Holdbrook Primary School and Nursery

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Special Educational Needs and Disabilities (SEND) Policy

Signature: …… Date: ……
Headteacher

Signature: …… Date: ……
Chair of Governors

Reviewed: Autumn 2026
Review Date: Autumn 2027

Commitment and Vision

To provide our children with the ability to:

Live and learn in a rich and diverse cultural world,

Aim for the highest possible achievement,

Take every opportunity to expand their experiences

Be resilient to the challenges life may present,

Show respect for other people and the environment in which we live,

Find fulfilment in the friendships and experiences offered at Holdbrook School.

"Dare to dream, Aim to achieve."

1. AIMS

Our SEN policy and information report aims to:

- identify needs at the earliest point and make effective provision;
- use our best endeavours to make sure that a child with SEND gets the support they need – this means doing everything that we can do to meet children and young people's SEND;
- ensure that children and young people with SEND engage in the activities of our school alongside pupils who do not have SEND;
- identify the roles and responsibilities of staff including a designated teacher to be responsible for co-ordinating of SEND;
- ensure that parents/carers play their part in supporting their child's education and informing parents/carers when the school are making special educational provision for a child and
- ensure that our children have a voice in this process.

We believe that all children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best;
- become confident individuals living fulfilling lives and
- make a successful transition into adulthood, whether into employment, further or higher education or training.

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, SEN 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 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 is Mrs Laura Turner

The SENCo will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs 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 pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor is: Mrs Paula Violet

The SEN governor will:

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

4.3 The headteacher

The headteacher is: Mr M Mackey

The headteacher will:

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

4.4 Class teachers

Each class teacher is responsible for:

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

5. SEN INFORMATION REPORT

5.1 The kinds of SEN that are provided for (see also Appendix 1)

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

The class teacher will use '4 + 1 questions' document for early identification. Once completed a discussion with the SENCo will take place and further observations by the SENCo will take place if agreed.

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record.

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

Interventions are put into place depending on the needs of the child. These interventions are recorded and tracked on provision mapping software.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure access for all pupils, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have teaching assistants who are trained to deliver interventions on a 1:1 basis or in small group such as Read, Write Inc (for reading and spelling) and Speech & Language.

We also have a full-time pupil support & parent liaison worker who provides social and emotional support for children and parents.

We work with the following agencies to provide support for pupils with SEN:

- CHEXS; Rivers ESC; Middleton Outreach; Speech & Language Therapists; Educational Psychologists; Communication & Autism Team; Square 1; specialist advisors; Safe Space counsellors; Mental Health Support Team.

5.9 Expertise and training of staff

Our SENCO is an experienced senior leader with leadership and SENCO experience and is in the process of obtaining SENCo qualification.

The SENCO is also the Deputy Headteacher and manages the week between the SEND provision and the whole school needs / day to day management of the school.

We have a team of teaching assistants, including higher level teaching assistants (HLTAs) who are trained to deliver SEN provision. Staff attend relevant training to meet the needs of the school.

5.10 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision mapping to measure progress
- Holding annual reviews for pupils with EHC plans

5.11 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN.

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s).

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

The school has a duty of care to all its pupils and will ensure that, in consultation with senior leaders and parents, pupils' needs are at the forefront of any decision about what needs to be put in place to enable participation in activities.

- *See the school website for the school's accessibility plan*

5.12 Support for improving emotional and social development

We provide a nurturing environment with a range of supportive interventions for children with emotional and social development needs. We use the Kapow PSHE scheme to teach about all aspects of social and emotional development.

Our Pupil Support Worker is available at all times to provide a safe space for children who need time to explore how they are feeling.

We have a zero tolerance approach to bullying.

5.13 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO in the first instance. If necessary, they will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.14 Support services for parents of pupils with SEN

The school will signpost parents to relevant support services.

5.15 The local authority local offer

Our local authority's local offer is published here: The Hertfordshire Local Offer

6. MONITORING ARRANGEMENTS

This policy and information report will be reviewed annually. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. LINKS WITH OTHER POLICIES AND DOCUMENTS

This policy links to our policies on:

- Accessibility plan
- Behaviour for Learning & Relationship Policy
- Equality information and objectives
- Supporting pupils with medical conditions

APPENDIX 1: Definition of the Broad Areas of Need

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

Sensory and/or physical needs

Some children and young people require special educational provision because they have disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deaf/blind children and young people is available through the Social Care for Deaf/blind Children and Adults guidance published by the Department of Health Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

APPENDIX 2

PROVISION MAPPING

SEPT 2025

PROVISION MAPPING FOR COGNITION & LEARNNG		
	Interventions	
LITERACY	Read Write Inc 1to1 reading Toe by Toe Magic Spells WellComm Clicker 8	Speech & Language TA – 1to1 Lexia Reading Revival
MATHS	5 minute box Purple Mash Numicon	Power of 2 UCan TT Rock Stars

PROVISION MAPPING FOR COMMUNICATION & INTERACTION
Speech & Language TA provides 1to1 intervention support for individual SAL targets Pre teaching subject specific language Zones of Regulation Variety of games to promote different kinds of communication & interaction

PROVISION MAPPING FOR SOCIAL, MENTAL & EMOTIONAL HEALTH	
Whole School	**Interventions**
The 3 Rights Holdbrook Heroes – promoting values BE Words All Kinds of Smart Behaviour & Relationship Policy – therapeutic approach Zones of Regulation Kapow PSHE Pastoral TA out of class full-time – Safe Space Lunchtime provision for those who need 'time out' at lunchtimes Mental Health First Aid Phoenix Room Drawing Club	Circle of Friends CHEXS – building self-esteem CHEXS – 1 to 1 mentoring programme Nurture Art Therapy Counselling Mental Health Support Team Drawing & Talking

PROVISION MAPPING FOR SENSORY & PHYSICAL
Writing slopes, pencil grips, wobble cushions, learning tool (fidget toys) Ear defenders Phoenix Room Smart Moves