

Hodge Clough Primary School

Special Educational Needs Policy 2025/26

This policy sets out the procedures for Special Educational Needs and Disabilities (SEND) in the education and learning settings.

To see it in practice- see the SEND information Report (include link)

Hodge Clough visions & values

To create a happy stimulating environment in which all members of the school community can grow in confidence, developing the knowledge and skills required to flourish in an ever changing world. We will provide opportunities for our children to develop socially, physically and emotionally.

We encourage everyone within our school community to be the best they can be. Preparing them for their role as caring and active citizens in modern Britain.

SEN vision

At Hodge Clough Primary we aim to:

- Ensure that all children are well integrated into the life of the school.
- Ensure that all colleagues are aware of the procedures for identifying children with special educational needs and or disabilities.
- Provide effective support within school to meet children's individual needs through a modified or differentiated curriculum.
- Provide a physical environment which accommodates all children
- Work in partnership with children, families and professionals
- Regularly assess the needs of children with SEND
- Hold regular meetings to discuss the progress of children with SEND and set future actions.
- Support teachers in meeting the needs of individual children through training professional dialogue

All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- 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. (Code of Practice 6.1)

SEN definition

A child has a learning difficulty or disability 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

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. (Code of Practice 6.15)

Children or young people will have needs and requirements which fall into at least one of the four areas, frequently more than one. The areas of need are:

- **Communication and Interaction** - this includes children with speech and language delay, impairments or disorders, hearing impairment, and those who demonstrate features within the autistic spectrum.
- **Cognition and Learning** - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
- **Social, mental and Emotional Health** - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration, where these are the main presenting needs.
- **Sensory and/or Physical Needs** - this includes children with sensory, multisensory and physical difficulties. Including visual impairment, deafness, milder hearing impairment. (Code of Practice 6.28 – 6.35)

It is important to note that not all behaviour issues are linked to social, emotional and mental health and may reflect other underlying difficulties. Behavioural difficulties do not necessarily mean that a child or young person has a SEN and should not automatically lead to a pupil being registered as having SEN.

Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN.

Children and young people with some health or disability conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition (Code of Practice xviii)

Identifying and assessing SEN for children or young people whose first language is not English requires particular care. Schools should establish whether lack of progress is due to limitations in

their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEN. (Code of Practice 6.24)

Identification, assessment and review.

At Hodge Clough Primary (HCP) we believe that early identification of SEND is essential to enable a child to receive the appropriate support.

The Code of Practice outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is additional to or different from the provision made as part of the school's usual differentiated curriculum and strategies. The graduated approach takes the form of a four part cycle (assess, plan, do, review) through which all decisions and actions are revisited and revised as needed. Parents are included, informed and consulted at all stages of the cycle.

- Every teacher is responsible and accountable for all pupils in their class, wherever or with whoever the child is working with.
- The child's progress is monitored termly, in line with the rest of the children in the class, and the effectiveness of the provision is evaluated.
- Regular person centred review meetings are held with parents (at least once a term) where outcomes and provision are evaluated and modified as needed.

If the child is still not making 'adequate' progress or experiencing barriers to their learning, it may be necessary to seek the advice of an outside agency.

Adequate progress can be defined in several ways, i.e. Progress which:
(from CoP Sept 2014)

- 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

SEN Review Meetings.

At HCP parents will be invited into a SEND review meeting each term, where the child's progress is discussed. We recognise that a child's parents have a wealth of knowledge and information about their child. They can also provide a valuable source of support for their child's learning at home. It is important that parents and school work together to ensure that all children reach their full potential. A child's strengths will always be discussed as well as their difficulties. Meetings are conducted through a person centred approach where pupil voice is gathered and children are involved in their own learning and outcomes.

The use of outside agencies

If a child continues to make little or no progress, despite additional input and adaptations, school will consider involving specialists including those within school and those from external agencies. The involvement of addition agencies will be discussed with parents and parents will have to agree. At Hodge Clough we work closely with a range of agencies to access:

- Training for staff
- Advice for supporting children with different needs
- In depth assessments of children
- Support in identifying appropriate interventions
- Support and feedback to parents

- Give advice and reports which contribute towards an EHC assessment

Some professionals who work closely with school are:

- Quality and Effectiveness Support Team (QEST)
- Educational Psychologist (EP)
- Speech and Language Therapy (SALT)
- Occupational Therapy (OT)
- Sensory and Physical Support Service.
- Child and Adolescent Mental Health (CAMHS)
- Mental Health In Education Team.
- ELSEC Early Language Support for Every Child.
- Early Years Transition Support (QEST team)
- PiP
- Primary Outreach service. (Kingsland).
- Positive Steps
- Early Help
- POINT (SENDIASS)

EHC plans and Statutory Assessment.

School request for Statutory Assessment or Education Health and Care Plans (from September 2014)
A request will be made by the school to the LEA if the child has demonstrated significant cause for concern. The LEA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous individual education plans and targets for the pupil.
- Records of regular reviews and their outcomes.
- Records of the child's health and medical history where appropriate.
- National Curriculum attainment levels in literacy and numeracy.
- Assessments and reports from other professional services including advisory specialist support teacher, educational psychologist, Occupational Therapy or Speech and Language.
- Views of the parents. The parents of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral.

Guidance

This policy complies with the statutory requirements laid out in the SEND Code of Practice (January 2015) and has been written with reference to the following guidance and documents:

National

Equality Act 2010: advice for school DfE Feb 2013

SEND Code of Practice 0-25 (revised January 2015)

Schools SEN 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 (September 2013)

The Early Years Foundation Stage (EYFS) framework

Teachers Standards 2012

Oldham's Local Offer https://www.oldham.gov.uk/info/201097/your_local_offer

Education & learning settings own documents & policies

Accessibility policy & plan

Behaviour policy

Safeguarding policy

Admissions policy

GDPR statement.

