

**Hollycombe Primary School**  
**Statutory Policy**  
**Owned by the Governing Body**

**Special Educational  
Needs and Disabilities  
Policy**

*Includes our SEND Offer, and SEND  
Information Report, and Supporting Pupils  
with Medical Conditions Policy*

*Reviewed each September at the first FGB meeting, takes effect  
the next day*

*Reviewed 21st September 2024*



## Contents

1. Aims.....	2
2. Legislation and guidance.....	2
3. Definitions.....	2
4. Roles and responsibilities .....	3
5. SEN provision at Hollycombe .....	4
6. Monitoring arrangements.....	8
7. Links with other policies and documents .....	8
8. Our SEND Offer.....	9
9. Our SEND information Report.....	
10. Supporting Pupils with Medical Conditions.....	

### 1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

We aim to be a school where “children are happy and achieve”. We offer to every child our three core themes: Engagement and Discovery, Academic Rigour, and Independent Learning.

### 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 SENDCO**

The SENDCO post is held by Miss Anne Roberts

They 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 will:

- Help to raise awareness of SEN issues at governing board 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 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. SEND provision at Hollycombe**

### **5.1 The kinds of SEN that are provided for**

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, cognition and learning difficulties, epilepsy

### **5.2 Identifying pupils with SEN and assessing their needs: from November 2023, Hollycombe School aims to align its assessment and recording of SEND with the guidance from NASEN that can be found here: <https://www.wholeschoolsend.org.uk/>**

Our school uses a range of assessment tools to ascertain whether or not a pupil may have an extra need. This includes observations and assessments by specialist school staff, as well as classteachers. An SEN may also be identified by a partner agency such as speech therapy, occupational therapy etc., and then supported in school, where possible.

We will assess each pupil's current skills and levels of attainment on entry, which will build on information from previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and discuss all children with the Headteacher at pupil progress meetings. We will 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

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 curriculum
- changing the curriculum, or
- something different for additional needs.

### **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 the next steps

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**. Please also see our Assessment Policy which details the calendar of assessment.

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 groups of pupils, and occasionally for an individual pupil.

We will also provide a range of interventions if we feel they may be appropriate. These include:

School Start (Year R)

Happy Hands

Precision teaching

Acceleread/Accelwrite

1st Class @ Number

Jump Ahead

Attachment time

Dyslexia Specialist Support (Helen Bretherton)

## **5.7 Adaptations to the curriculum and learning environment**

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

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

## **5.8 Additional support for learning**

Teaching assistants will support pupils on a 1:1 basis when they have an EHCP that requires it.

Teaching assistants will support pupils in small groups when they have specific needs, not requiring an EHCP.

## **5.9 Expertise and training of staff**

Our SENCO is qualified and experienced in this role and works across 2 schools.

They are allocated 3 hours a week to manage SEN provision.

We have a team of teaching assistants, who are trained to deliver SEN provision.

We use specialist staff for dyslexia support.

## **5.10 Adapting equipment and facilities**

We are located in a Victorian building which has 2 storeys. The vast majority of our teaching happens on the ground floor which is accessible for wheel-chair users. We will always make as many adjustments as reasonably practicable, for our SEN pupils.

## **5.11 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 at the end of each term
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHCP plans

## **5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

We aim to make sure that there are no barriers to pupils with SEN enjoying the same activities as other pupils in our school.

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 trips.

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

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

### **5.13 Support for improving emotional and social development**

We put in extra pastoral support arrangements for listening to the views of pupils with SEN if required, and measures to prevent bullying are reviewed regularly.

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council, school teams, buddy systems, and eco-warriors

We have a zero tolerance approach to bullying.

### **5.14 Working with other agencies**

Our school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupils' SEN and supporting their families. We always send parents the relevant forms for permission before we work with external agencies.

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

- The NHS including Speech and Language Therapy Service, Occupational Therapy and CAMHS
- The Learning and Behaviour Support Service
- Autism and Social communication Advisory Teacher
- Educational Psychology.

### **5.15 Complaints about SEN provision**

We aim to work closely with all our families. Please come and see us with any concerns you may have: we want to work with you to do the best for the children.

Complaints about SEN provision in our school should be made to the classteacher in the first instance. If not resolved, parents 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

### **5.16 Contact details of support services for parents of pupils with SEN**

The contact details for a full range of support services are available from the SENCo.

### **5.17 Contact details for raising concerns**

Please see your child's teacher in the first instance if you have concerns. After that, a further meeting can be arranged with the SENCo.

### **5.18 The local authority local offer**

Our contribution to the local offer is available on our website.

Our local authority's local offer is published here: SENDIAS <https://westsussex.local-offer.org/services/7> and by phone on 03302 228 555

### **6. Monitoring arrangements**

This policy and information report will be reviewed by the Headteacher, the SENCo and the SEN Governor **every year**. 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
- Equality information and objectives
- Supporting pupils with medical conditions
- Assessment Policy



Red is statutory

## Hollycombe Primary School's Local Offer For children with Special Needs or Disabilities

### Statutory Information to be included in this report:-

Name and contact details of the SENCo may also include details of specialist qualifications held by key staff members

Arrangements for consulting / involving children in the process

Assessing towards outcomes/targets & including parents in the review

Refer to bullying policy and measures to prevent bullying

Include arrangements for LAC (looked after children) with SEN

Link to West Sussex Local Offer & Rother Valley Hub Local Offer

Hollycombe Primary School is one of 18 schools within the Rother Valley cluster of schools within West Sussex. This Local Offer Information Report explains what we at can do for children in our care who have Special Educational Needs or Disabilities.

