Houghton Primary School

Working hard to achieve our best

Special Educational Needs and Disabilities Policy

Date reviewed and adopted:	October 2026
Reviewed and adopted by:	Full Governing Body
Signed: Chair of governors	Briony Rice
Signed: Headteacher	Andrew Spencer
Date of next review:	October 2027

Definitions of special educational needs and Disabilities (SEND) taken from section 20 of the Children and Families Act 2014

A child or young person has SEND 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 which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs or disability if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010:advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (September 2014) as amended
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions September 2014
- The National Curriculum in England Key Stage 1 and 2 Framework document September 2013
- Safeguarding Policy
- Accessibility Plan
- Teacher Standards 2012
- This policy was created by the SENDCo of Houghton Primary School and the SEND Link Governor, in liaison with the SLT, all staff and parents of pupils with SEND, following the reforms in the SEN Code of Practice 0 – 25 (September 2014) and the revised code of practice published Jan 2015
- COVID-19 Risk Management Plan

1. School Information

Houghton Primary School delegates the responsibility for SEND support to the Special Educational Needs and Disabilities Coordinator (SENDCo), Melissa Pooley, who can be contacted on sendco@houghton.cambs.sch.uk

As per statutory requirements, our SENCO has completed or is undertaking the mandatory National Award for Special Educational Needs Coordination qualification.

However, the overall responsibility remains with the Head Teacher, Andrew Spencer head@houghton.cambs.sch.uk

The designated lead for child protection and safeguarding is the Head Teacher, Andrew Spencer. Other designated personnel for child protection and safeguarding are; Deputy Head Samantha Bavester and Melissa Pooley sendco@houghton.cambs.sch.uk

The Designated person for Looked After Children is the Head Teacher, Andrew Spencer.

2. Introduction

Houghton Primary School is committed to providing an inclusive education for all children, including those with Special Educational Needs and Disabilities (SEND). We aim to create a learning environment that meets the needs of each child, enabling them to achieve their full potential. This policy outlines how we identify, assess and provide for students with SEND in accordance with the SEND Code of Practice 2015.

The school meets the Statutory requirement to provide a SEN Information Report (Regulation 51, Part 3, section 69(3)(a) of the Act). The Individual school's SEND Information Report is available on the school website and parents are also welcome to request it. The school SEND Information Report explains the school's approach to SEND policy implementation.

3. Vision

Our school mission is set out in our six Core Values;

Responsibility	We are responsible for our environment, our words and actions and our learning journey
Respect	We treat our school community with care, patience, understanding and compassion
Ambition	We set goals, take risks and aspire to do great things
Determination	We keep going, no matter what challenges we face
Team Work	We treat everyone equally, support each other and work together
Confidence	We are brave and we believe in ourselves on our journey towards success

4. Aims

We aim to:

- Ensure early identification of students with SEND by monitoring the progress of all pupils.
- Provide high quality provision to meet the needs of students with SEND
- Enable every pupil to experience success;
- Promote individual confidence and a positive attitude;
- Provide all pupils with a broad and balanced curriculum that is relevant and differentiated;
- Give pupils with SEND equal opportunities to take part in all aspects of the school's provision;
- Work collaboratively with parents, other professionals and support services;
- Take into account the views, wishes and feelings of the pupil and their parents.
- Promote positive outcomes in the wider areas of personal and social development
- Ensure there is a focus on outcomes for pupils rather than just hours of provision/support.
- ensure that the responsibility held by all staff and governors for SEND is implemented and maintained;
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.
- Work within the guidance provided in the SEND Code of Practice 2015.
- Provide support and advice for all staff working with pupils who have special educational needs and disabilities.
- Work with, and in support of, outside agencies when the pupils' needs cannot be met by the school alone.

5. Identifying Special Educational Needs

The SEN Code of Practice recognises four broad areas of need which give an overview of the range of needs which should be planned for. These are:

- Communication & interaction
- Cognition & Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or physical needs

We recognise the importance of early identification of SEND, as required by the Code of Practice 2015. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. The method of

identification and intervention will vary according to the individual's needs. We will assess each child's skills and attainment on entry and make regular assessments of progress for all pupils. Our school admissions form seeks information about the childs' birth and gestation, as we are aware that this can have an impact on the prevalence and types of SEN a child my experience, ensuring we are proactively seeking to support our SEND pupils,as a part of our Prem Aware award status.

Pupil's needs are identified by considering the needs of the whole child; this will include not just the special educational needs of the child, but other needs too including the concerns of the parents. Identification of behaviour as a need is not an acceptable way to describe SEND. Concerns relating to a child's behaviour are described as an underlying response to a need which the school will be able to recognise and identify clearly using knowledge about the child. As a part of this, we actively seek information about child's experiences out of school, the young carer status of our pupils, for example, and provide tailored support, as stated in our Young Carers policy.

The Code of Practice (2015) outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is additional to or different from the provision made as part of the school's usual differentiated curriculum and strategies.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including pupils who access support from teaching assistants or specialist staff. Additional Intervention and support cannot compensate for a lack of good quality teaching.

