Hollinswood Primary School & Nursery

SEND Policy

June 2026

Hollinswood Primary School and Nursery-SEND Policy

SENCo: Samantha Jones, (NASENCO award 2013). The SENDCo will meet statutory qualification requirements and engage in relevant professional development to ensure effective leadership of SEND provision.

Named Governor: Peter Timson

Overview

This policy has been reviewed in line with;

- Children and Families Act 2014
- SEND Code of Practice: 0–25 years (January 2015, updated GOV.UK publication)
- Equality Act 2010
- Special Educational Needs and Disability Regulations 2014
- Keeping Children Safe in Education (current edition)

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to communication and interaction needs, cognition and learning needs, social, emotional and mental health difficulties and/or sensory and physical needs.

Inclusion

The school recognises its duties under the Equality Act 2010 and will make reasonable adjustments to ensure disabled pupils are not placed at a substantial disadvantage. The school will actively promote equality of opportunity and inclusion for all pupils.

At Hollinswood Primary and Nursery School, we feel that an inclusive education is about creating a secure, accepting, collaborating, and stimulating community in which everyone is valued. We recognise the entitlement of all children to equality of opportunity and access to education. All children have a right to be valued for what they are, and who they are, on the educational continuum. The values implicit in developing an inclusive culture within school need to be shared between, and agreed upon, by all staff, children, governors, and parents/carers. We believe that every teacher is a teacher of every child or young person including those with SEND.

Educational Inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment, and background. We pay particular attention to the provision for and the achievement of different groups of learners.

- Girls and boys
- Ethnicity groups

- EAL learners
- Disadvantaged pupils
- Learners with SEN
- Learners who are looked after

School Vision and Values

At Hollinswood Primary School & Nursery we aim to develop every child's skill, knowledge and attitudes in order for them to become confident, independent and inspired learners.

We encourage the children to have high expectations and to contribute towards, reflect on and shape their role as learners - in addition to being responsible members of the school, the local and the wider community.

Through a context rich curriculum that goes beyond the school walls, children are given the confidence to aim high and to be the very best that they can be.

We see excellence in teaching and a love of learning as the key to succeeding in life. In a supportive, positive and caring environment our teachers and our learners are fully committed, focused on the task ahead, passionate in overcoming obstacles and alive for a challenge.

At the heart of our vision are our values. These are:
being **respectful,** being **resourceful,** being **resilient** and being **responsible.**

Aims

- Raise the aspirations of and expectations for all pupils with SEND.
- To promote early identification of needs and ensure those needs are met appropriately.
- To meet individual needs through a wide range of provision and teaching strategies.
- To provide curriculum access for all.

Objectives

- To identify and provide for pupils who have special educational needs and additional needs.
- To work within the guidance provided in the SEND Code of practice, 2015.
- To provide a Special Educational needs co-ordinator (SENCO) who will support all members of school staff in providing appropriate provision for pupils with SEND.
- To have a clear focus on outcomes for children and young people

Identifying Special Educational Needs

A pupil has SEND when their learning difficulty or disability calls for special educational provision which is additional to that normally available to pupils of the same age. It is with great care and consideration that pupils are identified as having Special Educational Needs, considering a variety of assessments and observations. We believe that often good quality first teaching is enough to target a weakness in progress. Where progress continues to be less than expected, then further assessments are made to gather evidence.

When identifying a pupil as having Special Educational Needs, we refer to the four broad categories of need outlined in the SEND Code of Practice, 2015;

- Communication and interaction
- Cognition and learning
- Social, Emotional and Mental Health difficulties
- Sensory and/or physical needs

At our school we identify the needs of pupils by considering the needs of the whole child which will include not just the Special Educational Needs of the child or young person. We recognise that it is not just SEND that can have an impact on progress and attainment, other factors to consider include:

- Disability
- Attendance and Punctuality
- EAL
- Health and Welfare
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

We recognise that identifying behaviour as a need is not an acceptable way of describing SEND. Through careful assessment, observation and often advice from external services, a child's behaviour is very often identified as a response to one of the four broad categories of need as detailed in the SEND Code of Practice, 2015. The school recognises the relationship between mental health and SEND. Where concerns are identified, staff will work collaboratively with families and external professionals to ensure appropriate support is provided.

