affected by issues other than SEN; these could be:

- 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
- EAL
- Being in receipt of Pupil Premium grant
- Being a Child in Care (CIC)
- Being a Child Previously in Care (CPIC)
- Being a child of a Serviceman/woman
- Experiencing a traumatic event (eg, a bereavement)
- As an impact of safeguarding matters

2. Aims and Objectives

2.1 In making provision for pupils with SEND, our aims and objectives are:

- to work in partnership with children and their families at every stage of the SEND process, ensuring their views inform assessment, planning, provision and review;
- to create an environment that aims to meet the special educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to aspire for all children to have full access to all elements of the school curriculum.
- to ensure all necessary resources are made available to meet children's needs.

3 Educational Inclusion

3.1 At Haslingfield, we aim to offer excellence and choice to our children, whatever their ability or needs. We have high aspirations of all our children and strive to put these into practice through the removal of barriers to learning and participation. We want our children to feel that they are a valued part of the school community.

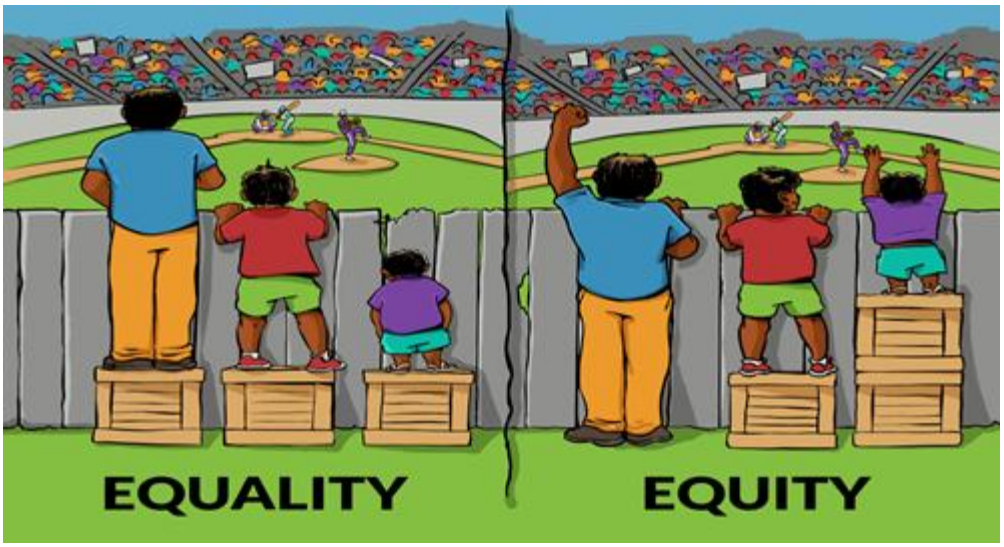
Through appropriate curricular provision we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experience.

We understand the difference between equality and equity. Equality concerns each individual receiving the same, whereas equity relates to each individual receiving what they need to reach the same outcome.

At Haslingfield we view providing for our children with SEND as a matter of equity. This vision is achieved by understanding that some children may need more of a particular strategy, intervention or resource to enable them to succeed and thrive according to their development and next steps.

Figure 1. Equality V Equity visual representation



3.2 Teachers respond to children's needs by:

- providing support for children who need help with communication and language;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, so that they are able to participate, where possible, in the learning opportunities the school offers
- Engaging with external agencies and professionals (coordinated by the SENDCO)

3.3 Learning coaches assist teachers in responding to children's needs by:

- Sharing in the assessment of needs and planning of objectives;
- Carrying out differentiated/adapted activities or programmes of work, with small groups or individuals, as specified by the teacher;
- Using appropriately modified resources or activities to help meet specific objectives.

4 Roles and Responsibilities

The Headteacher and Governing Body determine the school's general policy and resources allocation. The teaching staff are responsible for meeting SEND in their own class and liaise

with the SENDCo, who co-ordinates SEND within the school. The SENDCo in turn keeps the Governing Body fully aware of SEND issues.

4.1 The class teacher is responsible for:

- Identifying any areas where the child has an unmet need and highlighting this to the school's SENDCo;
- Making reasonable adjustments to the curriculum to ensure the child's needs are met in an inclusive way;
- Monitoring the progress of each child during all teaching activities, identifying and planning further support either in the classroom or through an individual or group intervention;
- Ensuring appropriate provision and resources are available;
- Ensuring Learning Coaches are appropriately briefed and that planning is shared in a timely manner to maximise the success of each teaching session;
- Contributing to Assess, Plan, Do, Review (APDR) cycles, an individual plan, which prioritises and addresses the next steps the child needs in order to make progress.
- Ensuring that Learning Coaches supporting children with additional funding, have read the child's EHCP and understand the target and objectives being aimed for.
- Being the first point of contact for parents and carers.