Parents and Carers may also like to refer to the Local Offer on the Rother Valley Hub website (<http://www.rvhub.org.uk/localoffer.html>), and the West Sussex Local Offer website.

At Hollycombe Primary we feel that all children and families are unique. Everyone who comes to our school will be treated as an individual as well as being part of a welcoming wider community of pupils, staff and parents. We try our hardest to make sure that everyone, whatever they need, can be included and enjoy all aspects of school life. This ethos applies to all children, including those in Local Authority care.

Sometimes children need additional support to enable them to engage fully in school. This support can be short term, or can be a more permanent arrangement. Whenever extra support is offered it is always through discussion with the child's family and carers and regularly reviewed by school staff.

We have outlined below what we believe Hollycombe Primary can offer children with Special Educational Needs or Disabilities. However it is only a brief overview, **as every family is different**. Please come and speak to us, so that we can explain what we believe we could offer your child.

### Identification of SEND

- Children are regularly assessed in all aspects of the curriculum. In addition, each term the head teacher meets with the teachers of each class to review and discuss the progress of every individual. When a child's progress is a cause for concern this will be discussed with their parents and the SENCo if appropriate.
- We may ask our specialist TA or the SENCo to conduct a detailed assessment in order to identify any specific gaps in learning or to ascertain the learning strategies most likely to suit that individual.
- Sometimes we may seek advice from professional services, including:-
  - Speech & Language Therapy Service link therapist
  - Learning and Behaviour Advisory Teachers
  - Autism / Social Communication Advisory Teachers
  - Educational Psychology Service

### What support can we offer?

- We have high expectations of every child whatever their additional needs. We have clear differentiation strategies to enable all children to make progress.

- Every child is different but our staff have a range of skills, experience and strategies to enable them to put the best support in place. Examples of strategies include: personalised timetables, visual prompts, 1:1 specific learning programmes and specialist teacher time. Please come and speak to us about your child, **and then we will do our best to tailor the support to your child's needs.**
- We plan school visits, so that all children can take part. Although we have no specific SEND after school clubs, our after school clubs are accessible for all. Staff who run these clubs are given advice and support about how to include all children.
- Within school we have a behaviour policy which promotes excellent behaviour.
- We have a clear anti-bullying policy that sets out our procedures for dealing with bullying. We recognise that children with additional needs can be more vulnerable to bullying and we monitor this closely.
- We also have clear policies on the administration of medicines, as well as all staff attending at least a one day First Aid course.
- If a Looked After Child joins our school we will immediately consult with other professionals (social worker, previous school or nursery) to ensure the right support is in put in place. We will meet with the child's carers regularly to ensure the child is settling into school and making progress.

#### **How will we communicate with families?**

- We strongly believe that families are crucial to their child's education.
- If your child has an individual education plan (IEP) then the class teacher will explain to you what the plan is for, and how / when opportunities will be provided for your child to make progress towards their targets. IEPs are reviewed at the end of each term and new targets set for the following term. Copies of the reviewed and new IEPs will be sent home within the first two weeks of each term. Teachers share individual education plans with the children, giving them an opportunity to share their wishes and concerns about their learning and other aspects of life in school.
- Class teachers, the Headteacher and SENCO are all available to talk to parents through pre-arranged meetings.
- Sometimes we may ask families to do some extra work at home,
- Sometimes families ask are given programmes or strategies by healthcare or other professionals. We will do our best to work with these professionals and to support families by providing consistency between home and school.

### **Who should you talk to about your child's learning needs?**

- In the first instance, discuss your concern with your child's class teacher. If appropriate they will share your concerns with the SENCo.
- **Our SENCo is Miss Anne Roberts.** She holds the National Award for Special Educational Needs Coordination and British Dyslexia Association Approved Teacher Status. Miss Roberts works for half a day each week. Her working day varies so that she can meet with all of the other part time members of staff over the course of a term. The office staff will contact Miss Roberts to arrange a meeting at a mutually convenient time.

### **Who will oversee my child's support?**

- When concerns are first identified the class teacher will organise where and when the support will be given (generally as part of the usual lesson).
- If your child needs support in addition to classroom support then the SENCO will oversee your child's Individual Education Plan. Together, they will develop specific targets which will then be delivered either through small group support or 1:1 learning.
- If your child has an Educational & Health Care Plan then the SENCO will organise the Annual Review.

### **Other professionals you may meet:**

- The school team have extensive experience supporting pupils with dyslexia and related specific learning difficulties.
- We also have experience of working with children with speech and language difficulties, hearing impairments and autistic spectrum conditions (including Asperger's Syndrome)
- As well as in-school expertise we have links with the Educational Psychology Service, Speech and Language, Occupational Therapy, the School Nurse and advisory teachers- We will share with you with the appropriate parental consent and referral forms before submitting a referral to an external agency.
- If a child joins us with difficulties we haven't experienced before we will contact all relevant agencies in order to gain as much advice and support as required.

### **What happens when my child leaves or joins the school?**

- When a child joins our school we will talk to their family about their child's interests, strengths and what they find challenging. We will contact the child's previous setting and talk to the relevant staff.
- When leaving us, if the child, school and family feel it is necessary we will put together a transition plan so that everyone feels comfortable when the child moves to the new setting.

We hope this helps you to understand what we can offer you and your child. Please come and speak to us if you have any questions.

**Our SEND Information Report**

## Supporting Children with Medical Conditions