A Graduated Approach to SEN Support

At Hollinswood Primary School and Nursery, we identify that as teachers we are responsible and accountable for the progress and development of all pupils. We very much believe that high quality first teaching, where learning is differentiated to meet individual's needs, is the first step in responding to pupils who have or may have SEND. SEND support follows the graduated approach outlined in the SEND Code of Practice through a cyclical process of Assess, Plan, Do,

Review. Pupils, parents/carers, school staff and, where appropriate, external agencies contribute to each stage of the cycle. ***See Graduate Response Flow chart (appendices)***

Progress and attainment are regularly monitored as part of the school's policy, teachers report where each pupil is working each half term. Pupil progress meetings are held half termly to review progress of all pupils and to identify pupils for targeted support. As part of these pupil progress meetings, staff review teaching and learning strategies as a team, including the Inclusion leaders, so knowledge and expertise can be drawn up. Teachers evaluate the impact of provision drawing on evaluations from intervention groups led by Teaching Assistants, work in books and observations in class. If pupils continue to make limited progress, then advice is sought as part of these meetings.

The decision to provide special educational provision will involve class teachers, SENCo and the parents of the child. Information is gathered over time tracking both achievement and progress. Advice is often sought from external agencies such as speech and language therapist, Educational Psychology and the Learning Support Advisory Teachers to support with the decision to identify SEND. Following assessments, school staff plan targets and provision, this is then implemented and reviewed at least termly with the SENCo, Class teacher and the parents of the child.

Pupils receiving SEND Support will have a SEND Support Plan that details outcomes, provision, strategies and review arrangements. This will identify what short-term targets the pupil is working towards, what is in place to support the pupil to achieve the targets, current levels of attainment are recorded on this format. These are regularly reviewed by the SENCo and class teacher, the provision maps enable teachers to monitor closely the progress and development of pupils with SEND where other data may not show clear progress for particular pupils. Targets on a provision map can be more specific and focused. We recognise and value the importance of the involvement of parents. Class teachers meet at least termly with parents of pupils with SEND to review targets and provision. Parent views are sought during the SEN review meeting.

For some pupils, a One Page Profile is put together to summarise a pupil's needs, interests, motivators, and provision that is in place to support them in class. This is to clearly communicate the needs of pupils to other adults who might work in their class such as Teaching Assistants, Crossbar coaches, supply teachers and student teachers. These profiles also support with transition to different year groups and Key Stages. They are also used when sharing information at ISF panels, EHCP panels and with outside agencies such as the LSAT team.

Inclusion Schools Forum

The Inclusive School Forum is a school led forum within Telford and Wrekin that provides support and challenge to mainstream schools regarding the provision and practice they deliver for children with Special Educational Needs and Disability (SEND).

It aims to provide an opportunity to network and deliver peer to peer guidance. The focus is, through sharing best practice, to develop an inclusive education system within Telford and

Wrekin whereby children with increasingly complex needs achieve and succeed within mainstream schools.

A key function of the forum is to support a school's delivery of its graduated approach, through assess, plan, do and review cycles. To enable schools to intervene early and with pace the forum has an allocation of high need top up funding (to be known as Additional Inclusion Funding or AIF) from the Local Authority which can be accessed where criteria is met, and documentation required has been completed. An Education Health and Care Plan will not be required to access AIF funding.

Referral for an Educational, Health and Care Plan (EHCP)

If a child has long-term or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by the parent. This will occur where the complexity of need or lack of clarity around the needs of the child are such that a multi-agency approach to assessing the need, to planning provision and identifying resources, is required. If a pupil's needs are significant and the provision, they require equates to above the notional SEN budget of £6000, a school may make the decision to apply for an EHCP assessment to support the pupil long term.

The decision to request an Education, Health and Care Needs Assessment will be made following careful consideration of evidence gathered through the graduated approach and in partnership with parents/carers and relevant professionals. The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Head teacher
- Teachers
- SENDCo
- Social Care
- Health professionals

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 group of people from Education, Health and Social care about whether the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can be found via:

The SEND local offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and

provision that are available to both those families in Telford and Wrekin that have an Education, Health and Care Plan and those who do not have a plan but still experience some form of SEN.

http://www.telford.gov.uk/send

Managing Pupils classed as having SEND

Pupil progress meetings are held half termly and SEN meetings termly, at these meetings provision and its impact are evaluated, and updated. Next steps are identified at these meetings. Parents are involved with SEN meetings along with class teachers, SENCo and Teaching Assistants.

Pupil Voice

The views, wishes and feelings of the child or young person will be sought and taken into account when planning, reviewing and evaluating SEND provision. Pupils will be supported to participate in decisions affecting their education and outcomes. Their pupil voice is sought prior to SEND review meetings each term and annual review of EHCPs.

Training

All staff and the SENCo attend training in line with the priorities identified in the Raising Attainment Plan, in response to the individual needs of the child or the need to be kept up to date with information and legislation. SEND issues are discussed during our regular staff meetings.

