

SUCCESS 



# Hallbrook Primary School

## SEND Policy

Approved/reviewed by	
Hallbrook Local Governing Committee 9 September 2025 V2	
Date of next review	August 2026
Publication:	Website- Statutory

Version	Date	Updated by	Summary of changes
V1	October 2024	SENDCo (HP)	Reviewed
V1.2	April 2025	Headteacher	Named SENDCo updated
V2	August 2025	SENDCo (RD)	Named SENDCo updated <ul style="list-style-type: none"> <li>• Send Support is above average</li> <li>• Changes to qualification (NPQSENCO)</li> <li>• Rewording of differentiation to adaptive teaching</li> <li>• Clarification in the initial concerns process</li> <li>• ADHD solutions removed as no longer available</li> <li>• Training updated</li> </ul>

## INTRODUCTION

Hallbrook Primary School is an average-sized primary school. The proportion of disabled pupils and those who have special educational needs supported through SEND Support is **above** average. The proportion supported with an Educational and Health and Care Plan (EHCP) is average.

The SENDCo is a qualified teacher designated as Special Educational Needs/Disabilities coordinator (SENDCO) for Hallbrook Primary School. She is **currently studying for the National Professional Qualification for Special Educational Needs Coordinators (has gained the National Award for Special Educational Needs/Disabilities Coordination- remove)** and is a member of the school's senior leadership team. The SENDCo provides leadership and professional guidance to colleagues and works closely with staff, parents and carers, and other agencies. The SENDCo works with professionals providing a support role to the family to ensure that children with SEND receive appropriate support and high quality first teaching.

As a member of Success Academy Trust, the school also benefits from the expertise of other experienced SENDCos from across the Trust.

## COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.66 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (July 2014)
- School SEND Information Report regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- Keeping Children Safe in Education (September 2018)
- GDPR Policy

The process of developing this policy was carried out by the Head Teachers and SENDCos within Success Academy Trust (SAT) in consultation with SEND Governor, parents, pupils and staff at the school. The policy has then been approved by the SAT trustees. Here, and throughout this policy, the term 'parent' includes all those with parental responsibility, including parents and those who care for the pupil.

## AIMS

At Hallbrook Primary School, we are committed to using our best endeavours to provide an appropriate and high-quality education for **all** pupils at our school which enables them to:

- Achieve their best
- Become confident, independent individuals living fulfilling lives
- Make successful transition to their next phase of education or employment
- Lead fulfilling lives, now and in the future

We consider every teacher to be a teacher of every pupil, including those with special educational needs and disabilities. We have the highest aspirations and expectations for all pupils, including those with special educational needs and disabilities.

We aim to achieve a community where parents, those working in school and specialists have a mutual trust and confidence in each other, created through clear, consistent approaches to communication and collaborative working, to ensure the best outcomes for pupils with SEND.

We aim to provide all pupils, including those with special educational needs and disabilities, with a broad, balanced academic and social curriculum, which is accessible and ensures they are included in all aspects of school life and feel equally valued and part of the school community.

## OBJECTIVES

1. To establish a fully inclusive school, eliminate prejudice and discrimination and create an environment where all pupils can be happy, flourish and feel safe.
2. To respond to learners in ways which take account of their varied needs and life experiences.
3. To endeavour to identify a pupil's special educational needs and disabilities at the earliest point and make effective provision.
4. To enable parents to participate as fully as possible in decisions and being provided with information and support necessary to enable this.
5. To support pupils to participate in discussions, express their views and be fully involved in decisions which affect them, encouraging them to become increasingly effective self-advocates.
6. To work in close partnership with a range of specialists and professionals to enable us to provide effective targeted support.

7. To ensure that teachers fully understand that they are responsible and accountable for the progress and development of all pupils in their class, including where they access support from teaching assistants or specialist staff.
8. To provide targeted support, advice and training for all staff working with pupils with special educational needs and disabilities, enabling them to adapt teaching to respond to the strengths and needs of all pupils.
9. Appoint a qualified or suitably experienced Special Educational Needs and Disabilities Coordinator who has responsibility for the day-to-day operation of the SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have SEND support plans and EHC (Education Health and Care) plans.
10. To ensure that all pupils receive appropriate educational provision through a broad, balanced curriculum that is relevant and differentiated and that demonstrates coherence and progression in learning through quality first teaching.
11. To ensure that pupils and young people with SEND are able to engage fully in activities alongside pupils who do not have SEND.

