

Special Educational Needs and Disability Policy

DATE FINALISED – June 2025

DATE TO BE REVIEWED – June 2026

**Name of SENCO –** Mrs C Oakes

**National Award for SEN Coordination (NASCO) Status –** Not required as in post before 2009 however currently enrolled on NPQSEN due to complete May 2026.

**Contact Details of SENCO – 01928 714666**

 Senco.hillview@haltonlearning.net

**SEND Governor** – Mrs T Fitzsimons

The SENCO will be contactable during school hours and will use their best endeavours to respond as soon as possible, please expect any responses to be made during working hours and in term time.

The role of the SENCO at Hill View Primary School is the Deputy Head Teacher and therefore a member of our Senior Leadership Team. The policy was developed in collaboration with staff, parents/carers and governors to promote the Inclusive practice and approach we have in our school. It is important to recognise that all teachers are teachers of all children and we use reasonable adjustments to remove barriers to children’s learning and development so they can achieve their full potential and meet their very best outcomes.

The Headteacher, Mr Jackson, advocates and works closely with the SENCO to ensure reasonable adjustments are made to the curriculum, teaching, learning and assessment opportunities and the accessibility of opportunity for all children including those with Special Educational Needs and/ or Disability (SEND).

**Aim :** At Hill View Primary School we aim to:

* Continually raise the aspirations of and expectations for all pupils with SEN and Disability, our school provides a focus on outcomes for children and young people and not on the hours of provision/support.
* Create an inclusive environment that recognises all needs of children with SEN and Disability and provides a broad and fulfilling educational experience which prepares each individual for adulthood.

**Objectives:** At Hill View Primary School we will fulfil our aim through the following objectives:

1. To identify and provide for children and young people who have special educational needs, disability and additional needs
2. To work within the guidance provided by the SEND Code of Practice (January 2015)
3. To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
4. To provide a Special Educational Needs Co-ordinator (SENCO) who will work with teachers, Support Staff and other key individuals or services
5. To provide support and advice for all staff working with special educational needs pupils

**Identifying Special Educational Needs and Disabilities**

At Hill View Primary School we recognise the importance of the early identification of children who may be facing challenges or difficulties in accessing the curriculum and/or in their personal and social development. Before the SENCO becomes involved, we expect our teachers to use regular assessment, monitoring and observation and work with the SLT in Pupil Progress Meetings to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which is:

* 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

We also recognise that slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having an SEN. However, the school may use this as an indicator of a range of learning difficulties or disabilities. Equally, we do not assume that attainment in line with chronological age means that there is no learning difficulty or disability for that individual child. Some learning difficulties and disabilities occur across the range of cognitive ability and, if left unaddressed, may lead to frustration and the child becoming disaffected from education, or resulting in emotional or behavioural difficulties both within school and at home. We will continually work with parents/carers to listen and hear their concerns that they may have in regards to their child’s development and progress towards outcomes.

The SEND Code of Practice (January 2015) specifies 4 Broad Areas of Need and this includes more specific needs;

* **Communication and Interaction** – including Speech, Language and Communication Needs and Autism Spectrum Conditions
* **Cognition and Learning** – including Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) and Profound and Multiple Learning Difficulties (PMLD) and Specific Learning Difficulties (Dyslexia, Dyscalculia, Dyspraxia)
* **Social, Emotional and Mental Health** – including ADHD, ADD, Attachment Disorder or an underlying mental health need such as anxiety, depression, self-harming, substance misuse, eating disorders or physical symptoms not medically explained.
* **Sensory and/or Physical Needs** ­– including hearing impairment, visual impairment, multi-sensory impairment and any physical impairments.

Throughout the process of identifying a child as having SEN, the SENCO will ensure joint working with staff and parents to informally begin gathering evidence and start what is known as the **Graduated Approach**. At this point a pupil will be placed on the SEND register at SEN Support. This process will lead to the identification of the child’s primary and, if required, broader needs. The school will not delay in putting in place adaptive teaching or other rigorous interventions designed to secure better progress, where required.

**The Graduated Approach**

Where a child is identified as having SEN, Hill View Primary School will take action to enable the child or young person to participate in learning and to make progress.

The Graduated Approach is a four-part continuous cycle made up of the following steps:

Assess – An initial assessment of the child or young person needs are discussed to identify the specific support needed, it creates the starting point from which to work.

Plan – From the assessment a support plan is written, it is co-produced and details the support/strategies to be put in place, it will have clear targets and deadlines of the expected progress.

Do – This is where the plan is implemented, the agreed actions identified in the plan are put in place.

Review – Is the monitoring of the child or young person’s progress, it evaluates the success and impact of the Plan and the support given. There is no specific timeline for how frequently the reviews are carried out.

Through the Graduated Approach earlier decisions and actions are revisited, refined and revised, this leads to a growing understanding of the child and young person’s needs and what supports them to make good progress and secure good outcomes, we learn what works for that child or young person. Sometimes if the plan is not working or something new occurs, we need to rethink and begin the process again. This is why it is referred to as a continuous cycle. If the child or young person has made good progress then this may mean that they no longer require the additional support in which case the child will no longer be identified as needing SEN Support.

* The Code of Practice suggests that pupils are only identified as SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching
* Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
* High quality teaching, adapted and personalised for individual pupils, is the first step in responding to pupils who have or may have SEN.
* School regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers’ understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.
* To identify if a child needs Special Educational Provision the teacher and SENCO and parents will consider all of the information gathered from within the school about the pupil’s progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials.
* For higher levels of need, advice will be sought from appropriate outside agencies, such as : Halton Specialist Teaching Service, Woodview CDC, Educational Psychology.

**Managing Pupils Needs On The Send Register Through The Graduated Approach And Exit Criteria**

Some children and young people identified as having SEN may have more significant or complex SEND, and there may be a number of specialist services involved with the child and their family. These can include specialists from externally commissioned services directly by the school or services that are commissioned through the Local Authority Services such Outreach, Specialist Teachers or Educational Psychology Services. As a result of the Graduated Approach, it may be felt that when a child is still not making the expected progress towards the identified outcomes, despite the relevant and purposeful action taken to identify, assess and meet their needs, then the school can ask for further support from the Local Authority by making a request can be made for an Education, Health and Care (EHC) Assessment of Need. This would involve the child, parents/carers, and all agencies involved with the child, and may lead to the LA issuing an Education Health and Care Plan (EHCP) which will bring together health and social care needs, as well as their special educational needs and provision. Children and young people with an EHCP continue to be the responsibility of the teacher and may access some further intervention or support within school. Their progress will be monitored by the school and also through an Annual Review, where the outcomes on the EHCP will be considered.

All the children and young people are monitored regularly both as part of the whole school monitoring process, but also in terms of their additional support. Decisions about whether a child should remain on the SEN Register are made in partnership with the parent at the end of each monitoring cycle.

**Supporting Pupils and Families Throughout the Graduated Approach to SEND**

We aim to work in partnership with our parents and families and to ensure that they are fully informed about all matters relating to their child’s SEN. Our SEN Information Report is published on our website and is updated regularly.

We guide parents towards the LA Local Offer <https://localoffer.haltonchildrenstrust.co.uk/> for information about wider services which can be found across Halton.

**Supporting Our Children/Young People with Medical Needs**

At Hill View Primary School we recognise that children and young people at school with medical conditions should be supported effectively so that they have full access to education, including school trips and Physical Education. Some children and young people with medical conditions may have a disability and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have SEN and may have an Education Health and Care Plan (EHCP). If so, the SEND Code of Practice (January 2015) is followed.

**Accessibility**

We have an Accessibility Plan that addresses the improvement of access to:

* The curriculum
* The physical environment
* The provision of information sharing and communication

This plan is reviewed annually, barriers are identified, and plans put in place to remove them.

**Other Policies Relating To SEND**

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* The Equality Policy
* The Accessibility Plan
* Admissions Policy
* Teaching, Learning and Assessment Policy
* SEN information on the school website (SEN Information Report)
* Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
* Safeguarding Policy

**Dealing with Complaints**

Parents should refer to the complaints policy and procedures available on the school website.

**Compliance**

This policy complies with the statutory requirements in the SEND Code of Practice 0 - 25 (January 2015) and should be read in conjunction with the following guidance, information and policies:

* Special Educational Needs and Disability Regulations 2014
* Children and Families Act 2014
* Special Educational Needs and Disability Code of Practice 0-25 years (January 2015)
* Statutory Guidance on Supporting Pupils with Medical Conditions 2014
* Teachers’ Standards 2012