SEN Support

Where a pupil is identified as having SEND, we will take action to remove barriers to learning and put effective special educational provision in place following the APDR cycle, as mandated by the SEND Code of Practice (2015)

The APDR cycle, is an on-going cycle, to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those actions, which are the most effective in supporting the pupil to achieve good progress and outcomes.

- Assess: We will carry out a clear analysis of the pupil's needs, drawing on teacher assessments, knowledge of the pupil, previous progress and attainment data and behaviour.
- Plan: The teacher and SENDco will agree, in consultation with the parent and pupil, the adjustments, interventions and support that will be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.
- Do: The class teacher will remain responsible for working with the child on a daily basis. Where a provision, either group or one to one, is put in place they will still retain responsibility for the pupil.
- Review: The effectiveness of the support and provisions and their impact on the pupils progress will be reviewed in line with the agreed date. The impact and quality of the support and provision will be evaluated along with the views of the pupil and their parents.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice with the SENDCo, class staff and parents.

The SEN Register

The Register is maintained by the SENDCO. It is reviewed every half term to ensure that:

- new pupils who have SEND are put into the system quickly;
- it informs teachers which pupils are on the SEND register;
- it can be used to inform termly pupil progress meetings;

Criteria for exiting the SEN Register

Where a pupil's attainment has improved significantly and discussions with the class teacher and parents have been held, then they may be removed from the SEND register and the Pupils 'Learning Plan' will be closed. If a pupil has a diagnosed Special Need they will remain on the register and would move to Pupil Monitoring Profile.

Learning Plans

For Pupils identified as having SEND, we will create individual 'Learning Plans'. These plans will:

- **Be developed in collaboration with the pupil, parents/carers, teachers and SENDco.**
- **Outline the pupil's strengths and areas of need**
- **Set specific, measurable, achievable, relevant and time-bound (SMART) targets.**
- **Have 2-3 annual targets, that are broken down into 3 termly targets.**
- **Detail the reasonable adjustments/teaching strategies to be provided**
- **State the provisions that have been put in place**
- **Provide up to date assessment data**

Learning plans will be reviewed at least three times per year. Parents, pupils, teachers and SENDco will complete each review.

Pupil Monitoring Profiles

Some pupils will require adjustments to be made in the classroom to allow them to access the learning but who are making progress. These children will go on a one-page Monitoring Profile (see Appendix C) which allows all the adults in the room to know what adjustments they need to make in order for this child to succeed. Pupil Monitoring Profiles are reviewed annually unless there is a need to review sooner and are completed together with parents/carers.

Assessment Arrangements

Pupils with 'Learning Plans' are assessed in line with the school Assessment Policy using formative and summative assessment processes. Pupils with 'Learning Plans' may be eligible for support in KS2 Statutory Assessments (SATs). This may include:

- Having a reader
- Working in a quieter room
- Having rest breaks to aid concentration.

Pupils with an Education Health Care Plan are also eligible for extra time to allow them to access the Key Stage 2 tests.

The SENDCO will discuss the needs of individuals with the class teacher and work together with the Head Teacher to apply for arrangements in accordance with the DFE guidance.

External Agencies and Professional Support

A variety of support can be offered by external services such as advice to the school, specialised assessment or direct work with the child. The specialist services will always contribute to the planning, monitoring and reviewing of the child's progress. These services include:

- Educational Psychologist
- Specialist Teaching Team (STT)
- Speech and Language Therapy Service (SALT)
- School Nursing
- Locality Team
- Visual Impairment Team
- Mental Health Support Team (MHST)
- Centre 33, Young Carers support service, see separate Young Carers policy document.

When involving external agencies, it may be necessary to open an Early Help Assessment (EHA) to access this support. This assessment is undertaken together with parents/carers who provide permission for external agencies to work with their child and to share information with other professionals, including school staff as necessary.

Education and Health Care Plans (EHCPs)

For students with more complex needs, we will consider requesting an Education, Health and Care Needs Assessment (EHCNA). Parents and young people can also request and EHCNA. This is a statutory process outlined in the SEND Code of Practice (2015)

A small number of children may not make expected progress, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person. In these cases, the school, parents/carers and professionals will need to consider making a formal request to the Local Authority for an Education, Health and Care (EHC) needs assessment. To inform its decision about whether to proceed with an assessment for any child the local

authority will expect to see evidence of the action taken by the school as part of SEND support. An EHC Needs assessment will not always lead to an EHC Plan.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. (See Appendix D)

6. Training of Staff

Training needs of staff are identified through performance management, staff questionnaires and in response to the changing face of special educational needs and updates to the SEND Code of Practice. In order to maintain and develop the quality of teaching and provision and to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

There are regular Professional Development Meetings for teachers to improve their understanding of strategies to identify and support vulnerable pupils and their knowledge of SEND most frequently encountered. All new teachers and support staff undertake an induction programme and this includes a meeting with the SENDco to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The SENDCo leads performance management for all support staff and as a result plans CPD as appropriate to individual needs.

The SENDco is committed to developing her personal knowledge, understanding and skills relating to the responsibilities of her post. She attends training and professional development events, SENDCo network meetings (cluster, locality and Local Authority) and other opportunities to keep up to date with local and national updates in SEND.

7. Roles and Responsibilities

Provision for pupils with SEND is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEND in their class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs, and for following the procedures for identifying, assessing and making provision to meet these needs. All class teachers will work closely with teaching assistants to provide all pupils with high quality first teaching. They will work with SENDCO to review each pupils progress and development.

The governing body in co-operation with the Head Teacher has a legal responsibility for determining the policy and provision for pupils with special educational needs - it maintains a general overview of this aspect of the school. The governing body has appointed a link governor Nathan Wells, to have specific oversight of the schools SEND arrangements and champion the needs of pupils with SEND. The link governor will work closely with the SENDco, visit the school regularly and report back to the full governing board. The link governor will undertake relevant training to stay updated on SEND developments.

Governors must:

- Ensure compliance with SEND legislation and the SEND Code of Practice (2015)
- Cooperate with the local authority in developing and reviewing the local offer
- Make sure children with SEND get the support they need and engage in school activities alongside pupils without SEND
- Ensure parents/carers are informed about ther child's SEND provision
- Monitor SEND provision, including staffing, resources and budget allocation
- Review and update the schools SEND information report annualy
- Ensure the school has an accessibiiity plan
- Appoint a qualified SENDco and ensure they have sufficient time, training and resources
- Monitor the progress and attainment of pupils with SEND
- Ensure staff are appropriately trained to support pupils with SEND
- Challenge senior leaders about SEND provision and ensure it remains high on the schools agenda
- Understand and consider the views of pupils with SEND, their families and staff
- Ensure the school builds appropriate links with external agencies to support children and families

- Pay extra attention to safeguarding pupils with SEND

In relation to SEN, members of the governing body will ensure that:

- they are involved in the development and monitoring of the school's SEN policy, and that the school as a whole will also be involved in its development;
- SEN provision is an integral part of the School Development Plan;
- the quality of SEN provision is regularly monitored;

The Head Teacher has responsibility for:

- the management of all aspects of the school's work, including provision for pupils with special educational needs;
- keeping the governing body informed about SEN issues;
- working closely with the executive special educational needs co-ordinator;
- the deployment of all special educational needs personnel within the school;
- has overall responsibility for monitoring and reporting to the governors about the implementation of the schools' SEN policy and the effects of inclusion policies on the school as whole.

The Special Educational Needs and Disabilities Co-ordinator (SENDCO) is responsible for:

- overseeing the day to day operation of the SEND policy;
- co-ordinating the provision for pupils with special educational needs;
- ensuring that an agreed, consistent approach is adopted;
- liaising with and advising other SEND staff;
- Support staff to identify pupils with special educational needs;
- carrying out and arranging assessments and observations of pupils with specific learning problems;
- supporting class teachers in devising strategies, drawing up 'Learning Plans' and monitoring profiles, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom;
- liaising closely with parents of pupils with SEN, so that they are aware of the strategies that are being used and are involved as partners in the process;
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents;
- maintaining the school's SEND register and SEND records;
- assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information, e.g. class-based assessments/records, SATs, intervention effectiveness, etc.
- contributing to the in-service training of staff;
- liaising with the SENDCOs in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other

Class teachers are responsible for:

- Meeting with the SENDCO to discuss additional needs and concerns;
- including pupils with SEND in the classroom, and for providing an appropriately differentiated curriculum;
- making themselves aware of the school's SEND Policy and procedures for identifying, monitoring and supporting pupils with SEND;
- meeting with parents of pupils with SEND to plan and set targets;
- writing, reviewing and collecting evidence for 'Learning Plans';
- meeting with professionals and implementing recommendations and advice.

Teaching Assistants work as part of a team with the teachers, supporting pupils' individual needs, and helping with inclusion of pupils with SEND within the school learning environments and areas.

8. Reviewing the Policy

This policy will be reviewed annually in line with the Code of Practice and shared with the school governors, all school staff and parents.

Next review due: Autumn 2027

Appendices

Appendix A:

Houghton Primary School

Full name **– Learning Plan**

Created: **date** Review Date:

Broad area of need

Strengths

Challenges

Teaching strategies / reasonable adjustments

Provisions

Current achievement

Assessment Data

Subject	Assessment Name	Assessment Point	Mark

Targets

Area of concern	Term 1	Term 2	Term 3	Annual target	Provisions	Review

Pupil comments

Parent comments

Teacher comments

Appendix C: Pupil Passport

Houghton Primary School

My Monitoring Profile

Name:

Class:

DOB:

I am really good at:

I find hard:

What helps me:

Date started:

Date reviewed:

Appendix D: Education and Health Care Plans

The decision to make an application for an Education, Health and Care needs assessment will be taken at a progress review. The application for an Education, Health and Care Plans will combine information from a variety of sources including: • Parents • Teachers • SENCO • Social Care • Health professionals • Pupil

Alternatively, a parent may choose to make an application for a Needs Assessment and may approach the school for support

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a Local Authority panel of people from education, health and social care about whether or not the child is eligible for an EHC Needs Assessment. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Following Statutory Assessment, an EHC Plan will be provided by Cambridgeshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan which is written and provided by the Local Authority . Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.