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# Special Educational Needs and Disability Policy

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## **Hallam Primary School** **Policy for Special Educational Needs and Disabilities (SEND)**

This policy has been written with regard to the 2015 SEND Code of Practice: 0-25 years, the Equality Act 2010 and the Children and Families Act 2014 and aims to support inclusion for all of our children. The responsibility for the management of this policy falls to the Headteacher and Inclusion lead; the day-to-day operation of the policy is the responsibility of the Inclusion Lead.

### **Introduction:**

Our overall school philosophy is to help every child realise his or her true potential, socially and academically. The school aims to deliver a broad, full, and balanced curriculum in an atmosphere where children feel valued, secure and happy. In planning teachers set suitable learning challenges and respond to children's individual needs, ensuring a commitment to removing barriers to learning. We are committed to ensuring that children who are recognised as having a special educational need have the same rights, opportunities, and entitlement as other pupils

### **Definition of Special Educational Need**

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 him or her. A young person has learning difficulty if he or she: (a) Has a significantly greater difficulty in learning than the majority of others the same age; or (b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others the same age in mainstream schools (SEND Code of Practice 2015 p.15/16)

### **Definition of Disability**

Many children and young people who have SEN may also have a disability under the Equality Act 2010; that is 'a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities'. Long term is defined as 'a year or more', 'substantial' is defined as 'more than trivial' (SEND Code of Practice 2015 p.16) We will ensure that all staff in the school are able to identify and provide for those children who have special educational needs or disabilities to allow children with SEND to join in the activities of the school and to ensure the school is an inclusive place to be. The staff and governors of the school will work to ensure that all SEND children reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments.

### **School Admissions**

No pupil will be refused admission to school based on his or her special educational need. In line with the Equality Act 2010 we will not discriminate against disabled children in respect of admissions for a reason related to their disability. We will use our best endeavours to provide effective educational provision.

### **Aims**

This policy aims to support all members of staff in providing inclusive whole school approaches towards the learning, progress, and achievement of SEND children. With this underlying principle, we believe that; All teachers are teachers of Special Educational Needs. Every teacher is responsible and accountable for the progress and development of all children in their class, even where children access support from teaching assistants or specialist staff.

Teaching and supporting children with SEND is therefore a whole school responsibility requiring a whole school response. Meeting the needs of children with SEND requires partnership-working between all those involved: Local Authority (LA), Inova School Academy Trust (TSAT), school, parents/carers, children, children's services and all other agencies.

### **Objectives:**

- This SEND Policy reflects the principles of the 0-25 SEND Code of Practice (2015). The aims of this special educational needs and disability policy are to:
- Ensure the Equality Act 2010 duties for children with disabilities are met,
- Enable children with special educational needs to have their needs met,
- Facilitate full access to a broad, balanced, and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum, for children with special educational needs and disabilities
- support children with medical conditions and to have regard to statutory guidance supporting children at school with medical conditions,
- Implement a graduated approach to meeting the needs of children using the Assess, Plan, Do, Review process,
- Develop a culture of inclusion, valuing high quality teaching for all learners with teachers using a range of effective differentiation methods,
- Employ a collaborative approach for learners with a SEN or disability, their families, staff within school, other external agencies including those from Health and Social Care,
- Share expertise and good practice across the school,
- Make efficient and effective use of school resources,
- Have regard to the Code of Practice (2015) for the identification, assessment, support, and review of special educational needs,
- Work with the Local Authority to meet specific requirements.
- Promote the development of self-confidence and self-esteem in all children.
- Promote emotional well-being.
- Ensure that all children receive quality first teaching
- Ensure that parents and families are fully involved in supporting their child's development and education.
- Ensure that a child is involved and has a voice in the process

### **Facilities for pupils with Special Educational Needs**

The school has a number of stairs, however there is lift access and various ramps at points throughout the building. The school will have regard to the Equality Act 2010, the Children's and Families Act 2014 and The SEND Code of Practice 2015: 0 to 25 years in terms of admitting pupils with disabilities.

There are several intervention rooms suitable for individual and small group support.

Resources Delegated Funding, applied for via the locality procedure for High Needs Pupils, is used to pay for Support Staff who support children with complex needs. Additional school funds support the management of SEND provision by purchasing resources and training staff to meet the changing needs of the pupil profile.

School also buys additional support from the Speech and Language Service Let's Verbalise in order to develop staff members confidence and expertise and ensure that all children's needs are catered for.