Anti-bullying statement within the behaviour policy.

Mental health & wellbeing statement and policy

Roles & Responsibilities

Class Teacher

Each class teacher is responsible for:

- *The progress and development of every pupil/young person in their class through high quality teaching/ quality first teaching, wherever or with who ever they are being taught.*
- *Provide an appropriately differentiated curriculum.*
- *Asses pupil's needs and plan appropriate adjustments to outcomes through modified provision or intervention.*
- *Working closely with any teaching assistants or specialist staff to plan and assess the impact of the support and interventions and how they can be linked to classroom teaching*
- *Working with the SENCO to review each pupil's/ young person's progress and development and decide any changes to provision*
- *Provide information, reports or attend review meetings based on the person centred principles*
- *Directly liaising with parents/ carers.*
- *Making themselves aware of the school's SEND policy.*

SEN Teaching Assistants

SEN Teaching Assistants may be either employed by school or the LA and have a crucial role to play in SEN provision within school. They deliver programs of work to children who require additional support. The children may be taught within the class setting or withdrawn for certain activities. Class teachers involve SEN Teaching Assistants in the planning process. SEN Teaching Assistants are

informed of learning objectives for each activity, the needs of individual children, and their targets as identified through assertive mentoring.

It is the responsibility of the SEN Teaching Assistants to provide feedback to the class teacher on the progress of individual children.

TAs should:

- be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND.
- use the school's procedure for giving feedback to teachers about pupils' progress.
- TAs work as part of a team with the SENCo and the teachers supporting pupils' individual needs and ensuring inclusion of pupils with SEND within the class. They play an important role in implementing Pupil Profiles and monitoring progress.

SENCO

The SENCO is responsible for:

- *Working with the Headteacher and SEN Governor to determine the strategic development of the SEN policy and provision in the school.*
- *Having 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 with EHC plans.*
- *Providing professional guidance to colleagues and work with staff, parents and other agencies to ensure that pupils/ young people with SEN receive appropriate support and high quality teaching.*
- *Advising on the graduated approach to providing SEN support.*
- *Contribute to in-service training of staff to develop understanding and whole school approaches.*
- *Attend INSET to keep up to date with current issues.*
- *Attend relevant professional development courses and authority lead forums in order to develop personal professionalism and to keep up to date with current SEND issues.*
- *Evaluate process and practice to improve outcomes*
- *Advising on the deployment of the school's delegated budget and other resources to meet pupils'/young peoples' needs effectively.*
- *Being the point of contact for external agencies.*
- *Liaising with potential next providers of education to ensure pupils/young people and their parents are informed about options and a smooth transition is planned.*
- *Working with the Headteacher and the Governing Board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.*
- *Ensuring the school keeps the records of all pupils/young people up to date.*

Headteacher

The Headteacher has responsibility for the day to day management of provision for all children including children with SEN and/or disability.

She works with the SENCO and the SEN Governor to determine the strategic development of the SEN policy and provision in the school.

SEN Governor

Following the guidance set out in section 1(iv) of the Code of Practice the SEN Governor maintains an oversight of this policy, the school's provision and progress of SEND children.

They 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 SENCO and the Headteacher to determine the strategic development of the SEN policy and provision in the school and to evaluate the effectiveness of procedures and impact of the interventions*

Monitoring & Evaluating

Through regular review meetings the school will monitor the outcomes using the person-centred principles, involving the young person, parents, class teacher, teaching assistant and other professionals as appropriate. The graduated response model of assess, plan, do, review should be used (Code of Practice 6.45-6.56).

May want to include some information about funding here

Transition

On Transition to other school's children's data and information is shared through secure electronic transfer. Any additional information may be shared through Person Centred Reviews, where staff from the new school will be invited.

Documents that are relevant to share are signed for by staff from the new school.

Storing and managing information

Information collected about a child's SEND will be treated as confidential and stored by the SENCO. Information will only be communicated to appropriate persons with the knowledge and agreement of the child's parents, the Head teacher or the SENCO .

Some hard copies of confidential information regarding a child's SEND is kept in the cupboard in the office. The file and confidential information from it should not be removed without permission. If information on a child is required from the file, the information on that child only should be removed and returned promptly.

Minutes of meetings and electronic reports are stored confidentially in a folder for the child on Hodge Clough's First Class conference.

The electronic files contain past and current reports/documents for individual children as well as current targets that the children are working towards. The class teacher should keep all other targets and records of achievement, parents will be given copies of these half termly.

Records will be passed onto a child's next school when he/she leaves Hodge Clough Primary.

The use of outside agencies

If a child continues to make little or no progress, despite additional input and adaptations, school will consider involving specialists including those within school and those from external agencies. The involvement of additional agencies will be discussed with parents and parents will have to agree.

At Hodge Clough we work closely with a range of agencies to access:

- Training for staff
- Advice for supporting children with different needs
- In depth assessments of children
- Support in identifying appropriate interventions
- Support and feedback to parents
- Give advice and reports which contribute towards an EHC assessment
- Coproduction meetings
- Annual Reviews
- Mediation

Some professionals who work closely with school are:

- Quality and Effectiveness Support Team (QEST)
- Educational Psychologist (EP)
- Speech and Language Therapy (SALT)
- Occupational Therapy (OT)
- Healthy Young Minds – Child and Adolescent Mental Health (CAMHS)

Complaints Procedure.

Complaints from parents of children with AEN are dealt with as all other complaints.

This policy was reviewed and updated September 2025

This policy will be reviewed in September 2026