The SENCo attends relevant training and disseminates the details to all the staff as appropriate or individuals can access training that is necessary for their professional development. These include:

- SEND Inclusion network meetings.
- Regular attendance at EHCP panels.

Support services available

We believe that effective action on behalf of children with SEND depends upon close co-operation between the school and other professionals, e.g. the LA, SEND Support Services, Health Services, and Sensory Inclusion Service.

Advice and support from outside agencies can be purchased if a need is identified. The school identifies and prioritises its needs in the Spring Term and buys in the services of a Learning Support Advisory Teacher (LSAT) as well as Behaviour Support (BST), and Educational Psychology as necessary.

Resources

All pupils with SEND will have access to Element 1 and 2 of a school's budget which may be up to £6,000. Some pupils with SEND may have access to additional funding through an EHCP

or an application to the ISF panel. For those with the most complex needs, additional funding is retained by the local authority. The provision of additional support for teaching assistants is made as appropriate from our delegated SEND budget. This support is agreed and mapped out by the Head teacher, in conjunction with class teachers and support staff.

A proportion of our capitation budget is allocated for resources, which include materials for use in supporting children with SEND. Development of resources to support children with SEND is ongoing and linked to the needs of the children and advice from other agencies. The children with EHCP's in our school receive support through a combination of teacher and teaching assistant support in small groups or on a one-to-one basis where appropriate

Roles and Responsibilities

The Role of the SENCo

- Overseeing the day-to-day operation of SEND Policy and keeping the policy up to date.
- Co-ordinating provision for children with SEND and overseeing the records of all children with SEND.
- Ensuring there is liaison with parents and other professionals in respect of children with SEND including maintaining accurate, up to date records with relevant background information about individual SEN children.
- Advising and supporting practitioners in the school
- Ensuring appropriate SEND support plans are in place as well as reviewing these and children's progress with class teachers and TA's on at least a termly basis.
- Monitoring classroom practice through book scrutiny, Lesson planning, interviews with children and lesson observations
- Analysis of SEND pupil tracking data for individuals and groups of pupils
- Organising liaison with outside agencies and for the transfer of children to another school as well as Annual Review meetings of children with Statements of SEND including Education and Healthcare Plans.
- Identification of relevant training that is needed across the school.

The role of the Governing Body

SEND Governor:

The governing body will ensure that:

- SEND arrangements comply with the Children and Families Act 2014.
- Annual SEND information is published.
- Appropriate resources are allocated.
- SEND provision is monitored and evaluated.
- The school meets its Equality Act 2010 duties.
- A designated SEND governor provides strategic oversight.

The role of the Class Teacher

- Work with all pupils to identify and monitor individual needs
- Plan, deliver and review Individual Provision Maps and Education Plans
- Work within a team with teaching assistants to support the social, emotional, learning and physical needs of children
- Liaise with the SENCo and outside agencies as appropriate

- Involve the children in planning their targets as relevant
- Maintain close links with parents
- Share information at EHA meetings, and other multi agency meetings
- Plan and deliver high quality lessons that meet the needs of all learners through adaptive and flexible teaching.

The role of the Teaching Assistant

- Work under the direction of the class teacher.
- Support in class to help to ensure the needs of all children are met through adaptive and flexible teaching.
- Implement targets from provision maps and intervention planning on a 1:1 or small group basis.
- As necessary, monitor progress of pupils against targets set in provision maps or individual education plans.
- Discuss progress with the class teacher, SENCo and children as appropriate
- Support all pupils positively.
- Input towards, and attendance at Annual Review meetings as required.
- Support with resource management, including ordering new resources under the direction of the SENDCo

Monitoring and Evaluation

The effectiveness of SEND provision will be monitored through:

- pupil progress data
- provision reviews
- learning walks
- pupil voice
- parent feedback
- annual review outcomes
- governor monitoring visits
- SEND development planning

The governing body will receive regular reports regarding SEND provision and outcomes.

The school's SEND Information Report is published annually on the school website and is reviewed in accordance with the SEND Regulations 2014. The report should be read alongside this policy.

Reviewing the Policy

S Jones
July 2026

The SEND policy is reviewed and updated regularly to ensure it is up to date with current legislation.

Accessibility

In accordance with the Equality Act 2010, the school maintains and reviews an Accessibility Plan which is published on the school website. The plan sets out how the school will improve access to the curriculum, physical environment and written information for disabled pupils.

Dealing with complaints

Complaints with regard to the provision of support for children with Special Educational Needs should follow the procedures as set out in the Complaints policy.

Date Created	July 2026
Approved By	Full Governors
Date for Review	July 2027

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