The Head Teacher, SENDCo, all staff and the Governing Board will work within the guidance outlined in the SEND Code of Practice 0 -25 (July 2014)

### **IDENTIFICATION OF SPECIAL EDUCATIONAL NEEDS/DISABILITIES**

We endeavour to follow any criteria set out by Leicestershire Special Educational Needs Assessment Service.

A pupil has SEND where their learning difficulty or disability calls for special educational provision to be made for them. The SEND 0 – 25 Code of Practice states that a pupil has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of other 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.

This provision is different from, or additional to, that normally available to pupils of the same age. For some pupils, SEND can be identified at an early age, however, for other pupils and young people, difficulties become evident only as they develop.

The identification of SEND is built into the overall approach to monitoring the progress and development of *all* pupils. Class teachers will assess each pupil's skills and levels of attainment on entry, building on information from previous settings. Class teachers make regular assessments of progress for all pupils identifying in particular where pupils are making less than expected progress

given their age and individual circumstances. Where a pupil's progress is causing concern, this may be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the pupil's previous rate of progress
- fails to close the attainment gap between the pupil and their peers
- widens the attainment gap

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with the development of:

- physical needs
- emotional needs
- social skills
- communication skills
- sensory needs

#### **Broad areas of need as outlined in the SEND Code of Practice (2014)**

These four broad areas give an overview of the range of needs that the school plans for and not to fit a pupil into a category. In practice, individual pupils or young people often have needs that cut across all these areas and their needs may change over time.

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory and/or Physical needs

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In our school, the needs of the *whole* pupil will always be considered in this process.

There are other factors that may impact on progress and attainment that are not considered SEND:

- Attendance and punctuality
- Health and Welfare
- English as an additional language
- Being in receipt of pupil premium grant
- Being a looked after pupil
- Being under Special Guardianship or a kinship arrangement
- Post adoption
- Being a pupil of a serviceman or service woman

Any concerns relating to a pupil's behaviour may be an underlying response to a need which the school

will work with parents to identify.

## THE GRADUATED APPROACH TO SEND SUPPORT

### Identification and Assessment of SEND

Identifying a pupil's educational needs and adapting teaching to meet those needs, is a process that is in place for all pupils in our school. The school has a rigorous and regular system, through termly pupil progress meetings, to identify where a pupil is not making expected progress from their initial starting point or is working below national expectations. Class teachers will put in place, if necessary, relevant and timely interventions aimed at closing the gap and raising attainment through:

- quality first teaching
- appropriate **adaptive teaching**
- in-class support
- talking with parents to ensure there is a shared understanding of a pupils needs
- gaining parental perspective on any emerging concerns and areas of strength
- listening to the pupil's voice
- a graduated response where progress is closely monitored in an assess-plan-do-review cycle.

If a pupil's needs continue despite the graduated response, the class teacher will complete an Initial Concerns Checklist and meet with the SENDCo to consider whether further, more detailed assessments are required. As part of this process, the pupil's views will be gathered where appropriate, and parents will be invited to share their perspective. If it is agreed that the pupil needs additional or different provision, the class teacher and parents will discuss placing the pupil on the school's SEND register at SEN Support. A record of this meeting will be kept, and both the parents and the class teacher will sign to confirm their agreement.

### Planning and Implementing SEND Support

High quality teaching, **toolkits and scaffolds** for individual pupils is always seen as the first step in responding to those who may have SEND.

Working together, the SENDCo, class teacher, parents and pupil will discuss the type of SEND support needed to meet the outcomes identified for the pupil. This will be delivered by staff with appropriate skills and knowledge. The class teacher remains responsible and accountable at all times for the progress and development of all pupils in their class, even where a pupil may be receiving additional support. This SEND support will take the form of a four-part cycle (assess - plan - do - review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the Graduated Approach. It draws on more detailed approaches, termly reviews and where appropriate, more specialist expertise in successive cycles in order to match interventions to the SEND of a pupil.

