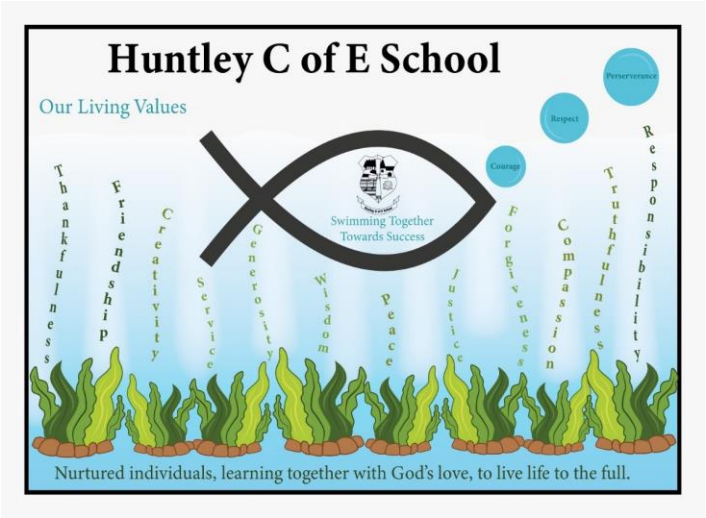
Special Educational Needs and Disability (SEND) Policy

November 2026

To be read in conjunction with:

Safeguarding and Child Protection Policy
Confidentiality Policy
Equal Opportunities Policy
Supporting Children with Medical conditionsPolicy
Intimate care policy
Huntley school SEND Offer
SEND Information Report
Complaints Policy
Inclusion Policy and Accessibility Strategy
Anti bullying policy



Contents Page

Contents	Pages
Objectives	3
Roles and Responsibilities	3-6
Admission Arrangements	6
Specialised arrangements	6
Allocation of resources	6
Identification, Assessment, Provision and Review	6-8
Access to the Curriculum	8-9
Access to the wider Curriculum	9
Monitoring and Evaluating the Success of the Education Provided for Pupils with SEND	9-10
Arrangements of staff training	10
Links to other agencies	10
Arrangements for Dealing with Complaints from parents	10-11
Transfer of children	11
Appendix 0ne- SEN flowchart	12

Document Reviews and Amendments

Amendment Date	Change to Document	Date of Approval
November 2021	Updated and new school specific guidance and procedure information added by SENCo AD	05/05/22 FGB
July 2022	Following updated guidance reviewed and updated by SENCo	-
November 2022	Scheduled annual review	FGB meeting Jan 2023
November 2023	Annual review. Updates made in line with national/local guidance	FGB 01/02/24
November 2024	Annual Review	FGB 05/12/24
November 2025	Annual review	FGB 04/12/25
November 2026	Annual Review – This will need reviewing again in 2027 in line with the SEND reform.	

HUNTLEY C of E SCHOOL
SPECIAL EDUCATIONAL NEEDS and DISABILITY POLICY

(In conjunction with the Children and Families Act 2014 and Code of Practice 2014)

Huntley C of E School values the contribution that every child and young person can make and welcomes the diversity of culture, religion, and intellectual style. The school seeks to raise academic achievement and encourage positive social integration and development by removing barriers to learning and improving physical and curricular access for all, in a nurturing and supportive environment.

All children and young people with SEND are fully valued, supported, respected and equal members of the school. As such, provision for pupils with SEND is a matter for the school as a whole. All teachers are teachers of pupils with SEND. The governing body, headteacher, SENCo and all other members of staff have important responsibilities.

Objectives

- To listen to and work in partnership with those who have parental responsibility to ensure that they participate as fully as possible in decisions regarding their child, making sure that all information and support they need is provided.
- To take the views, wishes and feelings of the child into account.
- To ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all pupils with SEND.
- To enable pupils with SEND to maximise their achievements.
- To ensure that the needs of pupils with SEND are identified, assessed, provided for and regularly reviewed.
- To ensure that all pupils with SEND are offered full access to a broad, balanced and relevant curriculum including the foundation stage and the National Curriculum 2014 as appropriate.
- To support and nurture the development of all pupils, particularly those with SEND and their parents/carers.

Roles and Responsibilities- **(See our school SEND Information Report for further details.)**

Head teacher

The Head teacher is responsible for the management of the school's SEND provision. The SENCo and Head work in consultation with the SEND Governor in the development and monitoring of the SEND policy.

