

Honiton Primary School



Special Educational Needs and Disability Policy

Adopted by the T&L Committee
on23.4.25.....

What do we mean by Special Needs?

Children have Special Educational Needs and Disabilities (SEND) if they have a learning difficulty which calls for special educational provision to be made for them. This provision is additional to or different from that provided as part of an adapted curriculum, known as Ordinarily Available Inclusive Provision. Children receiving additional to or different from provision will be added to the school's SEND register for the time during which this provision is required. The SEND register is therefore fluid: we expect children to move off it as well as onto it. In addition, we recognise that some children have a disability that requires us to make adaptations and adjustments if they are to be fully included in the life of the school.

Under the Equality Act, children are considered to have a disability if they have "a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities." Children with disabilities will be placed on our SEND register if their disability calls for special educational provision: namely provision different from or additional to that normally available to pupils of the same age.

Why is it important that we have an SEND (Special Educational Needs and Disability) policy?

At Honiton Primary School we expect every single one of our children to strive for 'Good, Better, Best'. High expectations of what our children can achieve, along with a commitment to removing the barriers that prevent them from fulfilling their potential, underpin this policy. In accordance with our vision, we expect all of our children to become 'Happy and responsible young people who achieve their best'. We believe that all teachers are teachers of children with SEND: the progress of children with SEND is a whole-school responsibility.

An effective SEND policy will help to ensure that the following rights of the pupils in our care are provided:

- the right to a good quality education [Article 28]
- the right to an education that develops every child's personality, talents and abilities to the full [Article 29]
- the right to for children to say what they think in all matters affecting them, and to have their views taken seriously [Article 12]

In particular, the SEND policy will allow us to:

- **catch children before they fall** behind through quality-first adaptive teaching tailored to individual needs
- **identify children with SEND quickly** so that their needs can be swiftly met
- **do what works** by ensuring that interventions for children with SEND are based on what the latest educational research tells us is most effective
- **track progress** through the careful monitoring of interventions and of

- the progress of individual children with SEND
- **maximize participation** by ensuring that children with SEND are fully involved in the life of the school and the wider community
 - **work together with parents** so that they are empowered to engage with their child's education
 - **listen to children** so that they are fully involved with decisions that affect their lives
 - **collaborate** with outside agencies to ensure that specialist advice is drawn on when required

How do we ensure that all children benefit from a high-quality, adapted curriculum?

High-quality, adaptive teaching is the first and most important way in which we meet the needs of children with SEND.

The school's monitoring and assessment cycle ensures that the teaching at Honiton Primary School provides all children with work that is sufficiently challenging and that is appropriately matched to their learning needs. In addition, the use of the Devon Graduated Response ensures that all staff are aware of the full range of strategies, approaches and interventions available to meet the needs of children with SEND. It helps to make the day-to-day curriculum as inclusive as possible by enabling staff to tailor their teaching to the individual needs of the children in their class.

How do we identify children with SEND?

We are committed to ensuring that children with SEND are identified early so that appropriate provision can swiftly be made. A child will be considered in need of additional to or different from provision where progress is inadequate, in spite of adaptive teaching that is specifically targeted towards meeting their needs. Concerns about the rate of a child's progress may be raised:

- by the class teacher;
- by parents;
- through termly analysis of pupil data

Where concerns are raised about the rate of a child's progress, the class teacher and SENDCo will meet and discuss the provision already in place and any additional to or different from provision that needs to be made, using the Devon Graduated Response as a guide. Parents' views will also be sought. Where a child is considered to have special educational needs they will be placed on our SEND register under the category of SEN Support. The process set out in the Devon Graduated Response will be followed in order to gain a clear picture of a child's needs and desired outcomes, and a My Plan and/or Passport will be drawn up if needed to record the support in place to achieve these outcomes.

If a child continues to make insufficient progress despite high-quality

intervention and support, we will seek further advice from outside professionals. Where sustained multi-agency support is required, an Early Help assessment may be used to identify a child's needs and decide on the support required.

