Holway Park School &

ASC SEN Specialist Unit

SEND Policy

Updated: November 2026

Review date: November 2027

The school's values and vision for SEN



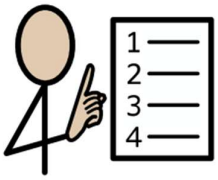
Pupils are at the heart of Holway Park Community Primary School and are the reason we exist. We are committed to ensuring that every child is valued, supported and encouraged to achieve their full potential. Our aims for all pupils are that they will:

- Achieve their potential in as many ways as possible.
- Develop strong spiritual and moral values.
- Be part of a happy, inclusive community where everyone feels safe, respected and valued.

At Holway Park Community School, we believe in the principle of lifelong learning and recognise that both adults and children learn and grow every day. We strive to create a learning environment that is enjoyable, rewarding and engaging for all, enabling every child to develop confidence, independence and a love of learning.

This policy should be read alongside the related school policies and information detailed at the end of this document.

Policy aims and expectations



The aims of this policy are to ensure that we:

- Meet our statutory duties as set out in the *SEND Code of Practice 2014*.
- Offer high-quality provision, opportunity and choice to all children, regardless of their abilities or needs.
- Create an inclusive environment that meets the individual needs of every child.
- Ensure that children's special educational needs are identified, assessed and appropriately supported.
- Enable all children to access and participate fully in the school curriculum.
- Clearly define the roles and responsibilities of all staff in supporting children with special educational needs.
- Ensure that parents, carers and children have a voice and are actively involved in decision-making.

Policy Development

This policy has been written by the school's SENCo team and developed in consultation with the Governing Body, parents, carers and pupils.

Roles and responsibilities



The Headteacher, **Mrs Susan Brewer**, has overall responsibility for the implementation and management of SEND provision across the school.

The school's Special Educational Needs Co-ordinators (SENCos), **Mrs Laura Kidner** (Mainstream School) with **Mrs Lucinda Hall and Mrs Amy O'Gorman** (ASC Centre), are responsible for the day-to-day management and coordination of SEND provision.

The Governor with responsibility for Special Educational Needs and Disability, **Miss Emma Counter**, monitors the school's strategic outcomes and effectiveness of SEND provision.

Class teachers are responsible for the progress and development of all pupils within their classes, including those with special educational needs.

Identification of SEN



The *SEND Code of Practice 2014* defines special educational needs as follows:

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her."

"A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

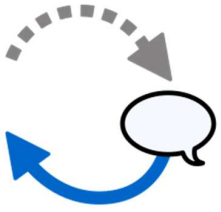
- *has a significantly greater difficulty in learning than the majority of others of the same age; or*
- *has a disability which prevents or hinders them from making use of educational facilities generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."*

Children with disabilities do not automatically have special educational needs. They will only be identified as having SEN where additional educational provision is required to support their learning and development.

At Holway Park, we follow the Somerset Graduated Response Tool. Quality First Teaching underpins all educational provision and focuses on inclusive practice that removes barriers to learning. For most children, needs can be met through effective teaching, personalised learning and reasonable adaptations within the classroom.

The Somerset Graduated Response Tool identifies four broad areas of need and supports staff in planning targeted support and interventions where required. Further information can be found through Somerset's Graduated Response Guidance.

The school gathers information about children's SEN through:

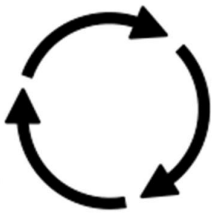


- Discussions with parents and carers.
- Information from previous schools and pre-school settings.
- Information received from educational and health professionals.
- Regular reviews of pupil progress.
- Formal and informal assessment.
- Observation of children's learning, behaviour and engagement within a range of settings.

This information, alongside guidance from the Government and Local Authority, helps us identify children who may have SEN and determine the most appropriate provision to meet their needs, in line with the *SEND Code of Practice 2014*. Where concerns are identified, these will be discussed with parents and carers.

Most children identified as having SEN will receive support through SEN Support. This level of provision is determined and delivered by the school and meets the needs of the vast majority of pupils with SEND.

Children with more significant, complex or long-term needs may require an Education, Health and Care Plan (EHCP) if they meet the criteria established by the Local Authority.



Holway Park follows a continuous cycle of assessment, planning, teaching and review that takes account of pupils' differing abilities, interests and learning needs. Most children make progress through this graduated approach. Where progress or attainment remains significantly below age-related expectations, further investigation will take place to identify any underlying special educational needs.

Teachers carefully consider classroom organisation, teaching approaches, learning opportunities and available resources when planning support. Some pupils may require aspects of the curriculum to be adapted or personalised in order to access learning successfully.

The school adopts a graduated response and makes full use of classroom and school-based resources before seeking support from external agencies.

When a child is identified as having SEN, the class teacher may implement provision that is additional to or different from that available through the school's universal offer. Many pupils with SEND have a Pupil Passport, which identifies their strengths, areas of need and effective strategies to support their learning.

Additional support may be provided through small-group interventions and, where appropriate, individual interventions. Individual targets are recorded within the pupil's Assess, Plan, Do, Review (APDR) document, which is reviewed termly and shared with parents.

Progress and provision are reviewed regularly by class teachers, SENCos and the Senior Leadership Team.

Where concerns remain despite targeted support, the class teacher, in consultation with parents, may seek further guidance from the SENCo and involve relevant external professionals.