SENCo

The SENCo works in collaboration with the Head teacher and SEND Governor to oversee, develop and maintain the school's SEND provision, in order to raise the achievement of and nurture the development of children with SEND. The SENCo primarily maintains a monitoring and advisory role.
Their key responsibilities are:

- Overseeing the day-to-day operation of the school's SEND policy.
- Coordinating provision for children with special educational needs.
- Liaising with and advising other teachers.
- Managing Teaching Assistants in their running of interventions and supporting children with SEND.
- Overseeing the progress/ records of all children with SEND.
- Liaising with parents of children with SEND.
- Attending local cluster meetings and training regarding SEND to then share with school staff. This can form part of in-school training or to update staff on local changes and examples of best practice.
- Liaising with external agencies including the LA's support, Advisory Teaching Service, Speech and Language Therapy, Educational Psychology Services, and voluntary bodies to both support children's specific needs and to arrange relevant training for staff.
- Monitoring the experience of pupils with SEND, including their engagement with school, involvement in extra-curricular activities and feedback via pupil voice questionnaires.

SENco- Abby Ramsden/ Ella Curtis

SEND Governor

The governor work in cooperation with the SENCo and Head to determine and implement the policy, to determine the approach to the school's provision for children with SEND and to report to parents. The SEND Governor's key responsibilities are:

- To monitor the school's work on behalf of the children with SEND.
- To meet regularly with the SENCo to understand the school's SEND provision and to monitor the effectiveness of how the policy is put into practice.

- To report to parents annually on the school's SEND provision regarding the quality of education provided for and the achievements of pupils with SEND.

SEND Governor- Mrs A Horniman

The Teaching Staff

All class teachers are responsible for the teaching and learning of children with SEND within the school. Their key responsibilities with regards to teaching pupils with SEND are:

- Actively plan and monitor the progress of their pupils with SEND on a day-to-day basis.
- Adapt the curriculum to meet the needs of children with SEND in their class, whilst upholding high expectations for all of their learners.
- All teachers are aware of the procedures for identifying, assessing and making provision for pupils with SEND.
- Set, monitor and update the targets for their pupils with SEND.
- Meeting with parents to discuss the progress and any emerging needs of pupils with SEND.
- Monitor additional interventions for pupils with SEND.

Teachers also consider the development of the whole child in their approach, ensuring they are being nurtured to achieve their full potential.

Teaching Assistants

Teaching assistants (TAs) are based in the classrooms to support all pupils, including those with SEND. Their key responsibilities include:

- Carry out interventions, where required,following the direction of class teachers and the SENCo.
- To ensure records of interventions are kept up to date and are accurate in order to effectively monitor progress.
- To inform the class teacher and SENCo of any emerging needs and the progress of pupils with SEND.
- To ensure pupils are appropriately supported during classroom teaching, following the direction of the class teacher.
- To attend regular training in order to update their practice.

The role of parents/ guardians of pupils with SEND

In accordance with the SEND Code of Practice, we believe that all parents should be treated as equal partners. Teachers and the SENCo work to build positive and supportive relationships with parents so that parents feel they can approach the school with any concerns regarding their child. The school provides regular updates on their child's progress and ensures parents understand the procedures regarding children with SEND. Policies are accessible for parents on the school's website, along with our Local Offer, SEND Information Report and further links for advice and support that parents of children with SEND may find useful. Parents and guardians will be supported and encouraged to:

- Recognise and fulfill their responsibilities as parents/ guardians and play an active and valued role in their child's education.
- Have knowledge of their child's entitlement within the SEND framework.
- Make their views known about how their child is educated.
- Have access to information, advice and support during assessment and any related decision-making processes about Special Educational provision.
- To attend SEND meetings regarding their child to understand how they can support their child at home and to play a part in setting achievable yet challenging targets.

Admission Arrangements

The Head teacher is responsible for the admission arrangements which accord with those laid down by the Governing body. The school acknowledges in full its responsibility to admit pupils with already identified special educational needs, as well as identifying and providing for those not previously identified as having SEND.

Specialised Provision

Huntley School is accessible to those with additional physical/mobility needs in' into most areas in the school. Please see our 'School SEND offer', 'Inclusion Policy and Accessibility Strategy' and our Accessibility Plan for further details. We have a number of specialist interventions which we deliver to meet the specific needs of our children on a needs-led basis.