## **Foundation stage/ Early years**

We endeavour to ensure that early year's practitioners are able to identify and provide for those pupils who have special educational needs. Early identification and referrals play a key part in this and ensure the best outcome for the family and child. We endeavour to ensure that reasonable adjustments are made so that all children are given an equal opportunity to join in.

We recognise that Parents play a key role and have knowledge and experience to contribute towards what their child's needs are and have a voice when deciding what the best way of supporting their child is.

The government's Early Learning Goals set out what most children will have achieved by the end of the foundation stage. Children will progress at different rates and by the end of this stage most children may be working towards the goals. Individual's progress is monitored carefully throughout the year to ensure that children's needs are being met. Those children who are not attaining Early Learning Goals will be assessed against Ages and Stages. On-going difficulties may indicate the need for help over and above that which is often needed for children within foundation stage. We would at this point raise an initial concern, which may lead the school to involve outside agencies such as speech and language therapists and the early years inclusion team if both the school and family feel that the children's needs are beyond the expertise of the SENDCO and class teacher.

If a child already has an identified special educational need or education health care plan then this information will be transferred and acted upon, making sure that we are building on what has already taken place. We strongly believe that early intervention produces the most successful outcome to the child being happy and successful in school.

## **Identification, assessment, and provision**

Hallam is committed to providing equal access for all children to all areas of the curriculum and we recognise that to achieve this, provision must be made in curriculum planning, delivery and assessment for children of differing abilities. Differentiation is the responsibility of every member of staff. Children with special educational needs must enjoy success and value themselves as learners. We encourage children to be involved in their own learning and to be aware of their own targets. All children in school must learn and understand that different children have different needs and that every child must be valued as a learner. We are committed to inclusion and place a high value on all children receiving a fully inclusive education appropriate to their needs. This starts with wave one which is high quality first teaching delivered by the class teacher and support is implemented and provision personalised where necessary.

Early identification and intervention with the support and involvement of parents is a vital part of our assessment procedures.

We have adopted the Code of Practice on the identification and assessment of special educational needs (August 15). The Code of Practice sets out stages for the management of special educational needs;

### **Wave 1**

Wave 1 is high quality first teaching, which includes differentiation and a range of educational opportunities being provided.

### **Initial Concern**

Early identification is very important and parents, teachers or carers may raise initial concerns. Once an initial concern has been raised, the class teacher will, through observation and assessment gather evidence as to the severity of the need. The teacher will fill in a record of concern form and inform the

parents and SENDCo and review meeting will put in place to decide whether any further action is needed.

**Wave 2**

If it is felt that the child’s needs will be best met by further intervention, the parents and the Special Educational Needs Coordinator (SENDCo) will be informed, and the child will be placed at Wave 2. Extra support may be given at school through targeted small group intervention or 1:1 support at wave 2.

The child’s progress will be reviewed at parents’ meetings and at the teacher’s discretion.

**SEN Support**

If there are still concerns about the child’s progress, support will be sought from outside agencies and the child will be placed on the SEN register at SEN Support. Termly: parents, teachers and outside agencies will meet and clear targets for progress will be set. In order to gain the child’s/family and schools voice a one-page profile will be devised, which will outline the child’s needs and their termly target to be working on in class. The one-page profile will be reviewed termly at SEN reviews.

A child will stay on the register at SEN support until the SENDCO or outside agency feels that progress has been made and that the child no longer needs that outside agency support.

**Sheffield Support Grid**

Children on the school’s SEND Register are identified by need and provision using the Sheffield Support Grid.(SSG) The Support Grid is broken down into the 4 main areas with sub-categories in each. Each sub-category is levelled from 1-5 with 1 being the lowest level of need and 5 being the highest level of need. Children should be plotted according to their need and the provision they are receiving in school to support their needs.

Locality SENDCOs visit schools annually to moderate levels to ensure consistency across the city. Schools are then required to submit their figures to the Local Authority. These figures inform funding decisions for each of the seven Localities; Hallam Primary School falls within Locality F.