The class teacher will make reasonable adjustments to the curriculum to meet the needs of all individuals in the class. 'High-Quality Adaptive Teaching' strategies are employed to ensure everyone can access the lessons. This will include:

- In Numeracy: providing mathematical equipment to support learning, e.g. Numicon, multilink cubes, bead strings, number lines and number squares, place value grids;
- In English and all written work: adopting Dyslexia-friendly approaches and provide supportive materials, e.g. word banks/mats, writing frames, sentence starters, whiteboards and notebooks;
- Providing individual organisational aids where appropriate, e.g. task planner with steps broken down and visual timetables;
- Providing and training children to use electronic equipment such as iPad, laptop and Talking Tins;
- Quiet work station providing reduced sensory stimulation for those who require this;
- Concept maps, structured paper and pictorial representations;
- Small focused group work with the class teacher or Learning Coach.

4.2 The role of the Special Educational Needs and Disability Co-ordinator:

- Acting as a link with parents, alongside the class teacher;
- Taking a lead on referring for support to external professionals: through support and guidance to those involved, ensuring paperwork is completed and submitted.
- Leading and coordinating Education, Health and Care Plan (EHCP) annual

reviews, including the completion of relevant paperwork;

- Having a whole-school overview and coordinating the provision for children's special educational needs;
- Mapping provision and deploying support staff, alongside the Headteacher.
- Monitoring the quality and effectiveness of provision;
- Support the senior leadership team in identifying where training for staff may be required, and leading on acquiring the relevant course / resources
- Supporting and advising colleagues on the graduated approach to SEN support through Assess, Plan, Do, Review;
- Transition arrangements from pre-school and into secondary school for children with SEND;
- Transition between classes, especially transition between key Stages;
- Work with the Year 6 teacher to arrange Access Arrangements for Statutory Assessment Testing;
- Work with the Early Years teacher to help early identification of needs
- Acting as a link with external agencies and professionals;
- Maintaining the SEND register.
- Contributing to and managing the records of all children with SEND;
- Adhering to processes as required by the DfE and Local Authority;
- Reporting to the governing body at least once a year
- Meeting with the SEND link governor at least once a term
- Arranging TAF meetings with parent/carers for children with high need
- To line manage the SEND budget, with final approval by the headteacher.
- Managing the day-to-day operation of this policy.

4.3 Role of teaching and support staff:

- to focus support in class, on the achievement of lesson outcomes, with individuals and groups of children;
- to play a pivotal role in the delivery of intervention programmes to pupils with SEND;
- to liaise with parents, pupils and class teachers in planning and reviewing provision;
- to maintain records of interventions carried out.
- to, when appropriate, add to APDR documentation

4.4 The role of the Governing Body

Working within available resources, the Governing Body does its best to secure the necessary provision for any pupil identified as having SEND. The governors ensure that all teachers are aware of the importance of providing for these children. The Governing Body has decided that children with SEND will be admitted to the school in line with County agreed admissions policy.

4.5 The role parents and carers have in supporting their child

At Haslingfield we believe that parents and carers are essential in ensuring their children reach their potential. We always encourage parents to speak to staff regularly about their child's progress and communicate any concerns as soon as they become apparent. We firmly believe that strong partnerships between school and home are vital to the success of any provision made for children with SEND.

As well as engaging in school events, parents and carers are involved in their child's education by:

- Attending parent consultations and open-door evenings;
- Receiving, reading and signing progress and target reports;
- Supporting homework tasks;
- Responding to invitations to discuss, review and plan future support for those with additional needs;
- Contacting the class teacher in the first instance when a concern arises;
- Being open-minded in considering provision and interventions that require parental consent;
- To attend SEND coffee mornings and SENDCo drop-ins to gain extra support or ideas for their children;
- To use the information and links on the school website.

4.6 The role of children with SEND in their education

Children with SEND are supported to participate in decisions about their education. Their views, wishes and aspirations are sought in an age-appropriate way and inform the setting and review of outcomes and provision through the Assess, Plan, Do, Review process.

Children are made aware of their achievements related to their intended learning outcomes level. Children with SEND are involved in a continual dialogue with their class teachers and ~~Teaching Assistants~~ Learning Coaches to review their targets and discuss with staff their understanding of how they need to improve further.