Allocation of Resources

Some funding is provided through the delegated SEND budget. The funds from the delegated budget are used for TA time to support the pupils with SEND either within the classroom, small groups or individually. Other funding may be secured by bids. (See Local Authority Website for further information)

Identification, Assessment, Provision and Review

Various assessments (EYFSP, Reception Baseline assessment, Phonic Screening Check Y1) and formative teacher assessments are used to identify SEND as early as possible. In addition, phonic assessments linked to the Unlocking Letters and Sounds programme are used to identify specific difficulties. The YARC assessment is also used to provide insights into reading ages and particular areas of difficulty.
Other specific assessments are also used throughout the school to understand progress and areas of difficulty (such as NFER Mathematics assessments, HAST spelling assessments, amongst others).

When an area of concern is highlighted, we refer to the Gloucestershire Guidance Booklet for Professionals working with children and young people (0-25) with Additional Needs including Special Educational Needs and Disabilities and the Gloucestershire County Council Teaching Strategies Checklist.

The intervention guidance contained in the Gloucestershire Guidance Booklet for Professionals working with children and young people (0-25) with Additional Needs including Special Educational Needs and Disabilities outlines: Universal, Targeted and Specialist support strands. This will advise professionals working with the children as to the level and type of support required and determines whether a child is then moved onto the SEND register. The SEND Register is a list we have in school highlighting children who have additional needs, both academic and medical, which we use as a monitoring and information tool.

We also have a step-by-step process that we use when considering whether a child has a special educational need (see Appendix 1). These steps include collecting evidence from a range of sources, discussing observations with parents, trialing different methods of support and intervention as above before a decision is made.

At Huntley we use a graduated approach that enables the right level of intervention and support when needed. Prior to the My Profile, we have 'Target' forms in order to closely monitor the progress of pupils with suspected SEND.

My Profile
- Inclusive services

⇩

My Plan
- Support to meet additional needs

⇩

My Plan +
- Multi-agency support to meet additional needs

⇩

Education Health and Care Plan (EHCP)
- Statutory plan to meet significant educational needs

There is a process of constant review and therefore possible movement within the graduated approach.



It is important the children are given specific and relevant input and this may be in the form of a short-term intervention. It does not mean that a child will necessarily be placed on the SEND register. These targeted children will be closely monitored and their progress tracked by the class teacher, TA and SENCo where appropriate.

Teachers and TAs complete a "Cause for Concern" form to formally record their initial observations that have led them to provide a child with additional support. These forms are monitored by the SENCo and are used as a first step in identifying what additional support or adaptations a child may need. Teachers may then complete a "Target child" form in order to set SMART targets for this child that they can closely monitor.

Children's progress following additional support or interventions are monitored and recorded by the class teacher, TA and SENCo. These records form part of each individual pupils' SEN folder and provides a bank of evidence which is used to show progress and identify potential additional needs.

If a specific educational need is highlighted, a 'My Plan' may be put in place.

These will be written with the parents, the child and class teacher. These identify clear SMART targets to be worked towards in class and through clearly defined interventions. Teachers will regularly review these targets and update or amend as necessary as part of our ongoing assess, plan, do review cycle. Parents will meet with the SENCo and class teacher three times a year to discuss their child's progress.

Other agencies are involved when necessary, e.g. speech and language therapy. The Educational Psychologist may be involved to help with the assessment and support of a specific special need. Please see our SEND Information Report to see a more extensive list of other agencies who we may request involvement from.

Any children with an EHCP have annual and interim reviews. Parents, SENCo, an LA representative- usually the appropriate AST, class teacher, supporting TAs and any other parties involved in the EHCP provision are invited to the annual reviews.

Access to the Curriculum

All pupils have the entitlement to a broad, balanced and relevant curriculum. All pupils with SEND are taught for all/most of the week with their peers in mainstream classes by class/subject teachers and study the curriculum appropriate for their ability.

Pupils may sometimes receive interventions carried out by a TA (following the guidance and planning of the Class Teacher/ SENCo) on an individual or small group basis. All teaching and support staff are aware of the National Curriculum Inclusion Statement and in their planning and teaching they strive to:

- Provide suitable learning challenges
- Meet the pupils' diverse learning needs
- Remove the barriers to learning and assessment

With advice from and the support of the SENCo, teachers match the learning to the needs and abilities of the pupils. They use a range of strategies to develop the pupils' knowledge, understanding and skills. Where appropriate, materials are modified or support is provided to enable pupils with SEND to access the learning or the assessment processes.

The school acknowledges that its practices make a difference. Because of this the school and teachers regularly review issues related to pupils with SEND and classroom organisation, teaching styles and methods, materials and tasks to determine how these could be improved. We follow guidance from The Gloucestershire Guidance Booklet for Practitioners Working with Children and Young People (0-25 years), which provides information on many adaptations that can be made to support our learners, along with the Gloucestershire County Council Teaching Strategies Checklist. Evidence-based research and literature also inform our approach to supporting children with SEN. We also use the Waves of Support Model to ensure we are meeting the needs of all children.

