



SEND Policy September 2025

Our Mission Statement

Creativity and excellence are at the heart of everything that we do at Handford Hall Primary School. Children are encouraged to work to the best of their abilities and staff are committed to providing an exciting and diverse curriculum. The curriculum is continually expanding, evolving and being enriched, with first hand learning experiences and extra-curricular activities, which are tailored to meet the needs of our children and the different stages of their school career. We believe that it is important for our classrooms to look and feel vibrant and alive, reflecting the presentations and performances of our children and supporting their future learning. All of our children will meet or exceed national expectations of progress because the staff will support their determination and ambition with outstanding teaching. Through every strand of school life, we aim to promote the spiritual, moral and cultural development of every child which, alongside the academic provision, will prepare them for the opportunities, responsibilities and challenges that life offers.

Our Policy

The SEND Policy reflects the working practices of Handford Hall Primary School for identifying, assessing, making provision for and reviewing children with Special Educational Needs and Disabilities (SEND) and follows the guidance in the updated SEND Code of Practice (2015). The SEND Policy is intended to ensure that each child reaches their potential in an inclusive and supportive environment, which promotes and provides equal opportunities. The SEND Policy will be agreed with senior leaders and governors and will be updated on an annual basis.

Our Aim

At Handford Hall Primary School we aim to:

- Welcome children with a wide range of SEND.
- Ensure that children with SEND have full access to the curriculum.
- Identify individual needs and plan to meet them.
- Arrange the necessary additional support.
- Regularly review the effectiveness of the support provided.
- Work in close partnership with parents and carers.
- Forge productive partnerships with specialist support agencies.
- Continuously embrace all new legislations and strategies for SEND – both locally and nationally.

Our School

The SEND Code of Practice (2015) says that a child has a learning difficulty if 'he or she has a **significantly** greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools'. We have developed significant expertise in knowing when this applies to a pupil and can differentiate between SEN and other additional needs. At Handford Hall we welcome pupils from a diverse range of ethnic and cultural backgrounds. There are around twenty different languages spoken by our pupils, parents and carers. We have evolved expertise over the years to absorb EAL provision into our main curriculum and all of our staff are skilled in helping pupils to learn English. A focus on oracy is embedded into our daily learning and pupils who come to us with no English are usually verbally fluent within one to two years. We then have extensive provision for this to progress across literacy skills and aspects of numeracy skills.





SEND Coordination

The SENDCo, Mrs Helen Caston, is responsible for coordinating the day-to-day provision for pupils with SEND and she holds the National Advanced Award for SEN Coordination and a Post Graduate Certificate in Autism. Mrs Caston is a member of the senior leadership team and works closely with all staff to ensure that:

- The needs of pupils with SEND are met on a daily basis.
- Advice on individual pupil need is provided to teachers and classroom support staff.
- The supervision and maintenance of records, assessments and evaluations of individual pupils is secure.
- Support staff meet the needs of individual pupils through informed guidance and evaluation.
- Support staff are line managed daily and performance managed annually.
- Parents and carers are liaised with and are kept informed of the support in place for their child.
- Outside agencies are consulted and their support and advice is utilised.
- Training opportunities are provided, both in-house and externally.
- Any available SEND funding is applied for and appropriately spent.
- School governors are kept informed of SEND practice and the governor for SEND is liaised with.
- A SEND register is kept up to date and an annual SEND Information Report is published on the website.
- Any issues or complaints with regard to SEND are resolved or referred on appropriately.

Arrangements for Admissions

All children applying for a place in the school are subject to the criteria outlined in the Admissions Policy. No child will be discriminated against on the grounds of having SEND. Where a child's SEND is complex, the SENDCo, Headteacher and Governors will evaluate the ability of the school to make reasonable adjustments that will adequately provide for their needs. Where a child has an Education Health and Care Plan, this evaluation will be made in partnership with Local Authority SEND personnel.

