



Helsby Hillside Primary School

SEND Policy

Reviewed: Sept 2026
Next Review Date: Sept 2027

This policy is a statement of the aims, principles and strategies used in making provision for pupils with Special Educational Needs based on the current SEND Code of Practice and the Disability Act of 2010.

Mission Statement.

The Governing Body of Helsby Hillside Primary School, in co-operation with the Head Teacher and staff, is committed to providing a broad, balanced and relevant curriculum for all children; and ensuring that all children, including those with Special Educational Needs will have all the necessary recognition, support, appropriate and reasonable adjustments made alongside additional support/help given to meet their needs and facilitate inclusion in all subjects. We aim for our children to achieve their maximum potential across the entire curriculum here at Hillside.

The main principles of SEND provision are:-

- To meet the learning needs of all individuals.
- Develop inclusive practice.
- To ensure disabled pupils are not discriminated against in education.
- To place disability, neurodiversity and learning difficulties within the wider spectrum of all children's experiences.
- To fix the responsibility for providing for children with SEND as an integral part of all teaching and learning throughout Hillside.

Arrangements for inclusion.

In line with central inclusion principles from the National Curriculum, The Disability Act of 2010 and the current SEND Code of Practice (See CWAC local offer online), teaching staff will set suitable learning challenges for children and will respond to all pupils' diverse prior experiences, diversity and learning needs. Teachers will ensure they deliver a high quality of educational opportunity through the curriculum and will adapt their teaching styles making reasonable and appropriate adjustments to meet the needs of individual children, including those with SEND.

Aims.

Our aims 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, monitored and reviewed regularly.

- To set suitable learning challenges, remove barriers to participation and learning and to allow all individuals to reach their potential.
- To ensure all children, including those with SEND, have full access to all elements of the school curriculum.
- For our SEND children to achieve their maximum potential across the entire curriculum.
- To make clear the expectations of all partners in the process.
- To identify the roles and responsibilities of all staff in providing for all children's special educational needs.

The Code of Practice is clear in stating that all teachers are teachers of children with Special Educational Needs.

Main Areas of Need

Additional needs of pupils will usually be in one of the following primary areas of need:

Social and Communication

Speech and Language

Cognition and learning

Social Emotional and Mental health

Physical and/or Sensory

Individual support plans written for pupils will reflect the pupil's primary area of need and the reasonable and appropriate adjustments or additional support that will be made for the pupil in this area.

Role of School Personnel.

The School Governors:-

A governor is appointed to take a particular interest in the schools special needs policy and provision, visiting regularly and keeping "up to date" with current information and use of resources, etc. The current SEND governor at Hillside with that role is Mrs Jo Taylor.

The Head Teacher:-

The Head Teacher is aware that even with appropriate curricular provision and adjustments made, some children have additional educational, communication, physical and/or emotional needs, and may require further adjustments and additional support. Because of this, the Head Teacher will ensure that the SEND policy of the school is implemented and that its' procedures and programmes are followed and that they can be discussed and developed whenever necessary.

The Special Educational Needs Co-ordinator.

The Special Educational Needs Co-ordinator oversees the day- to- day operation of the SEND policy by:-

- Co-ordinating the provision made to children with or without SEND EHCPs (Education Health Care plans).
- Liaising with all teachers, head teacher, governors, non-teaching assistants, other professionals, support services and agencies and parents or carers.
- Working closely with class teachers, identifying and assessing children with SEND, providing guidance and advice to establish individual or learning programmes.
- Keeping a copy of Graduated Response Documentation/IEP's and maintaining a school register of children with any concerns or special needs.
- Ensuring colleagues are aware of developments in current practice.

- Managing and completing documentation for outside agencies and/or the LEA and following the guidelines/criteria in the new banding documentation with regards to any applications for additional funding.
- Maintaining good links with parents.
- Co-ordinating the use of resources, both human and material, linked to SEND.
- Organising ongoing CPD for staff to reflect the profile and needs of children identified with SEND in school.
- Writing and publicising a SEND Inclusion Strategy annually.

The Class Teacher.

Progress in learning for all children is the responsibility of the class teacher.

The class teacher will:-

- Work closely with the SEND co-ordinator to facilitate early and effective identification of SEND, assess priorities and identify primary areas of concern.
- Have clear learning objectives/targets for SEND pupils which are written on IEPs (Individual Education Plans) and reviewed termly.
- Make reasonable and appropriate adjustments and/or provide additional support to support the specific needs of individual learners.
- Use assessment to inform the next stage of learning.
- Consult with the SEND Co-ordinator, particularly if the teaching programme is not successful.
- Communicate regularly with parents and take account of the views of the child and their parents.

The role of the support agencies.

There are many agencies, which may be involved in the educational provision for a child depending upon particular needs.

- Educational Psychologist
- School Autism Support Team
- Parents
- Physiotherapist
- Occupational Therapist
- Speech and Language Therapist
- Behaviour Support Consultant
- School nurse
- Early Years support service
- CAMHS

Our school organisation for special needs:-

1. Identification
2. Assessment
3. Provision
4. Monitoring and evaluation
5. Re-assessment

Funding

Within the school budget, a specific amount of money (Notational SEND figure) which is spent by school on supporting SEND pupils in school. School also receives a set amount of money in a specific Inclusion Fund. Details of these figures and rationale for how they are spent can be viewed in the School Inclusion Strategy which is written annually and publicised on the school website by the end of the Autumn Term annually.

A small number of individual pupils with high needs receive money to support their specific needs. Details of the support provided is outlined in a child's Education and Health care Plan.