### Reviewing SEND Support

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed each term. The review process, led by the class teacher, will include an evaluation of the impact and quality of the support and intervention and the views of the pupil and their parents. This review will then feed back into the analysis of the pupil's needs. The class teacher, with support from the SENDCo where needed, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

The school can request specialist involvement, regardless of whether a pupil is on the SEND Record, for advice regarding early identification and effective support. The school will consider involving specialists, where, for example, a pupil continues to make less than expected progress, despite additional provision targeted at their area of need. Parents will always be involved in any decision to involve specialists along with the pupil's teacher and in appropriate cases, the pupil themselves. It is the SENDCo's role to contact any specialists and ensure that what was discussed or agreed is recorded, shared and understood by parents and staff who teach and support the pupil, and the child themselves where appropriate.

#### **Examples of specialists that can be accessed by the school:**

- Educational Psychologists
- School Nurse
- LA Specialist Teaching Service
  - Vision Support Team
  - Hearing Support Team
  - Autism and Learning Team
- Early Years SEND Inclusion Team
- Speech and Language therapists
- Occupational therapists and physiotherapists
- Referral by EP or School Nurse to the Pupil and Adolescent Mental Health Services (CAMHS)

In some cases, there is a charge for accessing specialist agency support; funding for which comes the school's notional SEND budget and will be monitored by the SENDCo and Head teacher. Where pupils are made subject to an EHC plan, the school will work in close partnership with any specialist named.

#### **The LA SEND Support Plan and Education Health and Care Plan process**

Where the special educational provision required to meet the pupil or young person's needs cannot reasonably be provided from within the resources normally available to the school, the school, in consultation with parents/carers, will consider requesting a LA SEN Support Plan or Education, Health and Care Assessment from the Local Authority. To inform this decision, the SENDCo will have close regard to the Local Authority's criteria for funding through a SEND Support Plan or for an EHC Plan Assessment. This can be found on the Leicestershire's Local Offer website along with information on the EHC Plan coordinated assessment process and will be shared in full with parents/ carers to ensure they are confident and clear about the process and how they are involved in it.

Leicestershire's Local Offer can be found at:

<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>

#### **Removing pupils from the SEND record**

In consultation with parents, the pupil will be considered for removal from the SEND Register where he/she has made sustained good progress to the extent that:

- the current rate of progress has sufficiently closed the attainment gap between the pupil and their peers of the same age
- a pupil's wider development and /or social needs have improved and progress in the targeted area is considered to be sustained
- SEND Support is no longer required to ensure this progress is sustained.

## **SUPPORTING PARENTS/CARERS OF PUPILS WITH SEND**

The school is fully committed to a meaningful partnership with parents of pupils with special educational needs and disabilities where they can be as fully involved as possible in decisions and are provided with the information and support necessary to enable participation in those decisions.

The school will do this in the following ways:

- Making parents feel welcome and actively listening to their concerns, wishes and aspirations for their pupil, instilling confidence and building effective partnerships.
- Providing information for parents in an accessible way.
- Publishing how the school implements the SEND Policy on the school website following the information set out in the SEND information Report (Regulation 3) (2014) and as part of the school's contribution to the Local Offer <https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>
- Class teachers meet with parents, in addition to parent evening appointments, to discuss concerns regarding a pupil's progress at the earliest opportunity, raised either by the class teacher or the parents themselves.
- Class teachers will invite parents of pupils with SEND in their class termly to set and review the outcomes of support, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. It will provide an opportunity for the parents to share their views. This meeting may be part of or in addition to parents' evening meetings and may be supported by the SENDCo.
- The SENDCo being available for a meeting by appointment through the school office or by email.
- Support and guide parents in ways that they can help with their pupil's learning and development at home.
- As part of the termly review meeting, a record of the outcomes, action and support agreed are kept and shared with all the appropriate school staff and a copy will be given to parents.
- Signposting parents to wider support, information and services pertinent to their pupil's SEND by ensuring they know how to access the Local Offer, SEND Family Support Service and SENDIASS.
- Consulting with a representative group of parents of pupils with SEND when reviewing the school's SEND Information Report and the SEND policy. A paper copy will be made available to parents on request. <http://www.hallbrook.leics.sch.uk/>

- Building on positive relationships with parents, additional support and guidance will be available to parents at key times, for example, when considering and making a referral for an EHC plan or at times of transition.
- Making use of media such as email to contact parents and for parents to contact school in line with the school's communication policy.
- Seeking parents' views and opinions and considering adjustments to practice in the light of findings.