**The four broad areas of Special Needs as set out in the Code of Practice are:**

1. Communication and Interaction	A. Speech and Language
	B. Social Communication (and including those with a diagnosis of Autism)
2. Cognition and Learning	A. Learning
	B. Specific Learning Difficulties
3. Social Emotional Mental Health	A. Emotional Regulation
	B. Mental Health
4. Sensory and Physical	A. Visual Impairment
	B. Hearing Impairment
	C. Physical
	D. Medical

- Communication and interaction – which can include children on the autism spectrum.
- Cognition and learning- which includes moderate, severe and profound learning difficulties as well as specific learning difficulties such as dyslexia, dyspraxia and dyscalculia
- Social, emotional and mental health – this may present in different ways such as: anxiety, being withdrawn, disruptive behaviour and includes ADHD/ADD/ attachment disorder

- Sensory and/or physical needs- which includes hearing impairment, visual impairment, multisensory or physical disability.

However, we recognise that a child's need may fall into more than one category or change over time.

Outside help and support can be obtained from:

- ✦ Educational Psychology Service
- ✦ Speech and Language therapists
- ✦ Physiotherapy and Occupational therapy services
- ✦ The school nurse and school health service
- ✦ Social Services, Child and Family Therapy team
- ✦ The Service for Sensory Impaired Children
- ✦ The community paediatrician.
- ✦ The Multi Agency Support Team (MAST)
- ✦ The Autism support team
- ✦ Early years inclusion team

### **Extended Support plan**

If a child does continue to have difficulties, then a meeting will be held, to which the relevant professionals, parents/carer and child will be invited to in order to devise a personalised learning plan (Extended Support Plan) which will include SMART targets for the child to work towards. This will be reviewed at least twice before a request for review to assess meeting can be held and a decision is made as to whether an Education Health Care Plan (EHCP) would be more appropriate.

### **Education Health Care plan (EHCP)**

Where we feel a child may need specialist provision now or in the future, or their need is considered to be Level 4 or above on the Sheffield Support Grid, in conjunction with other professionals, we will consider making a Request to Assess (R2A) for an EHCP. This can only be done with consent from parents/carers. It is a lengthy process for the school to apply for an EHCP, even where children have an extremely high level of need. Sheffield Schools firstly need to complete a Extended Support Plan document and carry out at least two reviews. Then, school can take cases to a locality panel meeting for a consultation regarding the Extended Support Plan. Following this, a second quality assurance locality panel meeting needs to take place before a third meeting to formally make a 'Request to Assess' the child. If the locality panel agrees the case meets the threshold, school can then send all the relevant documents to the Local Authority where they will then decide whether to proceed with an assessment. At this point, the 26-week statutory timescale begins. An Educational Psychology assessment is also necessary before applying. If agreed by the Local Authority, an EHCP will be issued, once a draft has been approved by parent/ carers. Once in place, special provision outlined in the document become a legal requirement for the child. EHCPs must be formally reviewed at least once each year. These Annual Reviews can be completed earlier where a change in provision is requested by parent/carers or where there has been a significant change in needs or circumstances. Where a child in Early Years has an EHCP, this will be reviewed every six months.

All class teachers will retain the responsibility for pupils with SEN. Each class teacher has a Special Educational Needs file with copies of all the relevant paperwork and letter formats. Copies of one-page profiles for children at SEN support are also given to the SENDCo.

The SENDCo, head teacher and teachers responsible for areas of the curriculum offer support for parents and the staff as a whole.

Staff with a responsibility for a curriculum area ensures that provision for special educational needs is provided for within their policy. It is our responsibility to ensure that all children with special educational needs have access to the whole curriculum, although, because of a child's particular difficulties, this access may be limited. Each child is as fully integrated as possible, though there may be times when children will need to be withdrawn.

Where visits are arranged, staff will make necessary provision to include all pupils and if this is not possible, alternative arrangements will be made to provide appropriate activities.

Support, when required, is provided by LSA's (learning support assistants). The budget for this is included in the school's funds and directed accordingly. A termly audit of need is completed by the SENDCo and the SLT, and the Learning Support Assistants are timetabled accordingly after pupil needs have been identified at termly Pupil Progress Meetings.

### **Assessment**

Early identification, assessment, and provision for any child with special educational needs are crucial. To help identify children who may have special educational needs the following procedures are used:

- baseline assessment
- progress through the Early Learning Goals
- pupil performance, monitored by the class teacher as part of ongoing observation and assessment
- Birmingham toolkit for those needing more targeted assessments and are working two years behind.
- Progress against the objectives specified in the Sheffield STAT.
- standardised assessments
- individual and whole school pupil tracking sheets
- Loche and Beach

Assessment is used to measure children's attainment and progress against the expected levels for the majority of their peers. Children whose overall attainments, or attainments in specific areas, fall significantly outside the expected range may have special educational needs.

