

Holbrook Primary School

Special Educational Needs and Disability (SEND) policy



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Special Educational Needs and Disability (SEND) policy

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At Holbrook School we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and anticipation.

We respect the fact that children:

- Have different educational needs and aspirations;
- Require different strategies for learning;
- Acquire, assimilate and communicate information at different rates;
- Need a range of different teaching approaches and experiences.

Provision for pupils with special educational needs or who are neurodivergent is a matter for the school as a whole. All teachers are teachers of pupils with special educational needs.

Our SEN policy was developed in partnership with parents, staff and governors and reflects the SEND Code of Practice, 0-25 guidance.

Our local offer can be found at: <https://westsussex.local-offer.org/services/376-holbrookprimary-school>

Our Inclusion Lead is Sara Nash. She is Assistant Head Teacher and is a member of the school leadership team. In accordance with Clause 64, C & F Bill, 2014, she holds the National Award for SEN.

Sara Nash can be contacted via the school office (01403 272500) or email (aht@holbrookprimaryschool.com).

1) Aims of this SEND policy

The aims of our special educational need and disability policy and practice at Holbrook are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEN or are neurodivergent engage in the activities of the school alongside pupils who do not have SEN/are neurotypical.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement (See appendix 1)
<https://www.gov.uk/government/collections/national-curriculum> .

- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that
- provided within the differentiated curriculum, to better respond to the four broad areas of need:
 1. Communication and interaction;
 2. Cognition and learning;
 3. Social, mental and emotional health;
 4. Sensory/physical.
- To request, monitor and respond to parent/carers’ and pupils’ views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To support pupils 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 pupils.
- 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.

2) What are special educational needs (SEN) or a disability?

At Holbrook we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

SEN

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.

Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Disability

Many children and young people who have SEN may 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'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

3) The kinds of special educational needs for which provision is made at Holbrook School

- Children and young people with SEN have different needs. All children with SEN or who are neurodivergent but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake, in partnership with parents, to make the provision required to meet the SEN and neurodivergent needs of pupils at this school.
- For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:
 - it would be unsuitable for the age, ability, aptitude, neurodivergency or SEN of the child or young person, or
 - the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

Before making the decision to name our school in a child's EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made in consultation with the Headteacher and Inclusion Lead/Assistant Head (AHT). In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).

Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child's needs can be better met in specialist provision.

4) How does our school know if children need extra help?

We know when pupils need help if:

Concerns are raised by parents/carers, external agencies, teachers, or the pupil's previous school, regarding a pupil's level of progress or inclusion;

Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills;

Whole school tracking of attainment outcomes indicates lack of expected levels of progress;

Observation of the pupil indicates that they have additional needs in one or more of the four broad areas of need:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory/physical.

5) What should a parent do if it thinks their child may have a special educational need/are neurodivergent?

- If parents have concerns relating to their child's learning, then please initially discuss these with your child's teacher. This then may result in a referral to the school Inclusion Lead/AHT whose name is Sara Nash and whose contact details are 01403 272500 or aht@holbrookprimaryschool.com.
- Parents may also contact the Inclusion Lead/AHT or the Head teacher directly if they feel this is more appropriate.
- All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

6) How will the school support a child with SEND or neurodivergence?

All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.

'The additional needs of most children and young people can be met by inclusive quality first teaching and reasonable adjustments...'

West Sussex Ordinarily Available Inclusive Practice Pg. 4

Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in school and increase their access to the taught curriculum.

The quality of classroom teaching provided to pupils with SEND/ neurodivergence is monitored through a number of processes that includes:

- classroom observation by the leadership team (including the Inclusion Lead), external verifiers;
- ongoing assessment of progress made by pupils with SEND;
- work sampling and scrutiny of planning to ensure effective matching of work to pupil need;

- teacher meetings with the Inclusion Lead/AHT to provide advice and guidance on meeting the needs of pupils with SEND/ neurodivergence;
- pupil and parent feedback on the quality and effectiveness of interventions provided;
- attendance and behaviour records.

All pupils have individual national curriculum targets set in line with national outcomes to ensure ambition. Parents are informed of these via the reporting system and also at events such as Parents' Evenings.

Pupils' attainments are tracked using the whole school tracking system (INSIGHT) and those failing to make expected levels of progress are identified very quickly and monitored by the class teacher. These pupils are then discussed in termly progress meetings that are undertaken between the class teacher, Deputy Head, Inclusion Lead/AHT and Phase Leaders.

Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.

Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEN/ neurodivergence support and their partnership sought in order to improve attainments.