The Head Teacher informs the Governing Body of how funding is allocated to support SEND in the school and/or training for staff to develop existing skills and expertise. The Head Teacher and SENDCO facilitate inclusion, co-operation, and continuing CPD for staff by working closely with statutory, voluntary and support agencies and consulting with the LA and other schools (eg through Outreach) when appropriate.

Structure of response to Special Educational Needs.

At Helsby Hillside Primary School, we will adopt a graduated response through:-

- Identification of initial/early concerns if appropriate. This would usually take place in Reception Class.
- Sen Support -Element 1/level 1 funding
- Sen Support -Element 2/level 2 funding (from within SEND notational budget)
- Element 3/level 3 (top up funding)
- Education and Health Care Plans (EHCs)

Sen Support -Level 1/Element 1

This is when individual targets are required because the child is not making adequate progress with QFT (Quality First Teaching) provided by class teacher, alternatively the child may have other additional needs as identified by class teacher or SENDCO.

Sen Support -Level 2/Element 2

This relates broadly to children accessing additional support programmes within school and/or the involvement of outside agencies. The costs of individual intervention/support programmes and outside agency involvement is met from the SEND notational budget of school.

Level2/Element 3

This involves school applying for additional top up funding from county to support the additional needs of an individual child.

EHC plans/Element 3

This involves a formal plan for the child being written in conjunction with the LA, Health Services and Social Care. Parent and child statements are considered also. School funds some of the provision with top up again provided by county (ceiling limit applies).

Definitions of Adequate Progress.

Adequate progress can be defined in a number of ways:-

- Closes the attainment gap between the child and their peers.
- Prevents the attainment gap growing wider.
- Is similar to that of peers starting from the same attainment baseline but less than the majority of peers.
- Matches or betters the child's previous rate of progress.

- Ensures access to the full curriculum.
- Demonstrates an improvement on self-help, social or personal skills or any other identified primary need.

Early Identification

Staff are aware of the importance of early identification and of discussing any concerns with the SENDCO in the first instance. In Reception Class, if children are not making expected progress despite timed, targeted interventions children are recognised at Early/initial concerns. This is discussed with parents and individual targets are set. Children recognised at 'Early/Initial concerns' may then progress onto Sen Support if concerns remain or if satisfactory progress is made will not progress onto sen support and will no longer have individual extra personal targets written for them.

The majority of children in school will not move past level 1 or 2 support.

The next stage is a request for funding for additional support or statutory assessment for an EHC plan and can be requested by the school, a parent or a referral by another agency.

This stage is only for a child who is demonstrating significant cause for concern and they must meet the specific criteria as specified in the banding documentation available to view on the CWAC local offer. A full range of evidence needs to be gathered from school and other professionals for the LEA. This will include:-

- Evidence of school's actions whilst receiving element 1 or 2 funding.
- Copies of IEPs/ graduated response targets for the pupil.
- Records of regular reviews, outcomes, progress, etc.
- N/C standards of attainment.
- Educational and other assessments
- Copy of parent's and child's views.
- Involvement record and views of other professionals.
- Information and involvement by health or social services.
- Evidence of the extent school has followed professional and specialist advice.

EHC plans and children in receipt of element/level 3 top up funding

Progress against targets is reviewed annually.

Full information can be found in the Code of Practice available on line, on the CWAC local offer website or from the SENDCO/ Head teacher.

Organisation of classroom support.

Reception	:	Teachers – Mrs Potts and Mrs Porter Supported by Mrs Moore, Mrs Newton and Mrs Garner (TAs)
Year 1	:	Teacher – Mrs Fletcher-Curran Support provided by Miss A Lee (TA)
Year 2	:	Teacher – Miss S Jagota Support provided by Mrs Cook and Mr Cooke(TAs)
Year 3	:	Teacher –Mrs Boudier and Mrs Porter Support provided by Mrs K Evans and Mr Cooke (TAs)
Year 4	:	Teacher – Mr Caldwell Support provided by Mrs K Evans (TA)
Year 5	:	Teacher – Miss Wilkie Support provided by Mrs G Gough (TA)
Year 6	:	Teacher – Mr Newman

Monitoring of progress.

Assessment is based on the graduated response/IEP targets. Teachers are able to measure progress against the specific targets set.

SENCO updates and maintains individual pupil progress records for all children with SEND and monitors progress made within the main identified primary areas of need.

Progress of SEND children as a whole group is monitored at all assessment times and discussed with the Headteacher at pupil progress meetings.

When appropriate, children at Wave1 level of support and above will be assessed using SEND specific reading, spelling and vocabulary tests. All children are assessed according to the four primary areas of need (see above definitions of adequate progress). SENDCO, Headteacher and Class Teacher analyse progress reports and decide on further actions.

Record Keeping

Class Teachers keep copies of any forms related to children in the class. The SENDCO also holds a copy of all Graduated Response documentation for all children with documented SEND, assessment information and any documentation involving outside agencies.

Reporting and Parental Involvement

All SEND children complete Personal Child Centred Profiles where pupil voice is used their difficulties and have the opportunity to say what support they feel helps them.

Parents are consulted at every stage of the SEND code of practice. Often they will be assisting staff in working with their child at home. Progress towards targets on IEPs is reviewed termly with new targets if appropriate, being set and discussed.

All parents however, have the opportunity to discuss their child's progress with the class teacher termly. There will be other informal or formal opportunities when parents and teachers can liaise should either party feel it necessary.

Mrs Lynda Thomas
SENDCO
September 2026