The school may request that the Local Authority carry out a statutory assessment of a child's needs (an Education, Health and Care needs assessment) if a child does not make adequate progress despite significant support being provided in school, and if the threshold for statutory assessment is met.

How do we ensure that children with SEND receive provision that allows them to make the most possible progress?

We ensure that our children with SEND are provided with the highest-quality provision by:

- monitoring the quality of classroom teaching through learning walks, book looks and pupil discussions.
- devising interventions based on advice from professionals or on the latest research into what is most effective for children with SEND. This research will come from a wide range of sources: for example, the Department for Education, the Sutton Trust, or Dyslexia Action.
- having high expectations regarding the quality of our interventions, just as we do for classroom teaching. Interventions will be monitored and supported by the SENDCo to ensure that these expectations are met.
- tracking the impact of interventions on pupil progress and attainment on a half-termly basis and adapting provision as needed.

How do we monitor the progress of children with SEN?

For children at SEN Support:

- Progress against the outcomes set in a child's My Plan and/or in their interventions will be reviewed as often needed, and at least every term.
- Progress through the National Curriculum in reading, writing and Maths is tracked three times a year, in common with all of our children, using standardized assessments where appropriate.
- Progress against the specific targets of an intervention is continuously assessed by the person delivering that intervention, so that next steps can be determined and teaching adapted accordingly. The impact of the intervention is monitored by the SENDCos.
- Where there are several agencies involved with a child, his or her progress is reviewed at regular 'Team around the Family' (TAF) meetings.

For children with Education, Health and Care Plans (EHCPs):

- In addition to the monitoring detailed above, the progress of and support for children with EHCPs will be reviewed annually, and a report provided to the Local Education Authority.

How do we work with parents?

If our children are to reach their full potential then we must work in close partnership with parents. We believe that a shared understanding of a child's needs, and how these needs can be met, empowers parents to play a full part in their child's education. At parents' meetings, held at least three times a year, we aim to:

- establish an effective relationship between the parent and the class teacher
- allow the parent an opportunity to share their concerns and celebrate achievements
- clarify outcomes to be achieved and the support in place to achieve these

My Plans will be shared with parents whenever they are updated, and at least three times a year.

How do we make sure that children's views are listened to?

At Honiton Primary School, we protect our children's right to say what they think in all matters affecting them. We encourage children to attend parents' meetings and make sure we involve them in the process of setting and reviewing targets. During the Early Help process, children's views are collected in a way that is most meaningful to them. In TAF and annual review meetings children are encouraged to contribute their views either by attending or by liaising with a member of staff. They are also encouraged to bring work they are proud of to these meetings, to share with their families.

How do we work with outside agencies?

In order to best meet the needs of our children with SEND, the school works closely with external support services through:

- acting as Lead Professionals for Early Help, and coordinating multi-agency support for children and families.
- visits from the nominated Education Welfare Officer and Educational Psychologist for the area
- seeking advice from specialist advisory teaching services
- liaising with the school's Community Nurse for School Age children and the Speech and Language Therapist

How do we support children when moving to a new school?

The class teacher and SENDCos will liaise closely with the child's new school to ensure that all relevant records and information are passed on.

For children with Education, Health and Care Plans:

- Where pupils are due to transfer to another phase, planning for transition will be started in the year prior to the transfer. Annual reviews will therefore be held in the autumn term of Year 5 to ensure that arrangements for a smooth transition to secondary school can be made.

What are our admissions arrangements for children with SEND?

All children are welcome at our school. The Governing Body has agreed with the LEA admissions criteria which do not discriminate against pupils with special educational needs or disabilities, and its admissions policy has due regard for the guidance in the Code of Practice. Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place. The school has an Accessibility Plan, which is part of the school's Disability Equality Scheme.

How will we monitor the effectiveness of this policy?

The achievement of pupils with SEND is monitored by the school Senior Leadership Team. The SENDCo carries out an annual audit of SEND provision in order to determine training needs, and to plan for further developments in our provision.

The named SEND Coordinators for the school are Sam Soper and Sarah Nicholas. Rebecca Cozic is the SEND Governor. A report is made to governors annually.