



# Holyoakes Field First School

## SEND and Inclusion Policy

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## Special Educational Needs and Disability Policy

### COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 - 25 (July 2014) 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 (July 2014)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 Framework Document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

Headteacher: Mrs Tasnim Koser  
SENDCo: Mrs Tasnim Koser (Acting)  
SEND Governor: Mrs Jeanna Weller

### Introduction

**"Every teacher is a teacher of every child or young person including those with SEND"**

At Holyoakes Field First School we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected. Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed. We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences within the categories of the Equality. Together we take pride in making a positive contribution to our school and the wider community.

Holyoakes Field First School provides a broad and balanced curriculum for all children. At the heart of the work of every class is a continuous cycle of planning, teaching and assessment, which takes account of the wide range of abilities, aptitudes and interests of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. The majority of children will learn and progress within these arrangements.

A minority of children may have particular requirements, or special educational needs, that could create barriers to learning. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and



thus enable them to participate effectively in curriculum activities. All children may have special needs at some time in their lives.

Through the implementation of this policy we intend to ensure that curriculum planning and assessment for children having special educational needs takes account of the type and extent of difficulty experienced by the child.

Provision for children having special educational needs is a matter for the school as a whole. In addition to the governing body, the school's head teacher, Special Educational Needs and Disability Co-ordinator (SENDCo) and all other members of staff have important day-to-day responsibilities. Teaching such children is therefore a whole school responsibility.

The school will have regard to the **Special Educational Needs and Disability Code of Practice (2014)** when carrying out its duties towards all pupils having special educational needs.

### Aim

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the SEND Code of Practice.

The aims of this policy are:

- To create an environment that meets the special educational needs of each child;
- To ensure that the special educational needs of children are identified, assessed and provided for;
- To make clear the expectations of all partners in the process;
- To identify the roles and responsibilities of staff in providing for children's special educational needs;
- To enable all children to have full access to all elements of the school curriculum.

### Objectives

- Staff members seek to identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be co-ordinated by the SENDCo and Headteacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.



- Work with parents to gain a better understanding of their child and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone. Some of these services include Educational Psychology Service, Speech and Language Therapy and the Complex Communication Needs Team.
- Create a school environment where pupils can contribute to their own learning. This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as residential visits, school plays, after-school clubs.

### **Inclusion**

Inclusion is at the heart of everything we do at Holyoakes Field. High quality provision is vital to meet the needs of children and we focus on inclusive practice and ensure barriers to learning are removed. In order to achieve this, we have developed an inclusive ethos, a broad, balanced and innovative curriculum, and systems for early identification of barriers to learning and participation, in addition to having genuinely high expectations for all children.

### **Identifying Special Educational Needs**

#### **Definitions of special educational needs (SEN) taken from section 20 of the 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 which 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.

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



The Code of Practice describes 4 broad categories of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

These 4 areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action our school needs to take, not to fit a pupil into a category. At Holyoakes, we identify the needs of pupils by considering the needs of the whole child, not just the special educational needs of the child or young person.

As a school we recognise that there may be other factors that may impact on progress and attainment but are not SEN:

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation)
- Attendance and Punctuality
- Health and Welfare
- EAL (English as an additional language)
- Being in receipt of Pupil Premium Grant (PPG)
- Being a Looked After Child (LAC)
- Being a child of Serviceman/woman

### **Quality First Teaching - 'The baseline of learning for all pupils'**

Pupils are only identified as SEND if they do not make expected progress following access to high quality teaching and identified targeted support or interventions. High quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEND. In identifying children who may benefit from additional support, the following steps are taken:

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored and discussed at half termly Pupil Progress Meetings.
- b) Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENDCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.



- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is recorded by the school as being monitored due to concern by parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during parents' evenings.

### **A Graduated Response to SEND Support**

Any decision made to make special educational provision for a pupil will involve the teacher, SENDCo and parents considering all of the information gathered from within the school about the pupil's progress. Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the SEND register and an Individual Provision Map (IPM) created identifying outcomes to be achieved. This will be reviewed formally each term at Parent Consultations. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning.

The support provided consists of a four-part process:

- **Assess**
- **Plan**
- **Do**
- **Review**

This is an ongoing 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 interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

#### **Assess**

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.



