



Haggonfields

Primary School

SPECIAL EDUCATIONAL NEEDS (SEND) POLICY

Review cycle:	Annual
Reviewed by:	Headteacher
Approved by:	Local Governing Body

VERSION	DATE	AUTHOR	CHANGES
7	July 2026	Colette Boness	New version of SEND policy

Contents

1. Compliance	3
1. Vision and Principles	3
2. Responsibility for the co-ordination of SEND provision	4
3. Aims and objectives.....	4
4. Definition of special educational needs.....	4
5. Arrangements for co-ordinating SEN provision.....	4
6. Identification of pupils with SEND	5
7. The Graduated Response.....	5
8. Evaluating the impact of provision	6
9. Referral for an Education, Health and Care Plan (EHCP)	6
10. Exams Access Arrangements (EAA)	6
11. Working in partnership with parents.....	7
12. Transition	7
13. Training.....	7

I. Compliance

This policy complies with the requirements laid out in the SEND Code of Practice 0-25 (2014) and has been written with reference to the following guidance and documents.

- The Equality Act (2010)
- Children and Families Act (2014)
- Special Educational Needs and Disability Regulations (2014)
- Statutory Guidance on Supporting Pupils at school with Medical Conditions (2015)
- Schools SEND Information Report Regulations (2014)

Mission Statement

SEND Mission Statement

At Haggonfields Primary School, there is a whole school approach to SEND. Our SEND strategy is purposely designed to be clear and simple: we always see the child before the label, high expectations extend to children with SEND and high-quality teaching for all students takes precedence over intervention.

Our Approach:

- Student with SEND, not a SEND student.
- Every teacher is a teacher of SEND: Quality First Teaching, Adaptive teaching is fully embedded for all children.
- Every child with SEND will have their individual needs met through teacher planning.
- Teaching Assistants and teachers work together. Interventions and support complement classroom teaching and never replaces it. (Pre-teaching maths, lightning squad).

I. Vision and Principles

Haggonfields Primary School will ensure that it has in place effective policy and practice which will enable pupils with Special Educational Needs to reach their full potential, to be fully included in the school community and make successful transition to adulthood.

At Haggonfields Primary Academy, there is a whole school approach to SEND.

Our approach:

- We use the term: pupil with SEND, not a SEND pupil – we recognise that pupils identified as having SEND also have strengths.
- Every teacher is a teacher of SEND: We support pupils through adaptive teaching and individualised support.
- Teaching Assistants and teachers work together. Interventions and support complement classroom teaching and never replaces it.
- We believe that all children can be helped to overcome barriers to learning and experience success.

2. Responsibility for the co-ordination of SEND provision

- The person responsible for overseeing coordinating the day-to-day provision for children with SEND is Mrs Colette Boness (Headteacher).
- The governor with responsibility for SEND is: Mr Philip Gawthorpe.

3. Aims and objectives

We aim to provide every pupil with access to a broad and balanced education. In accordance with the Special Educational Needs Code of Practice, we will enable pupils to: achieve their best; become confident individuals and transfer to further education or training based on individual needs and aspirations.

We aim to:

1. Promote high standards of education for children with SEND.
2. Have high ambitions for pupils with SEND and ensure that they receive advice and guidance on next steps in their education – including transition to post -16 study.
3. Promote independence and self-esteem by ensuring that all pupils are given opportunities to feel valued and to share in the recognition of their achievements.
4. Encourage pupils with SEND to participate fully in their school and community.
5. Ensure parents are kept fully informed of support in place and ensuring all staff are aware of parental views.
6. Work with outside agencies where necessary to ensure needs that cannot be met by the school alone are addressed.

4. Definition of special educational needs

Definition of Special Educational Needs (SEN) taken from section 20 of Children and Families Act 2014;

‘A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.’

5. Arrangements for co-ordinating SEN provision

The SENCO will hold details of all information for pupils identified with SEND. All staff will have a full and up to date picture of need for all pupils on the SEN register in order for them to make effective provision and adaptive teaching across the curriculum. This information is held in the form of individual support plans (ISPs)

The following information is easily accessible to all staff:

1. A copy of the Academy’s SEND policy and register.

2. Information and strategies for each child on the SEND register (Individual Support Plan)

The SENCO is responsible for overseeing the day-to-day co-ordination of SEND systems and support, liaising with teachers, parents and external agencies as appropriate, monitoring and reviewing progress and keeping up to date with best practice for supporting pupils with SEND.

6. Identification of pupils with SEND

The SEN Code of Practice (2014) outlines four broad categories of SEND need: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health and Sensory and/or Physical. We aim to identify difficulties as early as possible in order to make effective provision to improve the long-term outcomes for pupils. To ensure all needs are identified efficiently, all staff are given the responsibility for monitoring pupils and reporting any difficulties without delay to the school's SENCO. Once a pupil has been identified as requiring additional support, the school's SENCO will investigate further. If a pupil is considered to have special educational needs, parents will be informed and a graduated response of support will be put in place.

The SEN Code of Practice (2014) states that 'high quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need education provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges **must** use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.'

To meet the needs of pupils identified as SEND the school adopts a graduated approach in accordance with the SEN Code of Practice (2014). Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where a child's needs make this difficult, the SENCO will work closely with parents and other professionals for other flexible arrangements to be made. An alternative curriculum may be necessary to meet the needs of some children with complex SEND needs.