Funding and Resources

The school receives a Notional SEN Funding budget each year that is determined by a national formula and uses indicators based on prior low attainment, family income profiles, English as an additional language, free school meals and looked after children. From this funding, the school will meet the first £6,000 cost of provision for every child with SEND. Where a child's provision costs more than £6,000, the school can apply to the Local Authority for Top-up Funding. The SENDCo and Headteacher will determine which pupils are eligible for this extra funding and will make necessary application via the Local Authority procedures. The costs for SEND provision are typically the funding of small group or one to one provision, the funding of support and interventions from outside agencies and the funding of specialist resources and equipment.

Identification of SEND

All pupils receive 'Quality First Teaching' and, if required, some differentiation to the curriculum to address a variety of needs. In addition to this, group or individual interventions provide extra support for those pupils who require a more targeted/specific approach. These interventions are monitored closely to ensure that they have the maximum impact on learning and progress. On a termly basis, class teachers review the progress made by individual pupils and groups of pupils, basing their opinions on summative and formative assessment. This may lead to class teachers identifying pupils who have continued to make little progress, despite the support and interventions already offered. The teacher's concerns may also be shared by the parents/carers, so the advice and support of the SENDCo will be sought. The SENDCo will consider the evidence, observe the pupil in class and, if necessary, carry out assessments. The SENDCo will then liaise with all concerned and decide on what further support and provision is necessary. The pupil will then be added to the SEND register and if necessary, outside agency advice will be sought. This process forms the first part of the ASSESS PLAN DO REVIEW cycle that is outlined in the SEND Code of Practice.





Planning and Reviewing

Pupils identified as having SEND will initially be categorised at SEN Support level and a system of profiling and tracking will be set up for them by the SENDCo. If, at a later date, a pupil's needs are deemed to require statutory assessment over and above the assessments made by the SENDCo, a referral can be made to the Local Authority. If the Local Authority decides that the pupil's needs require statutory assessment, it will carry this out and record its results in a document called an Education Health and Care Plan. Where applicable, professionals from health and social care will be consulted. The child will then be placed on the school's SEND register at EHCP level. There will be continued planning and reviewing for all pupils on the SEND register, however the reviews for EHCP pupils will follow a statutory format and include a written report that is sent to the Local Authority. Planning and reviewing involves capturing the individual needs of each pupil on the SEND register in an Individual learning Plan and tracking progress on at least a half termly basis. This process forms the second part of the ASSESS PLAN DO REVIEW process.

Inclusion

Pupils with SEND are regarded as full members of the school community. We aim to include them in all opportunities, both curricular and extra-curricular. This may involve a degree of forward planning and the establishment of extra resources. It may also involve the preparation of a Risk Assessment and careful consideration of the health and safety of all our pupils and staff.

Physical Needs

In accordance with the Equality Act 2010, the school will make reasonable adjustments for pupils with a physical disability. A physical disability alone does not necessarily constitute SEN, therefore the details of this aspect can be found in our Equality Policy.

Medical Conditions

The school will be guided by the Statutory Guidance on Supporting Pupils at School with Medical Conditions (2015). As with a physical disability, a medical condition alone does not constitute SEN and a separate policy is available for the administration of medicines.

SEND Training

The SENDCo is responsible for the planning and, where possible, the delivery of SEND training for all staff. Regular updates and information about SEND can be given on staff training days and there are many online opportunities for staff to stay abreast of SEND issues and changes. It is possible to determine the changing needs of training through an audit of skills that the SENDCo could carry out every one or two years. This means that staff can communicate to the SENDCo what the greatest training needs are across the school.