Access to the Wider Curriculum

In addition to the statutory curriculum the school provides a wide range of additional activities. All pupils with SEND are actively encouraged and supported to join in and benefit from these activities. The participation of pupils with SEND in these activities is monitored carefully by teachers, TAs and other professionals. (E.g. swimming instructors, sports coaches etc). We also monitor and encourage the participation of children with SEND in our afterschool clubs, ensuring there is a range of clubs on offer that are appealing and inclusive to everyone.

Monitoring and Evaluating the Success of the Education Provided for Pupils with SEND

The school, including the governing body is committed to regular and systematic evaluation of the effectiveness of its work. In this respect, the governing body report annually to the parents upon the quality of education provided for and the achievements of pupils with SEND. The school employs a series of methods to gather data for analysis including:

- Use by all staff of the 'Assess, Plan, Do, Review' cycle.
- A whole school approach to identifying SEND, including completing 'Cause for Concern' forms to record additional support or adaptations that may be needed for students.
- Regular observation of learning by SENCo.
- Analysis of the attainment and achievement of pupils with SEND.
- Success rates in respect of My Plan/ EHCP targets.
- Scrutiny of teachers' planning and pupils' work.
- The views of parents and the pupils.
- Regular monitoring by the SEND governor.
- Maintenance of assessment and intervention records that illustrate progress over time.
- Regular meetings between SENco, Head teacher, class teachers and TAs..
- Regular meetings, including to update My Plans, between the class teacher, SENCo parents and students (where appropriate).

As a result of the above, the school reports annually upon its successes and identifies aspects for future development.

Arrangements for Staff Training

The SENCo attends local conferences and regular Forest cluster meetings. Current, relevant training is provided for the SENCo, TAs and non-teaching staff e.g. midday supervisors. In addition, if a need is identified, across the school or within a specific class, the SENCo will seek suitable training for the staff involved from the relevant professionals (e.g. the Advisory Teaching Service, Educational Psychology Service etc.)

Links with Other Agencies

Outside agencies are called upon when appropriate including:

- Educational Psychology service (EPS)
- Behaviour Support Team (BST)
- School Nurse
- Speech and Language Therapy (SALT)
- Occupational Health (OT)

- Advisory Teaching Service including: Communications and Interaction Advanced Skills Teachers, Visual or audio impairment and medical Advanced Skills teachers.
- Outreach support from Special Needs schools
- Social care
- Yes team – emotional support /CAHMS
- Young Minds Matter – Social, emotional and mental health support
- Other groups including voluntary organisations.