### **SUPPORTING PUPIL VOICE**

The school recognises that all pupils have the right to be involved in making decisions and exercising choice. We aim to develop pupils' self-advocacy skills to support them in successfully transferring to their next phase of education. We will support pupils in developing their confidence to effectively communicate their own interests, aspirations, needs and rights, enabling them to make informed decisions about their learning and take responsibility for those decisions.

The school will do this in the following ways:

- Self-knowledge is the first step towards effective self-advocacy. With parents, we will support pupils in understanding their strengths, needs and successful approaches to their learning and also have the confidence to voice their concerns, hopes and aspirations.
- Wherever possible and in an age-appropriate manner, pupils with SEND are involved in monitoring and reviewing their progress. Their views are recorded and shared whilst making decisions about future support and provision.
- All staff will actively listen to and address any concerns raised by pupils themselves.
- Pupils with SEND are encouraged to stand for any positions of responsibility and leadership within school.
- Planning in additional support for pupils at key times, for example, when considering and making a referral for an integrated assessment for an EHC plan and to ensure smooth and successful transition into the school or to next phase of education.
- Pupils are also provided with additional support to contribute as fully as possible in their Annual Review. This can be, for example, by attending part of the review meeting in person, preparing a statement to be shared at the meeting, using a peer advocate to support them in the meeting or by preparing a recorded presentation to share at the meeting.
- Seeking pupils' views through regular questionnaires/ group interview activities undertaken by the SENDCo and/or SEND Governor, and following analysis, review and update practice where appropriate.

### **SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS**

The school recognises that pupils at school with medical conditions should be appropriately supported so that they have full access to education, including school trips and physical education. Some pupils

with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some pupils with medical conditions may also have special educational needs (SEND) and may have an SEN support plan, or EHC plan which brings together health and social care needs, as well as their special educational provision where the SEND Code of Practice (2014) is followed. Arrangements in place in schools to support pupils at school with medical conditions are detailed within the school's policy for supporting pupils with Medical Conditions.

## **MONITORING AND EVALUATION OF SEND**

The school regularly and carefully monitors and evaluates the quality and effectiveness of provision for all pupils including those with SEND. This is done through regular scrutiny and analysis of data related to the achievement of pupils with SEND, learning walks, work scrutiny, observation and sampling of parent and pupil questionnaires. The SEND Governor also has a role in scrutinising the school's self-evaluation of the achievement of pupils with SEND as part of the Governing Board's duty to monitor the effectiveness of the school's SEND Policy in practice.

## **TRAINING**

To maintain and develop the quality of teaching, learning and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. Training needs of staff are identified through the school's self-evaluation process.

All teachers and support staff on taking up a post will undertake an induction process and are therefore made aware of the school's SEND policy. New staff will meet with the SENDCo who will explain the school's practice and procedures regarding SEND and will discuss the needs of individual pupils.

The school's SENDCo regularly attends TELA SENDCo meetings and is a member of NASEN in order to keep up to date with local and national updates in SEND.

## **FUNDING FOR SEND AND ALLOCATION OF RESOURCES**

The school's core budget is used to make general provision for all pupils in the school including pupils with SEND. In addition, every school receives an additional amount of money to help make special educational provision to meet pupils' SEND. This is called the 'notional SEND budget'.

The amount in this budget is based on a formula which is agreed between schools and the local authority. If the school can show that to meet the needs of a pupil with SEND costs more than £6,000, it can apply to the local authority for special educational needs intervention funding to meet the cost of that provision. Where the local authority agrees that the school's request for top up funding meets the agreed criteria, the additional costs are provided from funding held by the local authority. Schools will be expected to use this funding to make provision for that individual pupil.