SEND Interventions and Resources

A range of interventions and resources are established across all four categories of SEND. For pupils with Communication and Interaction needs we provide targeted support for both speech and language difficulties and socio-communication difficulties. Speech and language resources include access to both NHS and private therapy (Communicate) and we have trained TAs who continue the work with pupils on a daily basis. We also use assessment tools like BPVS, Renfrew, TALC and ELKLAN. Socio-communication resources include access to SES (Special Education Services) and Attention Autism and Intensive Interaction techniques. We also provide individual work stations and use the TEACCH approach. For pupils with Cognition and Learning needs we have a huge range of learning resources like Read Write Inc, Fresh Start, Toe By Toe and Power of 2 and teaching staff adapt the learning environment to meet the individual needs of all learners. We have assessment tools like BPVS, PHab, Sandwell, Salford and Young's and access the Educational Psychology service when necessary. For Social Emotional Mental Health needs we use Zones of regulation to support children to develop emotional literacy and self-regulation strategies, sign-post to parenting courses and access services like the Emotional Wellbeing Hub, as well as providing therapeutic resources. For Physical/Sensory needs we have an adapted environment with disabled toileting facilities, specialist furniture and sensory toolkits. We also access advisory teachers for visual and hearing impairments.





Support from Outside Agencies

The SENDCo will make every attempt to identify and continually keep up to date with the outside agency support that is available locally. This includes the regular changes to referral systems and where services have evolved, amalgamated or ceased. The SENDCo will liaise with parents/carers to advise on the services that may be appropriate for their child and, with their permission, either make a referral or guide them through the process. Once a service has been engaged, the SENDCo will liaise with them and discuss what support they can offer. Once in school, the SENDCo will ensure that services are provided with the relevant information and, if necessary, the resources that they need to work with the pupil.

Transition Arrangements

Transition for pupils with SEND will involve the support that is available to all pupils in the school, with the addition of the input of the SENDCo. The SENDCo will liaise with other SENDCos and with the Local Authority to ensure that information is shared when pupils with SEND are joining the school or leaving the school. Where necessary, this will also involve liaising with outside agencies and/or parents and carers and may include input from the Family Link Worker. This work mainly revolves around Reception and Year 6 pupils but on occasions can involve other year groups. The SENDCo will also ensure that as pupils with SEND move into a new year group or key stage, information is shared and early introductions are made. We have a well established transition programme with local high schools and ensure that Year 6 SEND students are fully supported.

Parents and Carers

Throughout this policy there have been many references to working with parents and carers. We consider this partnership to be a crucial part of our work as educators and for pupils with SEND, it is vital to ensuring that the very best provision and support can be put into place. Parents' and carers' views are always valued and listened to and any feedback is welcomed. There will be times when parents and carers may feel overwhelmed when their child is presenting with difficulties at school and at home, or they may have just received a diagnosis; the SENDCo will always endeavour to support parents and carers in these situations and whenever possible, will signpost them to relevant support services and independent advice groups.

Evaluation of SEND

The SENDCo is responsible for evaluating SEND provision in school and the Headteacher and governors are responsible for evaluating the work of the SENDCo. This evaluation includes the attainment and achievement of pupils with SEND; the teaching and support of pupils with SEND; the interventions and provision for pupils with SEND; the social and emotional wellbeing of pupils with SEND; the training and guidance for SEND and the consistent updating of skills and knowledge for SEND both locally and nationally.

Complaints Procedure for SEND

Where a parent or carer has a SEND related complaint, they should always attempt to resolve this directly with the school. This should involve an initial meeting with the SENDCo and only be referred on to the Headteacher if a resolve is not reached. If the Headteacher is unable to resolve the issue, or the complaint involves the Headteacher and SENDCo, the governing body should then be approached. The governor for SEND can be contacted via a telephone call to the school office. If a complaint is not resolved at school level, the Local Authority should be contacted and this is often most effectively accomplished with the support of SENDIASS, who can also advise on the next steps if the Local Authority do not resolve an issue. Ultimately there is an SEN Tribunal service that can be contacted.

This policy has been written by Helen Caston and agreed by the Headteacher and Governors in September 2025. It will be reviewed in September 2026.