Children may require additional SEN support where they:

- Have a learning difficulty or disability that makes learning significantly harder than it is for most children of the same age.
- Continue to experience difficulties in literacy or mathematics despite high-quality teaching and targeted support.
- Experience social, emotional or mental health difficulties that impact on learning.
- Have sensory or medical needs requiring specialist support.
- Experience ongoing communication and interaction difficulties.

The progress of pupils receiving additional support is monitored by the SENCos through classroom observations, staff consultations, work scrutiny, planning reviews, formal and informal assessment and pupil voice activities.

In accordance with the *SEND Code of Practice 2014*, the school follows an Assess, Plan, Do, Review cycle to ensure that pupils with SEND make progress from their individual starting points.

Where concerns about progress remain significant despite sustained intervention and support, the school may consider whether an Education, Health and Care Needs Assessment should be requested. This will always be discussed with parents before any application is made.

Children with an Education, Health and Care Plan will have their progress reviewed termly and through an Annual Review meeting. Parents, pupils and relevant professionals will be invited to contribute. Progress, provision and outcomes will be reviewed and amended where necessary.

The school's Provision Map outlines the graduated response and interventions available to support pupils with SEND.

SEN Funding



We are committed to meeting children's needs as effectively as possible within the funding and resources allocated to the school for SEND provision.

The Department for Education identifies three elements of SEND funding:

Element 1 - Age Weighted Pupil Unit (AWPU) funding provided for all pupils. This funding contributes towards the day-to-day cost of education and universal support.

Element 2 - Additional notional SEN funding allocated to schools to support pupils with SEND and contribute towards the first £6,000 of provision required for pupils with significant high needs.

Element 3 - High Needs Funding provided through the Local Authority where provision costs exceed £6,000. This funding may be allocated through an Education, Health and Care Plan following a statutory assessment.

Where appropriate, additional funding streams, such as Pupil Premium funding, may also be used to support pupils who experience both SEND and additional disadvantage.

ASC Centre



Holway Park operates an ASC Centre for pupils with a diagnosis of autism who have an Education, Health and Care Plan.

The provision is designed to support pupils' communication & interaction, social communication, emotional regulation linked to autism and learning development through a highly personalised approach. Pupils access an individually differentiated curriculum supported by high levels of adult guidance, visual communication approaches and specialist resources that promote sensory and emotional regulation.

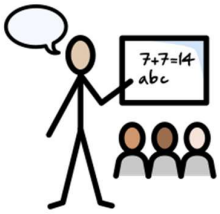
Admission to the ASC Centre is determined through allocation by the Local Authority SEN Placement Panel.

Where appropriate and supported, pupils attending the ASC Centre may access learning opportunities within mainstream classes. These arrangements are agreed collaboratively between mainstream teaching staff and ASC Centre staff.

The progress of pupils within the ASC Centre is monitored regularly by the ASC Lead Teacher and SENCo.

Progress and outcomes are reviewed formally with parents through the Annual Review process.

Staff training

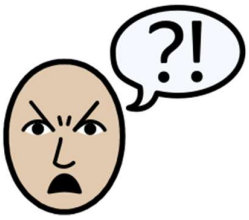


All staff receive regular training to develop their knowledge and understanding of SEND and effective inclusive practice.

Training priorities are identified through the school's annual action plan and delivered through staff meetings, professional development opportunities and INSET days.

In addition, staff may receive specialised training from external agencies, therapists and health professionals to support the needs of individual pupils.

Complaints



Although we always aim to meet the needs of pupils with SEN, we recognise that parents and carers may occasionally have concerns.

In the first instance, concerns should be discussed with your child's class teacher.

If concerns remain, parents and carers are encouraged to arrange a meeting with the relevant SENCo to discuss the situation and agree next steps.

The school's *Complaints Policy* is available on the school website.

Admission Arrangements

Admission arrangements for pupils within the mainstream school with SEND are detailed within the school's Admissions Policy and the Local Authority Admissions Policy.

Monitoring and evaluating the policy



The effectiveness of SEND provision is monitored and evaluated through a range of quality assurance processes, including lesson observations, work scrutiny, data analysis and pupil progress meetings.

Pupil voice is an important part of this process and children are regularly encouraged to share their views about their learning, progress and school experience.

The effectiveness of the school's provision for pupils with SEND is monitored by the Governing Body's SEN Committee.

Outcomes for pupils with SEND are reported to governors on an annual basis.

Linked Policies and Information

- *SEN Information Report November 2026*
- *Admission Policy*
- *Medical Policy*
- *Behaviour & Relationship Policy*
- *Complaints Policy*
- *Accessibility Plan*
- *Intimate care*

In February 2026, the government published *Every Child Achieving and Thriving*, which sets out suggested reforms to how schools approach SEND. While the proposals are not yet written into law, Somerset Council have updated their advice in line with the white paper and a new version of the Somerset Graduated Response Framework is now in place. The Local Authority have referred to this as a "test and learn year" as they try to align provision into Ordinarily Available Inclusive Practice (OAIP)/Targeted Support/ Targeted Plus Support/Specialist Support whilst schools still have to report pupils as receiving SEN support/EHCP (as expected from the SEN Code of Practice 2015, which is the current legislation in this area).

As a school, we will continue to monitor our SEN provision in light of these changes.

L. Kidner, **L. Hall**, **A.O'Gorman**

November 2026