Arrangements for Dealing with Complaints from parents

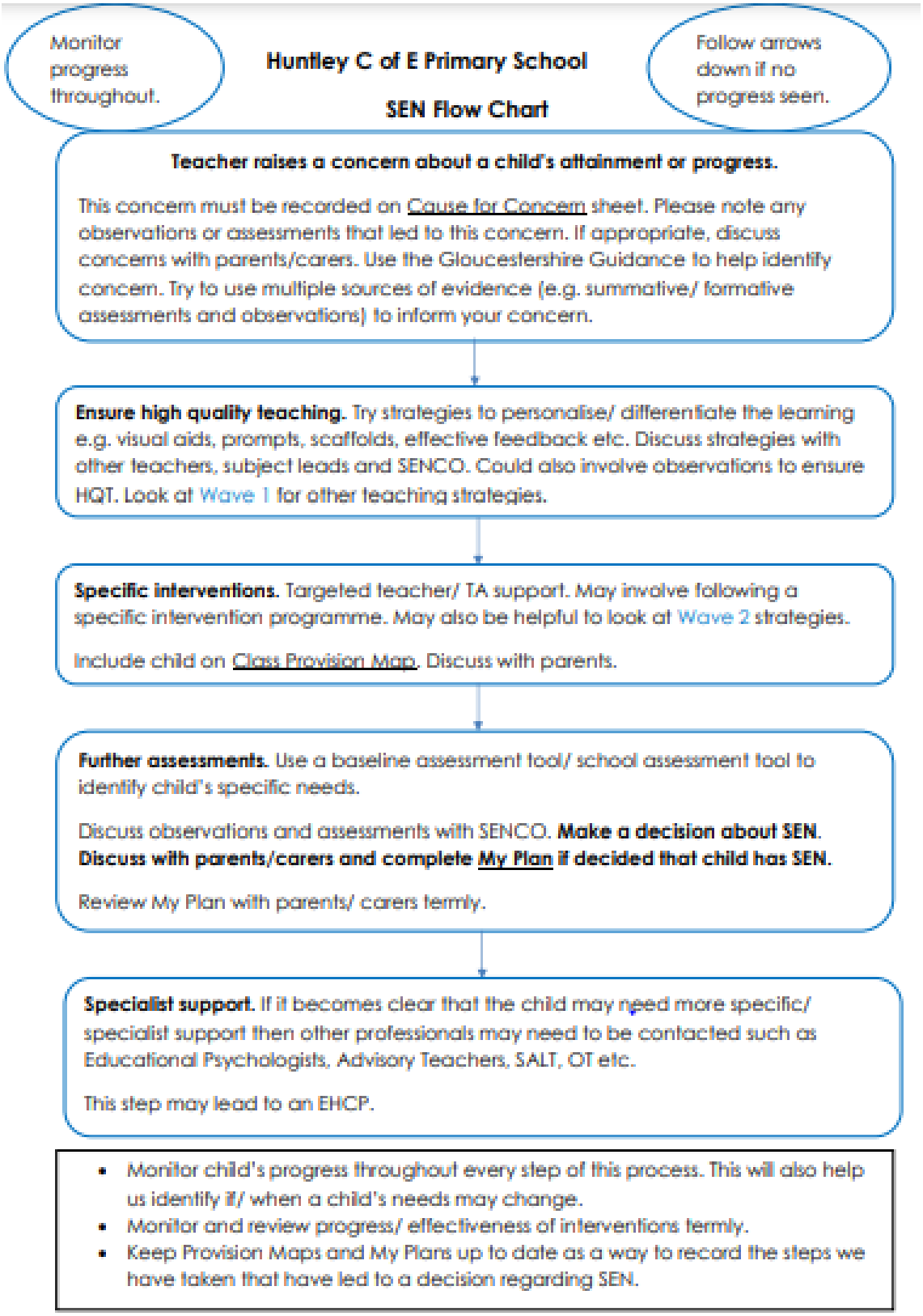
The school deals with any complaints from parents by calling a meeting with the Head teacher and all concerned parties. (Please refer to our 'Complaints Policy' for further details).

Transfer of Children

- The school liaises with pre-school groups, and a member of staff attends meetings of children with SEND to ensure smooth transition into school with needs-based provision in place. Where appropriate, the SENCo may also attend these meetings and observations of pupils with SEND in their previous setting.
- The school liaises with secondary school SEND departments regarding any children transferring who are on the SEND register to ensure the new school is aware of the needs of each individual. Meetings are organized with the SENCo of the receiving school.

In accordance with the Education Regulations Act (2000), the headteacher will transfer the records of children who have left the school within fifteen school days of them no longer being registered at our school.

Appendix 1


Monitor progress throughout.
Huntley C of E Primary School
SEN Flow Chart
Follow arrows down if no progress seen.
Teacher raises a concern about a child's attainment or progress.
This concern must be recorded on Cause for Concern sheet. Please note any observations or assessments that led to this concern. If appropriate, discuss concerns with parents/carers. Use the Gloucestershire Guidance to help identify concern. Try to use multiple sources of evidence (e.g. summative/ formative assessments and observations) to inform your concern.
Ensure high quality teaching. Try strategies to personalise/ differentiate the learning e.g. visual aids, prompts, scaffolds, effective feedback etc. Discuss strategies with other teachers, subject leads and SENCO. Could also involve observations to ensure HQT. Look at Wave 1 for other teaching strategies.
Specific interventions. Targeted teacher/ TA support. May involve following a specific intervention programme. May also be helpful to look at Wave 2 strategies.
Include child on Class Provision Map. Discuss with parents.
Further assessments. Use a baseline assessment tool/ school assessment tool to identify child's specific needs.
Discuss observations and assessments with SENCO. Make a decision about SEN. Discuss with parents/carers and complete My Plan if decided that child has SEN.
Review My Plan with parents/ carers termly.
Specialist support. If it becomes clear that the child may need more specific/ specialist support then other professionals may need to be contacted such as Educational Psychologists, Advisory Teachers, SALT, OT etc.
This step may lead to an EHCP.
Monitor child's progress throughout every step of this process. This will also help us identify if/ when a child's needs may change.
Monitor and review progress/ effectiveness of interventions termly.
Keep Provision Maps and My Plans up to date as a way to record the steps we have taken that have led to a decision regarding SEN.