

Last reviewed: September 2025
To be reviewed: Annually
Written by: J Matthews
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Introduction

Our aim is to provide a broad and balanced curriculum for all children, who at any time might have an episode of need with regard to their academic, emotional or physical abilities.

Children have a special educational need or disability (SEND) if they have a learning difficulty or disability that calls for special educational provision to be made for them.

A child has a learning difficulty if they:

- (a) Have a significantly greater difficulty in learning than the majority of children of the same age.
- (b) Have a disability that prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age, in schools within the area of the local education authority.

A child has a disability if they:

- a) Have a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'

Aims and objectives

The aims of this policy are:

- To create an environment that meets the special educational needs of each child;
- To ensure that the special educational needs of children are identified, assessed and provided for in line with the graduated approach and the assess, plan, do, review cycle;
- 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 enable all children to have full access to all elements of the school curriculum.

Critical success factors

- The culture, practice, management and deployment of resources are designed to ensure all children's needs are met.
- We identify and assess pupils with learning difficulties at an early stage, determine and make appropriate provision.
- Appropriate in-class and/or broader support are made available to pupils with special needs.
- The views and wishes of the child will be sought.
- All teachers, parent/carers and all others involved with SEND pupils work together to ensure all are well informed as to their requirements and progress.
- Professionals and parent/carers work in partnership, taking all views and opinions into account.
- We liaise with all external support agencies, implementing appropriate programmes.
- Provision and progress are monitored and reviewed regularly.

All information pertaining to individual pupils will remain confidential, being shared only by those adults involved with the child's progress.

Roles and Responsibilities

SENDCO: Jennie Matthews

SEND Governor: Liza Danial

SEND team: Jennie Matthews, Mandeep Khan (maternity leave), Hannah Beaumont, Saira Yousaf and Lynda Salthouse

Governors

The governing body will, in co-operation with the Head teacher:

- Determine the school's general policy and approach to provision for children with SEND;
- Establish the appropriate staffing and funding arrangements;
- Maintain a general oversight of the school's work;
- Ensure that the needs of the SEND children are made known to all who are likely to teach them;
- Ensure that a pupil with special educational needs joins in all activities of the school so far as it is reasonably practical and compatible. Ensure the pupil receives the appropriate special educational provision their learning needs call for along with the efficient use of resources;
- Nominate a named governor for SEND (see above).

The governing body will monitor the school's work on behalf of children with special educational needs.

Head teacher

The Head teacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND. They will keep the governing body fully informed and, at the same time, work closely with the SEND co-ordinator.

Special Educational Needs Co-ordinator

The SENDCO will work closely with the Head teacher, senior management parents, the child teachers and other professionals to help determine the strategic development of the SEND policy and provision within the whole context of the school improvement plan. They have responsibility for the day-to-day operation of the school's SEND policy and coordinates the provision for SEND pupils. The SENDCo will ensure that relevant information and data about individual children with SEND is collected, recorded and updated.

Class teachers

All class teachers have responsibility for:

- Teaching the range of pupils within their class effectively across the curriculum areas;
- Identifying children with SEND;
- Use co-production strategies to liaise with parent/carers about the child's progress, and next steps using the assess, plan, do and review cycle
- Informing colleagues and those concerned with the child of any information imparted by parent/carers/ pertaining to the child's progress;
- Liaising with the SENDCo, Learning Support Assistants (LSAs), pupils, parent/carers and external agencies in writing individual education plans (IEPs);
- Liaising with the SEND team to support pupils in their class;
- Allocating LSA time, if appropriate, from normal classroom provision to provide for children with SEND in their class.

Learning Support Assistants

LSAs have responsibility for:

- Assisting the class teacher in the implementation of targets using Individual Education Plans (IEPs) and programmes from external professionals.

Parent/carers

Partnership between school and parent/carers is important in enabling children with SEND to achieve. Parent/carers hold key information and have a critical role to play in their child's education. Horton Grange uses co-production strategies to ensure a balanced approach to a child's development.

If a parent/carer has a concern about their child's progress, they should speak to their child's key worker or class teacher. The school will also speak to the parent/carers if they have any concerns, so as to identify any intervention or programme of action that may be required. The school will signpost parent/carers to information about their child's entitlement within the SEND framework and where to access information, advice and support. The staff will focus on a child's strengths. The school will encourage sharing of parent/carers expertise and knowledge of their child and their special educational need or disability.

Statutory assessment - Parent/carers will be fully involved in the discussion leading up to any decision to request a statutory assessment. When this is proposed, parent/carers will be given comprehensive information on the process and supported and included in the application of an Education Health Care Assessment EHCA.

LEA

The LEA has responsibility to:

- Delegate appropriate additional funds to enable school to meet SEND provision
- Administer formal assessment procedures
- Arrange for the parent/carers of any child in their area with SEND to be provided with advice and information about matters relating to those needs.
- Take appropriate steps to make parent/carer partnership services known to parent/carers, Head teachers, schools and others they consider appropriate.