Action relating to SEN / neurodivergence support will follow an "assess, plan, do and review" model. This is completed and recorded through termly "Individual Support Plan" (ISP) planning & review meetings between the class teacher and/or Inclusion Lead/AHT and the parent/carer and cover the following:

- **Assess:** Data on the pupil held by the school will be collated by the class teacher in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes. Holbrook has a range of specialised assessment materials which give an indication of a child's cognitive strengths and weaknesses which are delivered by the Inclusion Lead/AHT. This information can be used to inform the assessment process;
- **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class teacher with advice from the Inclusion Lead;
- **Do:** SEN/ neurodivergence support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (this may include targets around preparing for transition to secondary school) that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired

- outcomes. This will be recorded and a date made for reviewing attainment;
- **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and where appropriate the pupil.

In addition to this we hold bi-annual mentoring meetings between every pupil and their class teacher at which they agree on the following terms targets to move them on in their learning.

If progress rates are still judged to be inadequate despite the delivery of high-quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will be undertaken in discussion with parents and may include referral and/or discussion with:

- Specialists in other schools e.g. teaching schools, special schools;
- Inclusion Support Team – Behaviour, Learning or Social Communication;
- NHS Link Speech & Language Therapist;
- Locality Funded Speech & Language Therapist
- Hearing Impairment team;
- Visual Impairment team;
- LA Educational Psychologist Service;
- Locality Funded Educational Psychologist
- Social Services;
- School Nurse;
- Child & Adolescent Mental Health Service.

In addition, the school will involve external agencies as appropriate including health and social services, community and voluntary organisations for advice on meeting the needs of pupils with SEND and in further supporting their families.

For a very small percentage of pupils, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

7) How will the curriculum be matched to each child's needs?

- Teachers plan using pupils' achievement levels, adapting tasks to ensure progress for every pupil in the classroom.
- When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.
- These adaptations may include strategies suggested by the Inclusion Lead and/or external specialists.

- In addition, if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. Actions taken by the class teacher will be shared with parents at the termly ISP reviews.

8) How will parents know how well their child is doing?

Attainments towards the identified outcomes will be shared with parents termly through ISP meetings but also through the school reporting system and Parents' Evenings.

- Parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher, the Inclusion Lead/AHT, a member of the leadership team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you. The contact number is 01403 272500.

How will parents be helped to support their child's learning?

- Please look at the school website. It can be found at <http://www.holbrookschool.co.uk/> and includes links to websites and resources that we have found useful in supporting parents to help their child learn at home.
- The class teacher or Inclusion Lead/AHT may also suggest additional ways of supporting your child's learning.
- The school organises a number of parent workshops during the year. These are advertised in the school newsletter and on our website and aim to provide useful opportunities for parents to learn more about how to support your child's learning.
- If you have ideas on support that you would like to have access to in order to further support your child's learning, please contact the Inclusion Lead/AHT who will strive to locate information and guidance for you in this area.

9) What support will there be for children's overall well-being?

The school offers a wide variety of pastoral support for pupils. These include:

- An evaluated Personal, Social, Health and Economic (PHSE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.
- Small group evidence-led interventions to support pupil's well-being are delivered to targeted pupils and groups. These aim to support improved interaction skills, emotional resilience and wellbeing.
- We employ a Learning Mentor, **Rebecca Poinot**, who works with children across the school. She supports them in removing social and emotional barriers to learning; this may include bereavement, anxiety, friendship difficulties and attitudes to learning.

10) Pupils with medical needs (Statutory duty under the Children and Families Act)

Appropriate pupils with medical needs will be provided with a detailed Health Care Plan, compiled in partnership with the Class Teacher or Inclusion Lead/AHT, parents and if appropriate, the pupil themselves.

All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within Supporting Pupils at School with Medical conditions (DfE) 2014 and identified in the school Medicine Administration Policy.

11) What specialist services are available at the school?

The school has access to a range of specialist support that are identified in (6) above.

In addition to these, in partnership with other schools in our locality, we employ a Speech and Language therapist, **Debbie Smart. Debbie** provides screening for many of our Reception pupils during the Autumn and Spring Term enabling us to quickly put in place appropriate support. She also regularly provides guidance and advice to TA/LSAs delivering Speech and Language programmes to individual children, to ensure they are effectively supporting.

The HSP network also employ an Educational Psychologist, **Xavier Eloquin**, he provides termly consultation sessions for the Inclusion Lead/AHT.

12) What training do the staff supporting children and young people with SEND undertake?

School staff have received a range of training including:

- How to support pupils with dyslexia and literacy difficulties;
- How to support pupils on the autistic spectrum including sensory needs;
- How to support pupils with ADHD;
- How to support pupils with speech, language and communication difficulties (Creating a communication friendly classroom);
- Autism Aware Award Seminars (Inclusion Lead/AHT);
- How to support pupils with executive functioning difficulties.
- The NHS Speech Language Therapist visits termly to assess and plan support for targeted pupils. These programmes are then delivered by a Teaching Assistant or Learning Support Assistant.
- The Governor with specific responsibility for SEN is Shirley Gardner. She works together with the Chair of Governors.