Children have opportunities on a daily basis to discuss their feelings, thoughts and any concerns with adults in school. Most children prefer to chat to their class teacher or ~~teaching assistant~~ Learning Coach, however there is also a 'chatter box' where children can post a note if they feel unable to verbalise how they feel.

4.7 Allocation of resources

The Headteacher is responsible for the operational management of the specified and agreed resourcing for special needs and disability provision within the school, including the provision for children with Education, Health and Care Plans

The Headteacher/SENDCo agrees with staff how to use funds directly related to needs and this is linked to the school development plan.

5. Assessment

5.1 Early identification of special educational needs is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and attempt to enlist their active help and participation.

The class teacher and the SENDCo assess and monitor the children's progress in line with existing school practices.

The SENDCo works closely with parents and teachers to make reasonable adjustments and plan a programme of appropriate intervention and support.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENDCo can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators. This may include the use of standardised assessments to identify specific areas of need e.g. Phonological Awareness Battery 2 (PhAB2); York Assessment of Reading Comprehension (YARC); Sandwell Maths Assessment, Boxall

5.2 The school uses a number of approaches to identify those children that have additional needs. Some of the strategies are:

- Liaison with previous schools;
- Concerns from parents;
- Termly assessment data;
- Use of standardised tests;
- Liaison with outside professionals e.g. specialist medical staff, SEND Services, SaLT, family support services;
- Observations by staff in a variety of settings including the playground.

A child is then identified as having SEND if:

- They fail to match their previous rate of progress;
- They develop a specific need which cannot be rectified through high quality teaching, focused teaching and differentiation/adaptive teaching alone.
- Their progress is significantly slower than that of their peers, resulting in a widening gap in their attainment with that of their peers.

The class teacher will, through consultation with parents, discuss any concerns with the SENDCo and make the appropriate provision and reasonable adjustments for that child. Any additional support that is required will be monitored and reviewed on a regular basis.

5.3 What happens if my child requires SEND support?

Where a pupil is identified as requiring SEN support, the school follows the graduated Assess, Plan, Do, Review (APDR) approach. Provision is matched to identified need rather than a locally defined level. Outcomes and support are reviewed regularly, with adjustments made in response to the pupil's progress, needs and views.

Assess

Class teachers will assess a variety of information they have about the child, including tracking progress and will arrange a meeting to discuss this with parents. A team approach is taken to identify a child's specific needs.

Plan

The class teacher will share outcomes of the Assess phase with the child's parent and discuss the level and content of focused support and reasonable adjustments to be put in place to meet the child's needs.

Do

The agreed support is put in place and monitored by the class teacher and overseen by the SENDCo. Support will be carried out by both the class teacher and TA, and if appropriate, an intervention group that runs outside of the classroom may be required.

The support given could include:

- Personalised differentiation and adapted teaching within curriculum areas;
- Access to additional adult support in lessons;
- Access to social support in a group setting;
- Specific personalised support delivered individually or in small groups according to need;
- Access to specialist provision from external agencies such as speech therapist, school nurse, educational psychologist, etc.

Some targets may involve participation in an intervention or booster group to target specific areas of learning. Examples of these are:

- Literacy: NELI (EYFS only), Little Wandle Catch-up resources, writing interventions;
- Numeracy: 1st Class at Number and Numicon;
- Communication and interaction: Time to Talk, Lego-based Therapy or Spirals;
- Sensory/physical: Sensory Circuits and equipment and 5 a day;
- Social, emotional and mental health: circle-time and individual or group self-esteem/confidence group.
- The Snug – a learning space for a small group of KS1 children to access
- Willow class – a learning space for a small group~~s~~ of ~~the~~ KS2 children to access in the afternoons.

In addition to this we have a sensory room, which can be accessed by all children when needed, this is called The Hive.

These interventions are usually carried out by a trained Learning Coach in consultation with the

class teacher and school SENDCo.

Review

Parents and teachers will meet to review targets, whenever a target or set of targets has been met or a new target has been identified, usually termly, although it can be more often. The SENDCo would not normally attend an APDR review meeting; however, the SENDCo may be involved in this meeting, particularly if the child has ~~failed~~ not managed to make expected progress or close the gap despite focused support.

The APDR process is kept electronically as a running record of the child's SEND history. If the APDR process has successfully achieved the desired outcomes then it can be paused or ceased. If there are further SEND concerns in the child's school journey, the APDR process can be re-activated at any time.

5.5 Where, despite relevant and purposeful action through the graduated approach, a pupil continues to make less than expected progress or needs additional specialist input, the school will consider seeking advice or assessment from appropriate external services, in partnership with parents/carers. The timing of referrals will be based on individual need rather than a fixed number of APDR cycles.