### **Role of the SENDCo**

The SENDCO at Hallam Primary School is Stacey Hughes and Alice Hale (Deputy SENDCo). They are responsible for:

- liaising with and advising staff
- coordinating provision for pupils with special educational needs
- overseeing the records of all pupils with special educational needs ensuring that termly reviews take place and annual reviews for pupils with an EHCP
- liaising with parents and external agencies
- the day-to-day operation of the school's Special Educational Needs policy
- updating and reviewing the Special Educational Needs policy
- completion of the special needs termly audits and organising support from the Learning Support Assistants

- organising and contributing to the in-service training of staff
- attending training courses and coordinators meetings and organising 'feedback' of relevant information to staff
- working in partnership and under the guidance of the SLT - Organizing parental support groups.
- Termly reviews.
- Working with the Local authority to ensure that all provisions are accurate and meet needs of pupils
- Working with parents to ensure effective provision for their child
- Reporting SEN issues to Governors.

### **Governors Objectives**

The governor's duties for special educational needs are: -

- ✦ to do their best to secure that the necessary provision is made for any pupil with special educational needs
- ✦ to assign a governor to oversee the provision of SEN in school
- ✦ to ensure that teachers are aware of the importance of identifying and providing for pupils with special educational needs
- ✦ to consult the LEA
- ✦ to report annually to parents on the school's provision for pupils with special educational needs
- ✦ to ensure that special educational needs pupils join in the activities of the school wherever possible
- ✦ to ensure that children identified by the LEA as having special educational needs have their needs known by all who are likely to teach the child

### **Monitoring and Evaluation**

The Governors will receive an annual report on developments and provision for special educational needs.

The governor responsible for special educational needs is Ian Robinson

The SENDCo will monitor provision through termly reviews and informal discussions with teachers, parents/carers and children.

Complaints are dealt with sensitively and promptly by the SENDCo and if they cannot be resolved they will be passed on to the senior management team or more formally addressed through our school complaints procedure.

### **Working with Parents**

Parents are contacted as a matter of priority about any concerns felt by the school and are kept informed. This will be the responsibility of the class teacher and the SENDCo. All records monitoring a child's progress are available to parents and all information is treated confidentially.

The school recognises that parents hold key information and have a vital role to play in supporting their child's education. To enable communication with parents to be as effective as possible we:

- \* acknowledge and draw on parental knowledge of their child
- \* focus on children's strengths as well as areas of need
- \* provide user-friendly information wherever possible
- \* recognise the personal and emotional involvement of parents and are aware of their feelings
- \* keep them fully informed and try to ensure they understand procedures

## **Pupil Participation**

Children are encouraged to express their views and opinions appropriately and to feel confident that they will be listened to and that their opinions are valued. Children with special educational needs are involved in discussions about their targets. These are reviewed at an appropriate level with their class teacher, the SENDCO or their parents.

Children are given their targets (where appropriate) on a child friendly format.

## **Transition**

Transition is a stressful time for all children and those with special educational needs. Foundation staff regularly visits local pre-school provision, and all children have the opportunity for at least 3 visits to their new classroom before they start school. Extra visits can be arranged if it is felt that these would be beneficial. The SENDCO attends review meetings for these children prior to their admission and will try to ensure a smooth transition by providing support as appropriate.

At transition to secondary school the secondary school SENDCO is invited to the child's final review meeting and extra visits to the school are arranged if it will be beneficial. Records are passed on and the Y6 class teacher meets with the secondary school SENDCO to pass on any additional information/strategies that might be beneficial.

## **The Local Offer**

The purpose of the Local Offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from 0 – 25, across education, health, and social care. The Local Offer can be found on both the council page and the school website.

## **Other related documents**

This policy should be read in conjunction with the following documents, all of which are available on the school website.

- Medical Conditions Policy
- Accessibility Policy
- Local Offer
- SEN Information Report
- Behaviour Policy
- Attendance Policy
- Child Protection and Safeguarding Policy
- Anti-bullying Policy

## **Policy review**

This policy was written by Stacey Hughes in July 2026.

All staff members were consulted and approved the policy in September 2025

The Governing body was consulted and approved the policy in September 2025

Staff views were sought at a staff meeting.

## **Next review date July 2026**

Stacey Hughes  
Inclusion Lead  
July 2026