### **Plan**

Planning will involve consultation between the teacher, SENDCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

### **Do**

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCo.

### **Review**

The effectiveness of the support and the impact on the pupil's progress is reviewed in line with an agreed date.

Adequate progress can include progress which:

1. Is similar to that of peers starting from the same baseline
2. Matches or betters pupil's previous rate of progress
3. Closes the attainment gap between the pupil and their peers
4. Prevents the attainment gap growing wider.

Where a pupil continues to make little or no progress, or if a pupil is not developing as expected or is not responding to action being taken, external professionals are called upon to advise and assist further. They may also help in identifying those pupils whose need for long term support is such that an Education Health Care Plan (EHC Plan) might be required.

Provision mapping is used to track the impact and outcomes of interventions offered to the pupil. The gathering and recording of basic information about a child will be the responsibility of the class teacher and they will communicate any concerns with the SENDCo and in Pupil Progress Meetings. Discussion about the child will follow and further evidence will be sought.



In recording pupils on the SEND Register, the following 'criteria for entering' a pupil is considered:

- The work that has already been completed and by whom. Every teacher is a teacher of **every** child and the role of the class teacher within school is to provide quality inclusive teaching which considers the learning needs of all the pupils in the classroom. It includes providing differentiated work and creating an inclusive learning environment. Pupils are only identified as SEND if they do not make adequate progress once they have received all the intervention/adjustments and good quality personalised teaching.
- Teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.
- Additional intervention and support cannot compensate for a lack of good quality teaching.
- The quality of teaching for all pupils, including those at risk of underachievement, is regularly and carefully reviewed. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.
- The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils.
- Class and subject teachers, supported by the Senior Leadership Team, make regular assessments of progress for all pupils. These look at pupil progress, alongside national data and expectations of progress. Where pupils are falling behind or making inadequate progress given their age and starting point they are given extra support.
- For higher levels of need, where a child continues to make little or no progress, despite well-founded support that is matched to the child's area of need, more specialised assessments from external agencies and professionals are used.
- Once a potential special educational need is identified, action is taken to remove barriers to learning and put effective special educational provision in place. This SEND Support takes the form of a four-part cycle- assess, plan, do, review. This is known as the graduated approach.
- Where a pupil is receiving SEND support, parents are met each term to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school.

Further information can be found in our school **Special Educational Needs and Disability Information Report** which is available on our school website.





### **Application for an Education, Health and Care Plan (EHC Plan)**

The special educational needs of the great majority of children should be met effectively within mainstream settings through SEND Support within school, without the Local Authority (LA) needing to make an assessment for an EHC Plan. However, in a very small number of cases the LA will help in identifying those pupils whose need for long term support is such that an EHC Plan might be required. School will use provision mapping effectively to track the impact and outcomes of interventions offered to the pupil.

In making this decision, the LA will want to closely look at the evidence provided by the school describing the nature, extent and cause of the child's learning difficulties. It will also be necessary to provide evidence of action taken by the school to meet and support the child's academic progress. Therefore, except where a child's condition has changed suddenly, the school will provide the LA with clear recorded evidence of:

- The learning difficulties identified and the action taken by the School within SEND Support
- The action formulated, monitored and evaluated in conjunction with outside agencies
- Consultation with the child and parents, taking into account their views, wishes and feelings and any other information provided by them or at their request
- Evidence that at all possible times the child has been involved in planning IPP's and reviewing them.

In most cases the issuing of an EHC Plan will entail the LA making additional resources available. The final EHC plan must be issued to the governing body or headteacher named in the EHC plan. If a child is not issued with an EHC Plan then this responsibility will remain with the school. The Headteacher and SENDCo will ensure that each child's special educational needs, as set out in the EHC plans, are known to the child's class teacher and arrangements are in place to meet them. It is the responsibility of the class teacher to ensure that the child's progress is monitored and informally reviewed during the course of the year.

Children with EHC Plans will be treated in the same way as any other child with special educational needs although the degree of differentiation and the amount of learning support may be greater. Formal reviews of the EHC plan must take place at least annually.

### **Supporting Pupils and Families**

The Local Authority publishes a local offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEND or are disabled, including those who do not have EHC plans. The local offer includes provision in the Local Authority's area. It also includes provision outside the local area that the Local Authority expects



is likely to be used by children and young people with SEND for whom they are responsible.