The school may use Pupil Premium Funding where a pupil is registered as SEND and is also in receipt of Pupil Premium grant to address the needs of these pupils and enhance learning and achievement.

Each term, in consultation with the Head Teacher and class teachers, the SENDCo will map the targeted provision in place for pupils on the SEND record to support the Head Teacher in identifying how resources are allocated and to monitor the cost of the whole of our SEND provision. This targeted provision is outlined on the school's Provision Map.

## **ROLES AND RESPONSIBILITIES**

### **Special Educational Needs and Disabilities Co-ordinator (SENDCo)**

The key responsibilities of the SENDCo are taken from the SEND 0- 25 Code of Practice (2014) and include:

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for pupils with SEND
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the Head Teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) regarding reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date.

### **Governing Board and Head Teacher**

The Governing Board will, in line with SEND Information Regulations, publish information on the school's website about the implementation of the school's policy for pupils with SEND. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

A member of the Governing Board is appointed to have specific oversight of the school's arrangements for SEND and to ensure that the full Governing Board is kept informed of how the school is meeting the statutory requirements.

The Head Teacher, SENDCo and Governing Board will establish a clear picture of the resources that are available to the school and will consider the strategic approach to meeting SEND in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium. The Head Teacher, SENDCo and Governing Board monitor and evaluate the effectiveness of how these resources are spent on pupil achievement.

Head Teacher will ensure that the SENDCo has sufficient time and resources to carry out his / her functions. This will include providing the SENDCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.

### **STORING AND MANAGING INFORMATION**

The school is fully GDPR compliant and has a Data Protection Officer. All records containing sensitive information relating to the special educational needs or disabilities of pupils in school will be treated as highly confidential and be securely placed in a locked cabinet when not in use.

### **ACCESSIBILITY**

The school publishes an accessibility plan (see website) which sets out how we will increase access for disabled pupils to the curriculum, the physical environment and information.

The school's accessibility plan sets out how the Governing Board will promote and improve access to education for disabled pupils through:

- increasing the extent to which disabled pupils can participate in the school curriculum i.e. teaching and learning, participation in after-school clubs and school visits.
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services i.e. improvements to the physical environment of the school and physical aids to access education.
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled e.g. handouts, timetables, textbooks and information about school events.

The Accessibility Plan will be reviewed annually.

### **DEALING WITH CONCERNS AND COMPLAINTS**

Any complaints concerning SEND should be made in accordance with the school's Complaints Policy and procedures and /or the SEND appeals regulations at Local Authority level.

### **BULLYING**

We are an inclusive school and work every day to create a safe, secure and happy environment for all pupils, where everyone is accepted for who they are and where the differences between us are valued and celebrated.

In our school, bullying is not tolerated. We are aware that some pupils with SEND may be particularly vulnerable to bullying. In order to mitigate this, we are especially vigilant and plan opportunities through, for example, assemblies and within lessons, to promote a greater understanding of issues related to SEND and disability. We also find opportunities to positively promote disability through posters, visitors to the school, books and within the curriculum itself.

As part of planning the support and provision for pupil's SEND, we will always look to promoting pupil's independence and resilience and closely monitor pupil's well-being outside as well as within the classroom. Through the school's safeguarding arrangements, we will reinforce the safe use and understanding of social media and, where necessary, provide specific tuition in this area for pupils and parents.

## REVIEWING THIS POLICY

This policy will be formally reviewed annually and published on the school's website.

## APPENDICES

- Hallbrook Primary School SEND information report
- <https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>

SENDCo:

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SEND Governor: Ms E Harrop

## VERSION HISTORY

Version	Date	Approved By	Reason for Change
01	10/14	GB	New national SEND Code of Practice
02	11/15	GB	Reviewed - No Changes
03	09/17	GB	New SENDCo appointed
04	10/18	GB	Reviewed by Trust
05	10/19	GB	Reviewed by Trust
06	10/20	GB	Reviewed by Trust
07	10/21	GB	Reviewed by Trust
08	09/22	GB	Reviewed
09	09/23	GB	New SENDCo appointed
10	09/24	GB	Reviewed by SENDCo – updated to reflect SENDCo gaining NASENCo Qualification