

# HUNTINGTON

## COMMUNITY PRIMARY SCHOOL



Learn to Live  
Live to Learn

### Special Educational Needs & Disability (SEND) Policy

**2025-26**

Date Approved by Curriculum Committee: 12.11.25

Date Approved by Governing Board: 02.12.25

Signed 

Head Teacher

Signed 

Chair of Governors

## Overview

This policy sets out the steps we take to ensure that we meet the needs of all learners within the guidelines and inclusion policies of the Code of Practice (2014), the Local Authority and other policies current within the school. As such, we hope to ensure that no learners, especially those with SEN or a disability, are discriminated against, and that funding earmarked by the governing body for special education provision, including staffing, is clearly identified and used effectively for its intended purposes.

Huntington Community Primary School prides itself on being an inclusive school. The school provides a broad and balanced curriculum for all our children and we are committed to the principle of inclusive classrooms. All teachers are responsible for planning a differentiated curriculum that meets the needs of specific groups of children and responds to their diverse learning needs. It is our belief that all children have an equal right to a full and rounded education, and that this will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum, to better respond to the four areas of need identified in the new Code of Practice (September 2014).

- Social Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and Physical

## Special Educational Needs

Children can be identified as having SEN at any stage in their school career. These children have learning difficulties that call for special provision to be made.

*A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. **Code of Practice 2014***

Foundation Stage profiles, including Huntington Nursery class assessments, and links with pre-school settings often give us the first indication that a child may have special needs. After that, regular teacher assessment or lack of progress may result in children being placed on the SEN register.

## **Aims and Objectives**

- To create an inclusive environment that meets the special educational needs of each child.
- To ensure all learners' individual and special needs are met effectively so that they receive their educational entitlement and are given access to a broad, balanced and relevant curriculum.
- To identify the roles and responsibilities of staff in providing for children's special educational needs.
- To make clear the expectations of all partners in the process, ensuring parents are able to play their part in supporting their child's education.
- To ensure that our children have a voice in this process.

## **School Practice**

If assessments show that a child may have additional learning needs all teachers will refer, in the first instance, to the SEN Companion for advice on strategies to use to cater for the specific needs of individuals or groups of children. This is known as Quality First Teaching and generally means that in order for a child to access the curriculum, the work will be differentiated appropriately so as to enable them to understand concepts and apply skills at their level and pace of learning.

If regular assessments show that a child is not making expected progress (as identified via termly Pupil Progress Meetings) then small group intervention programmes are delivered e.g. Phonics, Nessy, ELSA, Power of 2 Maths, Precision Teaching for Reading, Spelling and/or Maths, Social Skills. These interventions are delivered by a trained and supported teaching assistant and/or a teacher. For most children this will allow them to catch up with their peer groups.

The support programmes begin with a pre-assessment of individual or group needs. This will give a baseline assessment and will help to decide the appropriate level at which to start such programmes. The programmes run for approximately 12 weeks (1 term) and are evaluated at the end of the term. At this point, the SENDCo will make the decision whether to continue the intervention.

The SEND Code of Practice (2014) advocates a graduated approach for children who do not meet expected progress despite quality first teaching and additional interventions. This is likely to be a small minority of children across the school. In this case, school will liaise with parents/carers to set appropriate short-term outcomes in a SEND Support Plan and children will be added to the SEND Register. Outside agencies such as Speech and Language therapists and Autism Team, will be consulted when necessary and their advice will be incorporated into the child's plan.

For all children on the SEND register, short term outcomes are reviewed termly and new outcomes are then set. Each child's SEND Support Plan outcomes and review information are shared with parents and carers on a termly basis, with a record of consultation maintained.

Once established it is the responsibility of the class teacher to update the SEND Support Plan each term which is monitored by the SENDCo. The plan includes general information about the child and their needs, outside agency involvement (if applicable), teaching strategies and interventions, a pupil progress assessment tracking sheet and short term outcomes.

Interventions are recorded on Provision Map. Provision Map identifies intervention programmes being delivered as well as showing the deployment of TAs and the management of SEND funding, both Element 1 (from school budget) and Element 2 and 3 (additional Top-up funding from CWAC). The SENDCo will then collate this information into a whole school provision map.

For those children who have special educational needs that cannot be met through the support available at the school, the SENDCo will apply for additional top-up funding. A SEND Profile is completed alongside any evidence of external agency reports. The SEND Profile includes parental views, child's view, strengths and difficulties outlined in each of the four areas of need, external agency involvement, provision map and long and short-term outcomes. This is submitted to the SEN Panel for consideration. These panels meet regularly and, if their approval is given, top-up funding is given to support school in meeting the needs of the child. This funding is for one year and is reviewed formally towards the end of the one year period.

## **Specified Individual Support - *Statutory Assessment for Education, Health and Care Plans***

This type of support is usually provided for children whose learning needs are severe, complex and lifelong. This is provided via an Education, Health and Care Plan (EHCP). This means a child will have been identified by professionals as needing a particularly high level of individual or small group teaching. It is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

A request will be made by the school to the LA if the child has demonstrated significant cause for concern. The LA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place. The evidence will include:

- SEND Profile (including views of parents & the child)
- Records of the child's health and medical history where appropriate.
- Educational and other assessments, for example from an advisory specialist support teacher or educational psychologist.

The parents of any child who is referred for statutory needs assessment will be kept fully informed of the progress of the referral through the EHC Hub. Children with an Education, Health and Care Plan will be reviewed each term in addition to the statutory annual review and assessment. When this coincides with transfer to high school, the SENDCo from the high school will be informed of the outcome of the review and then invited to a transition meeting towards the end of Year 6.

Strategies employed to enable the child to progress will be recorded within the Education, Health and Care Plan (EHCP) which will include information about:

- The strengths of the child.
- The aspirations of the child.
- The long term outcomes for the child.
- The short term outcomes for the child.
- The recommended provision
- Professionals contributing to the EHC Plan
- The review date.

The pre-review paperwork is stored on the school server and it is the responsibility of the class teacher to regularly update this. The EHCP will be reviewed annually and amended to meet the needs of the child where and when appropriate. An EHCP could be withdrawn if the outcomes have been met and the needs of the child can be met by the school.

## **Training**

The SENDCo holds the National Award for SEN Coordination.

The SENDCo attends regular network meetings and relevant training offered by the LA. If advice is to be sought at these meetings about a specific child, the permission of the child's parent or guardian must always be sought before any discussions can take place

The SENDCo leads INSET for the whole staff on new initiatives and effective classroom practice to support special needs e.g. first quality teaching strategies, dyslexia friendly classrooms and support for children with ASC and ADHD.

Teachers and Support Staff are able to attend training offered by outside providers to further their expertise in specific areas of SEND.

## **SEND Local Offer**

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Cheshire West and Chester that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. Information on the SEND Local Offer can be found on the Cheshire West and Chester website (with a link from the *Information* section of the school website).

## **Role of the Governing Board**

The governing body has appointed Amanda Robinson to the specific role of SEND Governor, overseeing the school's provision for pupils with special educational needs. The governor liaises regularly with the SENDCo to discuss, and at times observe, the work of the school. A yearly report is presented at a Full Governing Body meeting.

This policy should be read alongside the information provided to parents within the school's SEND Information Report, explaining the CWAC Local Offer and the school offer, which can be found on our school website (or provided on request through the school office).