Further information about can be found via the SEND Local Offer:

<https://www.worcestershire.gov.uk/sendias>

Or by contacting SENDIAS (Special Educational Needs Disabilities (SEND) Information and Support Service)

[sendiass@worcestershire.gov.uk](mailto:sendiass@worcestershire.gov.uk)

### **Supporting Pupils with Medical Conditions**

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have SEND and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. Further information can be found in the school's Medical Conditions Policy.

### **Inclusion of Pupils with SEND**

Pupils with SEND have full access to the curriculum through adaptive teaching and specialist SEND provision provided by the school as is necessary. Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, discussions with the child's parents will be held for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEND are provided. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND. In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group support is available where it is felt pupils would benefit from this provision. We set appropriate individual targets that motivate pupils to do their best, and celebrate achievements at all levels.

The Headteacher and SENDCo oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school. The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom. The school will seek advice, as appropriate, around individual pupils, from external support services. Advice will be sought from the Beacon Short Stay School or the Positive Behaviour Team for children who have behavioural concerns.



### **Working in Partnerships with Parents**

Holyoakes Field First School believes that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- Continuing social and academic progress of children with SEND
- Personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENDCo may also signpost parents of pupils with SEND to other agencies and services where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

### **Evaluating the Success of Provision**

Regular and careful monitoring and evaluating of the quality of provision offered is part of school's practice. Regular audits, review, sampling of parent views, pupil's views and staff views form part of the cycle of review. Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

Pupil progress will be monitored each term in line with the school policy of assessment. SEND provision and interventions are recorded on a class provision map. These are updated by the class teacher at least once a term and are monitored by the SENCO. These reflect information passed on to the teacher, either by the previous class teacher or the SENDCo, at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated each term by the SENDCo and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

The success of the SEND policy will be measured by how well it manages to achieve its aims, and by how well it is understood by teaching and support staff. The school will use the following methods to evaluate success:

1. The number of children recorded as SEN Support
2. Improving amount of progress children make as seen in school tracking;
3. Feedback from Intervention;
4. Positive feedback from parents;
5. Progress recorded in evaluations of IPP's;
6. A pupil becoming happier with his/her own self-image, or becoming more comfortable with school and schooling.



Obviously, success will be specifically linked to each pupil and his/her needs. What may be deemed a success in one case may not be in another.

### **Links with Other Agencies**

Holyoakes Field First School 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 these agencies which may include:

- Early Help or Family Support
- Psychology Service
- Child and Adolescent Mental Health Service (CAMHS)
- Behaviour Support Service
- Social Services
- Speech and Language Service
- Learning Support Services
- Specialist Outreach Services

### **Training and Resources**

Resources are provided that support those with additional needs, including children with SEND and disabilities. An amount is identified within the overall budget, called the Notional SEND budget, which is allocated for the provision of high quality appropriate support. As part of the normal budget planning, the approach to using resources to support the progress of pupils with SEND is determined. The cost of the more expensive support is not expected to be taken from core funding. Additional support is provided, which costs up to a nationally prescribed threshold per pupil per year. The Local Authority provides additional top-up funding where the cost of the special educational provision exceeds the nationally prescribed threshold.

### **The Role of the Governing Body**

The Governing Body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively. The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The Head teacher reports the outcome of the review to the full Governing Body.

### **Confidentiality and Transfer of SEND Records**

The class teacher will keep the SEND records of children currently in her/his class who have SEND Support in the Class File, with copies of all records being kept in the SEND file. All staff must bear in mind the need to maintain strict confidentiality about SEND records or EHC Plans. These records will need to be passed on in person from one teacher to the next at the end of each academic year. Therefore, only a child's class teacher, the SENDCo and the Headteacher will have access to a child's SEND records. Teaching Assistants will be provided with information about individual children



as required to carry out their roles. Parents will be given access to their child's records upon request to the Headteacher. Records are transferred to a child's middle school or when s/he moves to a new school, separately from their school records, and given directly to the SENDCo.

### **Complaints Procedure**

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher or SENDCo, who will be able to advise on formal procedures for complaint.

### **Review of Policy**

This policy will be reviewed, evaluated and updated every two years by the SENCO and all members of staff. Yearly feedback will be given to the Governing Body by the SENCO as part of the governor monitoring process.