7. The Graduated Response

1. Step 1 will involve the class teacher taking steps to adapt teaching aid the pupil's access to a full curriculum. Classroom teachers remain responsible and accountable for the progress of pupils with SEND. High-quality, adapted teaching, supported by the SENCO where necessary, is the first step to responding to the needs of pupils with SEND. (Quality First Teaching).
2. The pupil will be closely monitored by the class teacher to assess their rate of progress and level of understanding.
3. If progress remains below expected levels, further discussions between the class teacher and SENCO will determine whether further intervention is required.
4. If necessary, the pupil will be placed on the SEND register where they will also be monitored by the SENCO. Additional support will be put in place. This may be in the form of in class support from a teaching assistant, targeted teaching strategies from the class teacher or more specific interventions to close learning gaps. At this stage, parents will be informed and encouraged to share information and knowledge with the school. The SENCO, working alongside the class teacher, will complete an ISP (Individual Support Plan) for each pupil on the SEND register.
5. Review meetings will take place to monitor and assess the progress being made by the pupil. The frequency of these meetings will be dependent on the individual pupil's needs. The

academy adopts an assess, plan, do, review approach – this is an ongoing cycle to enable the level of support to be refined and revised as required.

8. Evaluating the impact of provision

Children identified as having SEND will be placed on the academy's SEND register. An ISP of need will be created which will reflect the pupil's strengths, areas of difficulty and views. All pupils on the SEND register will be closely monitored by the SENCO and parents will be kept informed regularly. Any out of class interventions will be closely monitored by the SENCO – all other interventions will be monitored by the class teacher and the SENCO will be kept informed of progress. In order to make consistent and continuous progress in relation to SEND provision the academy encourages the views of staff, parents and pupils throughout the year.

Pupils and parents are encouraged to be involved with every aspect of the support process and their views and considerations will be taken into account. In line with the SEN Code of Practice (2014) parents will have the opportunity to meet with teachers and/or the SENCO at least termly – this can be in person or by other means of communication. Additional contact can be arranged where necessary.

9. Referral for an Education, Health and Care Plan (EHCP)

If a condition which is lifelong and/or causing significant difficulties with their ability to learn and/or access education, they may undergo a statutory assessment process which can be initiated by the academy or parents. This will occur where the complexity of need is such that a multi-agency approach to assessing and planning for the pupil is required and significant and long-term support to enable them to make adequate progress and to succeed in education is required.

The application for an Education, Health and Care Plan will combine information from a variety of sources: parents, teachers, SENCO, social care and health professionals as appropriate. If a pupil is eligible for an EHCP, clear outcomes will be outlined in the plan and effective provision to meet these will be put in place. The outcomes will be reviewed at least annually.

10. Exams Access Arrangements (EAA)

Pupils with specific needs may require additional arrangements so they can take part in the KS2 tests. Access arrangements are adjustments that can be put in place to support those pupils. Headteachers and teachers must decide whether any of their pupils will need access arrangements before they administer the tests.

Exam access arrangements are put in place for pupils with special educational needs, disabilities or temporary injuries to enable them to have fair access to examinations and formal assessments. If the school suspect that a pupil has a need which is impacting on their ability to access and complete examinations/assessments in the same way as their peers, the school will investigate whether the pupil qualifies for additional support. Additional support in formal examination is known as exam access arrangements. The school must adhere to strict guidelines which involves collecting evidence. The SENCO is responsible for ensuring that all evidence is collated and applications for additional supported are submitted in good time.

11. Working in partnership with parents

Haggonfields Primary School believes that a close working relationship with parents is vital in order to ensure:

- a. Early and accurate identification of SEND – leading to the correct intervention and provision.
- b. Continued social and academic progress of children with SEND.
- c. Personal and academic targets are set and met effectively.

Parents are kept fully informed of any special provision that is being made for their child and parental contributions are encouraged and valued.

12. Transition

All pupils will receive additional support for transition between each year group and key stage. Transition is completing over a number of weeks with children visiting their new classroom and spending time with their new teacher for one afternoon per week. At the end of the summer term, there is a full-day of transition where all pupils spend a full day with their new teacher in preparation for the new term in September.

For children in the EYFS – the class teacher from year 1 will visit each pupil in the EYFS setting for a 'getting to know me' session.

For transition from year 6 into year 7, the SENCO will make contact with the secondary settings and invite the SENCO to a meeting to discuss needs / strategies to support each pupil.

Pupils with an EHCP / complex need will receive a bespoke package of support in addition to the above transition support. This is arranged on a case-by-case basis. Where a bespoke transition is required, the SENCO will work closely with parents and the primary school to ensure that the pupil's needs are met. This is usually for pupils with an EHC plan in place.

13. Training

All teaching and support staff are kept fully up to date with relevant training and developments in relation to the needs of pupils with SEND. Teaching and support staff receive regular training and updates on how best to meet the needs of pupils with SEND based on the latest evidence informed practice and guidelines. All teachers are required to outline how they are meeting the needs of each pupil with SEND in their classes and this is overseen by the SENCO.

Links to support services/other agencies

The Academy invites and seeks advice and support from external agencies in the identification and assessment of, and provision for SEND. The SENCO is the designated person responsible for liaising with the following:

- Education Psychology Service
- Family SENCO Service
- SFSS
- Springboard meetings