14) How will my child be included in activities outside the classroom including school trips?

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities whenever possible.

15) How accessible is the school environment?

- There is a ramp up to the mobile classrooms to ensure the site is accessible to all.
- One toilet has been adapted to ensure accessibility for visitors with a disability.
- A medical room has been provided in order to enable a safe place for insulin testing/injections.
- We have a sensory room to support children who require a quiet or sensory space to support their self-regulation.

16) How will the school prepare/support my child when joining or transferring to a new school?

A number of strategies are in place to enable effective pupils' transition. These include:

On entry:

- A planned introduction programme is delivered in the Summer term to support transfer for pupils starting school in September;
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine;
- The Inclusion Lead/AHT offers to meet with all new parents of pupils who are known to have SEND or neurodivergence to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry;
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.

Primary:

- The annual review in Y5 for pupils with an EHCP begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.

- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the Inclusion Leads of both schools will discuss the needs of pupils with SEN or neurodivergence in order to ensure a smooth transition.

17) How are the school's resources allocated and matched to children's special educational needs?

- The school receives funding to respond to the needs of pupils with SEND or neurodivergence from a number of sources that includes:
 1. A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit;
 2. The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND;
 3. The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services;
 4. For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation.
- This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities. The range of support offered is identified on the provision maps. These target the broad areas of need:
 1. Cognition and learning;
 2. Behavioural, emotional and social;
 3. Communication and interaction;
 4. Sensory and/or physical.

18) How is the decision made about how much support each child will receive?

- For pupils with SEN or neurodivergence but without a statement of educational need/EHCP, the decision regarding the support provided will be taken at joint meetings with the Inclusion Lead/AHT and/or class teacher and parent.
- For pupils with a statement of educational need/EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review.

19) How will I be involved in discussions about and planning for my child's education?

This will be through:

- discussions with the class teacher and/or Inclusion Lead/AHT at the termly ISP planning/review meetings;
- during parents' evenings;
- meetings with support and external agencies.

20) Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs, please contact the following:

- Your child's class teacher in the first instance;
- The Inclusion Lead/AHT;
- The Headteacher;
- For complaints, please see the Complaints Policy on our website.

21) Support services for parents of pupils with SEN include:

- SEND Information, Advice and Support (SENDIAS) offer independent advice and support to parents and carers of all children and young people with SEND. The nearest SENDIAS can be located via <https://westsussex.local-offer.org/services/7-parentpartnership-service>
- The SENDIAS will also provide information on how to access an Independent Supporter for those parents whose children are being assessed for an EHCP. Independent Supporters aim to provide guidance to parents regarding the EHCP process.
- For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services.
- Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child.

22) The Local Authority's Local Offer

The Local Offer contains information about services relating to special educational needs, disabilities and education in West Sussex <https://westsussex.local-offer.org/>

23) Glossary

DfE: Department for Education

EHCP: Education, Health and Care Plan

ISP: Individual Support Plan

LA: Local Authority

LSA: Learning Support Assistant

SEN: Special Educational Needs

SEND: Special Educational Needs and/or Disability

INCo: Inclusion Coordinator

TA: Teaching Assistant

PPS: Parent Partnership Services

**Appendix 1 - The national curriculum in England Key stages 1 and 2 framework document
September 2013 pg. 8**

4. Inclusion

Setting suitable challenges

4.1 Teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Responding to pupils' needs and overcoming potential barriers for individuals and groups of pupils

4.2 Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.

4.3 A wide range of pupils have special educational needs, many of whom also have disabilities. Lessons should be planned to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that these pupils will be able to study the full national curriculum. The SEN Code of Practice includes advice on approaches to identification of need which can support this. A minority of pupils will need access to specialist equipment and different approaches. The SEN Code of Practice outlines what needs to be done for them.

4.4 With the right teaching, that recognises their individual needs, many disabled pupils may have little need for additional resources beyond the aids which they use as part of their daily life. Teachers must plan lessons so that these pupils can study every national curriculum subject. Potential areas of difficulty should be identified and addressed at the outset of work.

4.5 Teachers must also take account of the needs of pupils whose first language is not English. Monitoring of progress should take account of the pupil's age, length of time in this country, previous educational experience and ability in other languages.

4.6 The ability of pupils for whom English is an additional language to take part in the national curriculum may be in advance of their communication skills in English. Teachers should plan teaching opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subjects.