Halam Church of England Primary School

SEND Policy

Nov 2026

Review Nov 2027`

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1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

At Halam Church of England Primary School we ensure that pupils, regardless of their specific needs, grow and make the best possible progress in school, this includes both social and emotional and academic achievements.
We strive to provide an environment where all pupils are nurtured and supported to be the best that they can be. We celebrate and embrace the diversity and individual needs of all pupils.

Some pupils require additional support to ensure that their individual needs are met. We work closely with pupils and their families to ensure that any support is appropriate, timely and impactful. We continually monitor and assess the progress and needs of all pupils.
All pupils are supported through quality first teaching strategies, feedback and differentiation. High quality research led interventions are planned and delivered by experienced and skilled practitioners Interventions cover a range of pupils needs including, cognition and learning, communication and interaction, social and emotional and mental health, sensory and physical needs.

All staff have a responsibility to promote and support the inclusion of all children within the school community. All members of the teaching and support staff play an important role in supporting all pupils. We work as a team to develop the whole child.

Staff with a specific, relevant roles include:
SENDCo and Senior Mental Health Lead – Mrs Tracy Francis
SEND Governor – Briony Dickinson

2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND Co-ordinators (SENDCOs) and the SEND information report

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- 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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENDCo

The SENDCO is Tracy Francis, t.francis@halamprimary.org.uk

They will:

- Work with the Executive Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010, with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

4.3 The Executive Headteacher

The Executive Headteacher will:

- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, neurodiversity, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

We prepare pupils for transition through social stories, transition meetings with staff from the pupils new school and induction sessions, where pupils visit their new school.

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality first teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We may also provide a range of interventions such as:

- Speech and language therapy,
- Nurture group, ELSA time, therapeutic conversations and play therapy
- Switched on reading
- Powers of One, Plus Two
- Funfit

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations and reasonable adjustments to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, providing scaffolding etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have teaching assistants who are trained to deliver interventions and who
May support pupils on a 1:1 basis or in small groups.
We work with a range of agencies to provide support for pupils with SEND, such as;

- The Education Psychology Service
- SEND Inclusion Service
- Sensory Service for children with visual or hearing needs
- Parent Partnership Service
- SaLT (Speech and Language Therapy)
- Healthy Families Team
- Occupational Therapy
- Physiotherapy
- CAMHs
- The Schools Behavior and Attendance Partnership
- Social Care

5.9 Expertise and training of staff

Our SENDCo is very experienced in this role, she is allocated half a day per week to manage SEND provision.
We have experienced teaching assistants who are trained to deliver SEND provision.
Staff receive regular training as appropriate.

5.10 Securing equipment and facilities

We work closely with a range of agencies who advise and support us to secure equipment and facilities to support pupils with SEND.

5.11 Evaluating the effectiveness of SEND provision
We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Regularly reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENDCo
- Using Intervention trackers to measure progress
- Holding annual reviews for pupils with EHC plans
- Making appropriate adaptations in lessons to ensure pupils with SEND are able to access the curriculum

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND
All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.
All pupils are encouraged to go on our residential and educational visits.
All pupils are encouraged to take part in sports day, concerts and performances, workshops and events.
No pupil is ever excluded from taking part in these activities because of their SEND or disability.

All pupils whose Education, Health and Care (EHC) plans name the school will be admitted before any other places are allocated

- There is a clear ethos and expectation of inclusion for all staff, pupils and parents which prevents disabled pupils from being treated less favorably than other pupils
- We provide a range of facilities to help disabled pupils access school including ramps, wider doors and communication tools.
- The school's accessibility plan is available on the schools website. It includes planning for:
    - Improving the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide
    - Improving the availability of accessible information to disabled pupils

5.13 Support for improving emotional and social development
We have a Mental Health and Wellbeing Lead. We offer a nurturing environment and our curriculum supports relationships and wellbeing. We are developing a whole school approach to mental health and wellbeing.
We provide a wide range of pastoral interventions and support, by trained staff in school.
We ensure that the views of all pupils are listened to and respected.

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to take responsibility within school such as the School Council, Eco Warriors and Playground Leaders

- Pupils with SEND are also encouraged to be part of all extra-curricular clubs and activities, visits and residential to promote positive friendships and a whole school community
- We have a zero-tolerance approach to bullying.

5.14 Working with other agencies
We work closely with a wide range of agencies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupils' SEND and supporting their families.

5.15 Complaints about SEND provision
Complaints about SEND provision in our school should be made to the class teacher in the first instance. Then they should speak to the SENDCo or the Head Teacher. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:
- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEND
Information on the school local offer can be found at;
https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/service.page?id=aqi6U5_Imi8
Support from Nottinghamshire County Council can be found at;
0300 500 8080 or https://www.nottinghamshire.gov.uk/education/special-educational-needs-and-disabilities-send/special-educational-needs-and-disabilities-send

5.17 Contact details for raising concerns
Halam School office, 01636 813062
Head teacher, head@halamprimary.org.uk
Chair Governors, chair@halamprimary.org.uk

5.18 The local authority local offer
The Nottinghamshire Special Education Needs and disabilities Policy can be found at;
https://www.nottinghamshire.gov.uk/media/2896421/send-policy-final-sept-2020.pdf
Halam's Extended Local Offer Response can be found at;
https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/service.page?id=aqi6U5_Imi8

6. Monitoring arrangements

This policy and information report will be reviewed by Tracy Francis, Head of School **every year**. It will also be updated if any changes to the information are made during the year. It will be approved by the governing body.

7. Links with other policies and documents

This policy links to the following documents

Accessibility plan

- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy