SEND Policy

Hillary Primary School

Approved by:	Governing Board	**Date:** September 2025
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1. Aims

Our SEND policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Hillary Primary School places great importance on ensuring that all children are given the experience of a nurturing and empathic learning environment where learning is enjoyable and where children are able to develop their abilities, interests and aptitudes as fully as possible. Emotional development and resilience is a golden thread amongst all that we do, with the understanding that emotional stability must come prior to cognition and learning.

All children, regardless of their ability and emotional development, have an entitlement to a broad and balanced curriculum tailored to their individual needs. They should have the opportunity to achieve their full potential, receive the additional support that they require and to fully participate in their own individual learning.

All staff at Hillary Primary School place great importance on striving to meet the needs of ALL children in the school, and fully recognise that some children will require additional help to access the curriculum, and fully participate in learning.

We aim:

• To provide a 'whole child, whole school' approach to the management and provision of support for special educational needs.

• To accurately identify children with SEND as soon as possible in order to support progress and continued good physical and mental health and wellbeing.

• To provide appropriate provision to overcome all barriers to learning and cater for the needs of every child to enable them to reach their full potential.

• To work with parents to gain a better understanding of their child and involve them in all stages of their child's education.

• To work within statutory guidance provided in the SEND Code of Practice 2014.

• To provide a SENCO who will put into practise the SEND Code of Practice 2014 and provide support and advice for all staff working with special educational needs children, through targeted, continued professional development.

• To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

• To support children with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of children.

2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO at Hillary Primary School is:

Tammy Cooper

The SENCO can be contacted on the school telephone number (01922 720812) or by emailing enquiry@hillary.walsall.sch.uk and marking emails 'for the attention of the SENCO/Mrs Cooper'.

They will:

- Work with the Head Teacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support

- Advise on the deployment of the school's delegated budget and other resources to meet pupils' need effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2019 with regards to reasonable adjustments and access arrangements
- Ensure the school keeps the record of all pupils with SEND up to date

4.2 The SEND Governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the Head Teacher and SENCO to determine the strategic development of the SEND policy and provision in the school

4.3 The Head Teacher

The Head Teacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teacher

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any learning support assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to class-room teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

4.5 Learning Support Assistants

Each learning support assistant is responsible for:

- Working with the class teacher and SENCO to support the learning needs of the children
- Liaising closely with the class teacher and SENCO to help monitor and evaluate strate-gies used in order to inform future planning and provision that meets the needs of the child
- Delivering interventions following liaison with the class teacher

- Keeping appropriate records which show the delivery and impact of interventions that they have been involved in

5. Identifying children with SEND

Our school currently provides additional and/or different provision to cater for the four broad areas of need, including:

- Communication and interaction, for example, Autistic Spectrum Disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia, moderate learning difficulty
- Social, emotional and mental health difficulties, for example, Attention Deficit Hyperactivity Disorder, attachment difficulties
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, Epilepsy, Cerebral Palsy

The purpose of identification is to work out what action the school needs to take, not to fit a child into a category.

We have a trained Speech and Language Therapist who works in school one day a week throughout the school year. They offer advice and support individual children/groups of children who are identified as having a speech and language need. They also provide specialist training for teachers and learning support assistants to ensure that all staff have a good understanding of strategies they can use to identify difficulties and support the speech and language development of our pupils.

We are a Thrive Approach Ambassador school. Our 'Thrive Team' has three fully licensed practitioners. They are trained in the 'Thrive Approach' which draws on insights from neuroscience, attachment theory and child development. This provides a powerful way of working with children and young people, who may have struggled with difficult life events, to help them re-engage with life and learning. The Thrive Approach uses a developmental model to help us understand how we develop socially and emotionally from birth through to adulthood. This model gives us a framework for understanding what healthy child development looks like in terms of behaviour and learning and clarifies what the role of adults should be in facilitating a child's development at each of the different stages. The team are equipped to screen/profile the whole of school from Nursery to Year 6 to identify where children may have a particular difficulty or need personalised support. They are committed to training all staff and embedding the approach with all stakeholders (children, staff, parents and Governors).

We take into account the needs of the whole child. "Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a child being recorded as having SEND." (Code of Practice 6.23). We do recognise that progress may also be affected by other needs such as:

- disability (a child may have a disability and a special educational need although under the current disability legislation, a disability alone does not constitute SEND)
- attendance and punctuality,
- health and welfare
- English as an additional language
- being in receipt of the Pupil Premium grant
- being a Looked-After Child
- being a child of a serviceman/woman.

6. A graduated response to SEND support

The SEND code of practice and the Teachers Standards (2012) state that teachers should adapt their teaching to respond to the strengths and needs of all children. "High quality teaching, differentiated for individual children, is the first step in responding to children who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching for all children." The class teacher should remain responsible for working with all children on a daily basis including those identified as having SEND. If a child is involved in interventions that are delivered away from the main class then the teacher should still retain responsibility for the child.

As part of our normal teaching arrangements, all children will access some additional teaching to help them catch-up if progress monitoring indicates that this is necessary; this will not imply that the child has a special educational need. All such provision is recorded, tracked and evaluated. Where progress is not sufficient, even if a special educational need has not been identified, we put in place extra support to enable the child to catch up. Some children may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these children, we will use a range of assessment tools to develop a better understanding of the child's difficulty such as Wellcomm, Sandwell Early Numeracy test, GL Dyslexia screening, York Assessment of reading comprehension and RWI Phonics screening (this list is not exhaustive). Where children continue to make inadequate progress despite high quality teaching, and targeted interventions, concerns and plans are shared with parents and children are placed on the SEND register following an early response period of monitoring.