Pupils

Children at Horton Grange Primary School should feel confident that they will be listened to and their views valued. Our prospectus and behaviour code ensure that pupils and parent/carers understand their rights and responsibilities with regard to the school. Pupils with SEND will, where possible, participate in the decision making processes that occur in their education, including the setting of learning targets, contributing to IEPs and contributing to their annual reviews. However, the SEND Code of Practice recognises the need to maintain a balance between giving a child a voice and encouraging them to make decisions and overburdening them with decision-making procedures where they have insufficient experience and knowledge to make appropriate judgements without additional support.

All children at Horton Grange Primary School are involved in making decisions from the start of their education. The ways they are encouraged to participate will reflect the child's evolving maturity. From an early age, children with SEND will be actively involved at an appropriate level in discussions about their IEP, including target setting so that their achievements can be noted and celebrated, as well as any difficulties clarified and addressed. They will be encouraged to share in the recording process and in monitoring and evaluating their own performance.

Pupils with an EHCP will have their views sought and recorded as part of the statutory annual review process.

Outside Agencies

Horton Grange Primary School works in co-operation with outside agencies in making provision for children with SEND. Many children have a range of difficulties that require a concerted approach from the school, healthcare professionals, social services departments,

specialist learning support services and other providers. The school aims to work with these agencies to provide an integrated service. Termly Review Meetings (where appropriate) provide a forum for school staff, parents/carers and other agencies to co-ordinate their support for individual pupils with SEND.

Training and Staff Development

The training needs of staff are planned in relation to the implementation of the performance management framework and whole school priorities associated with SEND.

Admission Arrangements

Our admission policy does not discriminate against any pupils with special needs or others who are at risk from social exclusion. We liaise with outside agencies, e.g. Area Health Authority to become aware at the earliest opportunity of relevant information regarding individual pupils so that appropriate provision can be made.

Provision for children with SEND

The SEND Code of Practice (Jan 2015) sets out a model of action and intervention. The code recommends that when a child is identified as having SEND the school should intervene. A graduated approach is used to support children dependent on the child's learning needs. (See *Bradford's Matrix of Need May 2021*)

Triggers for Intervention - Below Age Related Expectations

- Evidence that a child has made little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- Presents persistent SEMH needs which are not supported by the behaviour management techniques usually employed in the school.
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

Triggers for Intervention - SEND Support

Evidence to show that, despite an individualised programme and/or support, the pupil:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of pupils of a similar age.
- Continues to have difficulty in developing literacy and numeracy skills.
- Has educational and behavioural needs which substantially and regularly interfere with their own learning or that of the class group, despite having an individualised behaviour management programme.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits, providing direct intervention to the pupil or advice or visits, providing direct intervention to the pupil or advice to the staff by a specialist service.
- Has on-going communication and/or interaction difficulties, which impede the development of social relationships and cause substantial barriers to learning.

Triggers for Statutory Assessment - Education, Health Care Assessment (EHCA)

Statutory assessment will be requested by the school where a child has demonstrated significant causes for concern. This is usually after strategies have been in place and programmes implemented without success. Parent/carers are fully involved in discussions leading up to the school's decision to request statutory assessment.

SEND children will be integrated into the mainstream classroom with the support of the SENDCo and, where appropriate, with assistance from learning mentors and LSAs.

Children with SEND will receive, according to their needs, support in some or all of the following ways:

- i) In class support by the class teacher, working in small groups or individually according to their needs, being provided with a differentiated curriculum;
- ii) Small group or individual work, with the SENDCo or teaching assistants, following an individual programme of work. This could take place in or out of the classroom setting.
- iii) When appropriate, children will work with external specialist staff.

Where appropriate, Individual Education Plans (IEPs) will be written for children who may be working at below age-related expectations. My Support Plans will be written for those working at significantly below and any child who falls outside of this will be assessed for an EHCP. Children with SEMH difficulties may also have a Behaviour Support Plan. These will record what is additional and different from the year group's differentiated curriculum plans. The IEP will focus on no more than 3 individual specific, measurable, achievable, relevant targets (SMART). The MSPs will have no more than 5 targets. The plans will be discussed with the child (where appropriate) and parent and will be reviewed termly.

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 (SEND) 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.

Transition

When children move schools at the end of KS2 or at any other time the school will transfer records. Horton Grange Primary School has close links with local secondary schools. The SENDCO from the majority of secondary schools who receive our pupils, visit school in the summer term of Year 6 to discuss the SEND children and attend any annual review meetings when appropriate. Transitions between year groups will be managed according to the child's individual needs and facilitated by the SEND team.

Monitoring and Evaluation

The monitoring and evaluation for SEND provision is conducted as part of the school systems and structures for monitoring the quality of classroom provision and continuity and progression of the curriculum.

Success Criteria

The success criteria for the SEND policy are:

- Children are correctly identified at different stages as outlined in the Code of Practice.
- A register is maintained of children with SEND with stages identified.
- A record is kept of all relevant documentation relating to each child on the register.
- Children with an episode of need are identified and monitored.

- IEPs and MSPs are drawn up and implemented at *Below AREX and SEND support*. These may be conducted with external professionals.
- All children on the SEND register are making progress and achieving.
- All children on the SEND register are receiving the correct support.
- Children are meeting targets drawn up in their plans.
- Early school-based intervention and good deployment of resources result in fewer children moving to EHCPs.
- A record is kept of meetings with parent/carers and outside agencies.
- School has used the full allocation of visits from Learning Support Services.
- Where outside agencies have been involved, reports have been received.