5.6 Progress and Specialist support

If a child has gone through the 'Assess, Plan, Do, Review' cycle and does not make progress, then the advice of external agencies will be sought. The SEND Specialist Service can be accessed, with parental permission, to assess what more can be done for the child. New strategies may be identified and carried out.

5.7 If additional services are required from other external agencies, an Early Help Assessment (EHA), will be initiated electronically by the SENDCo, following consultation with parents and having acquired their consent. The EHA is a document which details the child's difficulties and the strategies that have been used in the past. This forms a pathway to additional advice and support from specialist local services.

These services include:

- Speech and Language therapists
- Occupational therapists
- School nurse
- Community Paediatrics
- Emotional Health and Wellbeing Service (EHWS)
- CAMHS
- Family Support Workers

Most children who access specialist support, will begin to close the gap to the point where they are able to make expected progress broadly in line with their peers, once focused strategies and interventions have been completed. However, children with complex and long-term needs

may need additional support in the form of tailored provision within the classroom. This may require additional adult support. In this instance the school and parents, along with specialist services, would work together to complete a Needs Assessment to be put forward for an Education, Health and Care Plan (EHCP) which would enable the school to fund additional resources to support the child in a mainstream classroom on a longer-term basis.

5.8 Education, Health and Care Plans (EHCPs)

An Education, Health and Care Plan (EHCP) is a statutory plan for children and young people aged up to 25 whose special educational needs require provision beyond that ordinarily available through SEN support. An EHC needs assessment may be requested by a parent/carer, a young person or the child's education setting, and the Local Authority decides whether an assessment and subsequently an EHCP are necessary.

The school will work in partnership with the child or young person, parents/carers, the Local Authority and relevant professionals throughout assessment, planning and review. Current Local Authority procedures and statutory timescales will be followed rather than reproduced in detail in this policy.

Where an EHCP is in place, the school will use its best endeavours to secure the special educational provision specified in the plan and will participate in statutory annual reviews.

6. Training

Staff undertake ongoing SEND training and professional development to update their skills and knowledge. The school will keep staff informed about national SEND reform and will provide further training when new statutory duties or guidance come into force.

Staff are reminded of good practice and are given updates on school practices and procedures that they need to implement as part of the everyday running of the classroom.

Additional SEND training most recently undertaken by both Teachers and ~~Teaching Assisstants~~ Learning Coaches at Haslingfield include

- Lego-based Therapy intervention
- ElkLAN
- Sensory Circuits
- Mental Health in Children
- Trauma informed practice
- Making Sense of Autism
- Autism in Girls
- Cambridgeshire Therapeutic Thinking
- Speech and Language: Early Communication and Understanding Language
- Adaptations in English and Maths

7. Transition

At Haslingfield we are aware that all children find key transition points tricky, whether it be from Foundation stage to KS1, KS1 to KS2 or from Primary to Secondary school. Time is spent with all children to prepare them for these transitions and this is no different for children with SEND.

Sometimes children with SEND require additional preparation and settling in time and we have strategies and procedures in place to make this as easy and smooth as possible. We liaise with parents and external agencies to ensure the support we provide during these transition periods is appropriate. We also have good links with the secondary school SENDCo, who ensures they get to know the child and their parents as much as possible.

8. Contacts

If a parent or carer has a concern about their child, the first and best port of call is their class teacher either by a quick word at the end of the school day, or through contacting the office to make an appointment.

If a parent or carer has questions or concerns relating to the school's SEND provision or procedures, they should contact the school SENDCo for further information. Alternatively, a member of the senior management team can be contacted if the SENDCo is unavailable.

http://www.cambridgeshire.gov.uk/send For current statutory SEND guidance and information about the Cambridgeshire Local Offer, please refer to GOV.UK and the Cambridgeshire SEND information pages.

9. Storing and managing information

Electronic records of documents are stored on the school server and cloud. Any emails relating to individual pupils are only exchanged through the county email service. Paper copies and correspondence are stored in a locked filing cabinet in the staff group room.

10. Accessibility

Please refer to school Accessibility plan

11. Dealing with complaints

All complaints regarding SEND will be dealt with through the school's complaints procedure.

12. Bullying

Refer to the school Positive Behaviour and anti-bullying policy.

13 Monitoring and review

The Governing Body will review this policy annually, or sooner where necessary in response to changes in legislation, statutory guidance, Local Authority procedures or the implementation of

national SEND reforms.