We carry out cycles of Assess, Plan, Do and Review on at least a termly basis formally, but this cycle happens constantly on an informal basis.

- Assess: Data from the assessments mentioned above and information gleamed from class observations and NTS assessments will be collated by the class teacher and SENCO in order to make an accurate assessment of the child's needs and identify specific areas to target.

- Plan: We will identify and discuss evidence based interventions needed to support the child that are "additional to and different from" our normal provision
- Do: These interventions are recorded and implemented by the class teacher and other supporting adults with advice from the SENCO.
- Review: Progress towards these outcomes will be tracked and the impact of the interventions will be discussed and reviewed termly with parents.

We always ensure that all parents, teachers and support staff who work with the child are part of the assessment process, are aware of the support to be provided and the teaching approaches to be used, and take an active role in the regular review cycle.

The senior leadership team regularly and carefully review the quality of teaching for all children, including those at risk of underachievement, through triangulation of information from lesson learning walks, book looks, pupil voice, and pupil progress meetings. This includes reviewing and where necessary improving teachers understanding of strategies to identify and support vulnerable children through CPD.

The SEND code of practice states only two categories for SEND: School support and EHCP.

At Hillary Primary School we have developed our own graduated response for planning and recording provision which is linked to the level of need a child has and also Walsall's 'Getting it right for SEND' banding document.

SEND stage	Paperwork to be in place in order to show the APDR cycle	Walsall banding
Early response	3 I grid (issue, initiative, impact) Class costed provision map	
School Support	Pupil passport – focuses on what strategies are required for the individual child in the classroom to support learning Class costed provision map	Bands 1-3
Enhanced School Support	Individual Education Plan (IEP) with SMART Targets Individual costed provision map	Band 4 or above
Education Health Care Plan	Annotated EHCP used as a working document Individual costed provision map	Band 4 or above

1. Early Response: For children whose difficulties persist after having access to a range of appropriate class interventions the class teacher will complete a '3 I Grid' form identifying the **issues** a child is having, the **initiatives** that they are putting in place for them and the **impact** that these initiatives have. This is the first step for a possible inclusion on the SEND register. The review of the impact usually takes place after 4 – 6 weeks.

2. School Support: After observations and discussions between the class teacher, the parents/carers and the SENCO and a review of the success of the provision so far still indicate the need for continued support, permission is obtained for the child to be placed on the SEND Register. They will then be provided with further interventions that are 'additional to' or different from' previous strategies, and outside of expected classroom differentiation. School will sign post parents to a parent friendly guide to the SEND Code of Practice including sign posting to parent groups, and support is offered to the family from both the class teacher and the SENCO. Assess Plan Do Review (APDR) Cycles take place. The agreed interventions are monitored by the teacher and the SENCO and the child's progress is reviewed during meetings arranged at termly intervals (or more frequently if required).

3. Enhanced School Support: Where a child continues to make less than expected progress, despite evidence based support and interventions that are matched to the child's area of need, parental permission is obtained to seek additional specialist support. This may come from an outside agency such as physiotherapy, educational psychology, speech and language, occupational therapy or other health professionals. Referral forms and other information gathering reports are collated through discussions with parents/carers and school staff and then submitted to the relevant agency. If consultations and subsequent discussions then identify the need to provide an increased level of support from school and another agency, the graduated response is increased to Enhanced School Support. Additional support and interventions are implemented based on the advice from these professionals and the SENCO and class teacher work closely with them to continue to develop an understanding of the child's difficulties and appropriate strategies to use. This is often the stage where we are gathering evidence and information to include in a request to the Local Authority for a Statutory Assessment of Need for an EHCP. This involves gathering information from parents, class teachers, support assistants and any other agencies involved such as doctors, physiotherapists, occupational therapists, Early Years specialists, speech and language therapists and educational psychologists. This then creates a full picture of a child's needs to present to the SEND Team in the Local Authority who will decide if an assessment is appropriate or not. The school and the child's parents will be consulted at every stage of the process until a decision is made.

4. Education Health Care Plan: If an EHCP is agreed it will be reviewed on an annual basis to decide whether any changes are needed to the provision or level of support for the child. The EHCP states the provision that is required and this is a statutory obligation upon school. School work alongside the Local Authority to ensure that there is an appropriate amount of additional funding for individual children so that the provision can be put in place. Regular reviews and analysis of the effectiveness of this provision take place by the SENCO and Senior Leadership Team.

If the gap between a child with SEND and a child without SEND has greatly decreased or even closed, discussions take place with the class teacher, parents and SENCO to remove the child from the SEND register. The child's progress will continue to be closely monitored by the class teacher to ensure the rate of progress is maintained and the gap does not begin to widen.

7. Staff training

We regularly undertake training and development work in the area of meeting SEND in schools. All staff are trained in a variety of approaches, which means that we are able to adapt learning to a range of SEND. Our training is regularly updated via INSET days, staff meetings and phase meetings. Support from other professionals is obtained when deemed necessary. Also, staff attend specific training at other venues when there is an identified need.

The school's SENCO regularly attends the LA and North Star Inclusion Advisory Team SENCO forums/updates/network meetings in order to keep up-to-date with local and national updates in SEND.

8. Monitoring arrangements

This policy and information report will be reviewed by Jane Maynard (SEND Governor) every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

9. Links with other policies and documents

This policy links to the following documents:

- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy