



Highwood Primary School

SEND POLICY

Approved by Governors: 1st July 2026

Last reviewed: June 2026

Next Review : July 2027

At Highwood Primary School, every learner is entitled to benefit from a rich, varied, challenging and inspiring curriculum which takes account of their individual starting points and enables them to reach their full potential.

This document is updated in accordance with the Code of Practice 2014, Statutory Guidance on Supporting pupils with medical conditions April 2014 and the SEND and Disability Act 2001. Highwood School provides a broad and balanced curriculum for all children across the primary age. The National Curriculum is our starting point for planning to meet the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have particular needs and assessment requirements that could create barriers to learning. All pupils' requirements are taken into consideration and provision made, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child. Many children may have special educational needs either throughout or at any time during their school career. The school strives to ensure that the child is at the heart of the decision making process.

Aims and Objectives:

The aims of our policy are:

- To create an inclusive environment that responds early and appropriately to meet the special educational needs of each child;
- To ensure that the special educational needs of children are identified, assessed quickly and matched by appropriate provision;
- To make clear the expectations of all parties in the process including: Local Authorities, schools, parents, pupils, health and social services and other agencies;
- To ensure that the school uses their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less (SEND code of practice 1.24)
- To ensure that SEND provision is kept under regular review to assess the impact of interventions for each child, the child's progress and the views of the child, their teachers and their parents;
- To create an environment that is sensitive to and meets the special educational needs of each child.

- To enable all children to access all elements of school life, experience success and reach their full potential.

Educational Inclusion

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made available to 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. Kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational provision that is additional to, or different from, that made generally for other children of the same age by mainstream schools. (in conjunction with Essex Local Offer's Ordinarily Available Inclusive Teaching Framework).

Through appropriate curricular provision, we respect the fact that children:

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

Teachers respond to children's needs by:

- Providing support for children who need help with communication, language and literacy;
- Planning for children's full participation in learning and in physical and practical activities;
- Carefully planning provision to support the development of independent learning skills for all children;
- Helping children to regulate their emotions and to take part in learning effectively and safely;
- Helping individuals to develop their social understanding so that they can develop positive, reciprocal relationships;
- Taking into account the views and wishes of the child and encouraging them to contribute to decisions made about their education where appropriate.

The role of the Special Educational Needs & Disability Co-ordinator (SENCo):

"The SENCo has an important role to play with the Head Teacher and Governing Body in determining the strategic development of SEND policy and provision in the school. They will be most effective in that role if they are part of the school leadership team" (Code of Practice 6.87)

The key responsibilities of the SENCO include (Code of Practice 6.90):

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision for children with SEND including those who have EHC plans.
- 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 educational psychologists, health and social care professionals, independent or voluntary bodies, previous and next providers of education to ensure pupils and their parents are informed about options and a smooth transition as planned
- Being a key point of contact with external agencies
- Liaising with SLT regarding SEND issues
- Contributing to the training of staff
- Meeting with the SEND governor
- To participate in SENCo cluster group and SENCo update meetings in order to keep informed with current SEND developments

The Governors have important statutory duties towards pupils with SEND.

These include:

- Determining, in co-operation with the Head Teacher, the school's general policy and approach to provision for children with SEND, establishing the appropriate staffing and funding arrangements and maintaining a general oversight of the school's work
- Our school has a named SEND governor who meets with the SENCo termly, it is her role to monitor the school's work on behalf of the children with SEND
- Ensuring children with special educational needs are admitted to the school in line with the school's agreed admissions policy.

Assessment

In order to help children who have SEND, our school has adopted the graduated response that encompasses an array of strategies as set out in the SEND Code of Practice 2014 and in accordance with Essex County Council guidelines.

In order to identify children with SEND a combination of the following criteria can be used:

- Baseline assessments and teacher assessment
- Signposts of a lack of progress against national benchmarks or progress does not match known levels of cognition and competence.
- Parental concern
- Staff concerns
- Results of standardised tests
- Child self-assessment
- Referrals, medical conditions, or physical or mental health is creating a barrier to learning

We will 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 adapted curriculum to better respond to the four areas of need identified in the new Code of Practice (2014):

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory/physical SEND Support

Monitoring

Children who are not making progress in line with their peers will be monitored by the class teacher and SENCo. Children will be assessed and differentiated in-class support with targeted interventions will be devised to meet their needs. Progress will be monitored and reviewed with further support given where progress continues to be slow. A one-page profile may be created which allows all staff to gain a snapshot of the child.

SEND Support

Children who are identified as having SEND will access to provision under SEND support. Parents/carers will be contacted by the school and asked to attend a meeting with your child. A One plan will be drawn up for your child. The views of parents, child and professionals will be gathered and included as part of the PCP. This will follow Essex's One-Planning guidance.

The four stages of SEND Support are:

Assess – the child's difficulties must be accurately assessed so that the right support can be provided. This will include advice from other agencies, parent views, professionals (such as teachers and LSAs) who work with the child. This will be reviewed regularly so that the support continues to meet the child's needs. This may mean getting further advice from other professionals. Please see the SEND information report <https://www.highwood.essex.sch.uk/sen/> for information regarding assessments that we have available to support identification of SEND.

Plan – A One Plan will be devised outlining the outcomes that need to be achieved in agreement with all parties. A date will be set to review the outcomes – this must happen termly but there are occasions when reviews will be undertaken more frequently if it is deemed necessary.

Do – The school will implement strategies outlined in the plan. The class teacher remains responsible for working with the children on a daily basis and for planning, monitoring and delivering targets from annual reviews and one planning. The SENCo will provide guidance and monitor the effectiveness of the support. Please see the SEND information report <https://highwood-primary-school.secure-primariesite.net/sen/> for information regarding additional intervention that we can provide for our children.

Review – The provision the child receives will be reviewed regularly and then decisions will be made whether or not the strategies are having a positive impact and if any changes are necessary to ensure good progress is made. In all of these meetings, children and their families remain at the heart of the decision-making process.

Outcomes should focus on up to three or four key targets (steps to outcome). These outcomes and strategies will be:

Specific
Measurable
Achievable
Relevant
Time bound

Needs Assessment

If a child's needs cannot be met at SEN support level, the school may apply for an Educational, Health and Care needs assessment.

In a very small number of cases the LA will need to make a SEN needs assessment and then consider whether or not to issue an EHCP. This assessment involves consideration by the LA, working co-operatively with parents/carers, the child's school and as appropriate other agencies as to whether the assessment of the child's special educational needs is necessary and if so, conducting the assessment in close collaboration with all parties.

A child will be brought to the LA's attention as possibly requiring an assessment through:

- A request for an assessment by the child's school
- A request for an assessment from a parent or carer
- A referral by another agency

Having considered evidence the LA may be able to identify additional provision that would mean a statutory assessment was not necessary. On the other hand, consideration of all the evidence may suggest that a statutory assessment would help to fully meet the child's special educational needs. After deciding to make an assessment the LA must seek parental, educational, medical, psychological and social services advice as appropriate. Having received all the advice, the LA must decide whether it needs to make an EHCP. The plan should specify clearly the provision necessary to meet the needs of the child. The school will plan the provision for the child with regard to the recommendations outlined in the EHCP, working towards outcomes as set out in the one plan. Parents/carers will be invited to termly review meetings where a person centred review will take place. Each year there will be an annual review of the EHCP to which relevant agencies may be invited. Details of progress over the year are recorded and new outcomes set for the coming year. Where necessary, outcomes will also be adjusted in line with the child's progress. This will feed directly into termly one-planning.

Transition

Children may join the school having been identified in a previous educational setting as requiring support of one of the stages of intervention, SEND Support or with an EHCP. In these instances, the SENCo works closely with the previous setting, class teachers and head of school to inform decision making regarding support and to put provision in place.

For children identified with SEND transitioning to secondary settings, appropriate arrangements are made which may include: additional visits; secondary setting attendance at one-planning reviews; and enhanced transition support.

Partnership with parents/carers

All parents/carers of children with SEND are treated as partners. We encourage them to take an active and valued role in their child's education. The school values highly this close partnership and takes account of their concerns and recognises the personal and emotional investment of parents/carers. Through good communication the school ensures that parents/carers understand procedures, are aware of how to access support in preparing their contributions and are given relevant documents and information. Where a parent has a concern about their child's special educational needs, this should first be communicated to the child's class teacher. If this does not resolve the issue, the SENCo will instigate further action and report back to both the class teacher and parents. Should this prove unsatisfactory, the Head of School /Executive Head Teacher will be informed. They will gather information from all parties involved. If the matter continues to be unresolved the parents are requested to put their concerns in writing and follow the complaints procedure which can be found at:<https://www.highwood.essex.sch.uk/policies/>.

The Local Authority Local Offer

Our local authority's local offer is published here: The Essex Local Offer provides information on the services that are available in Essex for children and young people with SEN from 0 to 25 years. This can be found at www.essexlocaloffer.org.uk. It describes the services and provision that are available to families with children who have SEND needs. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sector.

Record Keeping and Confidentiality

Records for pupils with SEND meet the requirements of General Data Protection Regulation (GDPR). Electronic copies of all action plans and documents of a sensitive nature are stored by the school and can only be accessed by relevant staff. Sensitive documents to be emailed are sent via secure email. Upon a child's transfer to another school, SEND documentation is hand delivered or sent via recorded delivery.

Designated Person(s) The Special Educational Needs Co-ordinator (SENCo) is **Mr. Matt Dyson**

The nominated governor with responsibility for SEND is **Mrs. Clare Atkins**