



SEND Policy

Updated: November 2025

Review date: November 2026

Special Educational Needs Policy (SEN) Policy

The school's values and vision for SEN

Pupils lie at the heart of Holway Park Community Primary School - they are the reason we exist. Our aims for them are that they will:

- achieve their potential in as many ways as possible
- develop spiritual and moral values
- be part of a happy community within which all will feel secure and valued

At Holway Park Community School we believe the concept of lifelong learning; that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone and that it should be fun.

This document should be read in conjunction with related school policies and information as 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 excellence and choice to all our children, whatever their ability or needs
- create an environment that meets the special educational needs of each child
- ensure that the special educational needs of children are identified, assessed and provided for
- enable all children to have full access to all elements of the school curriculum
- identify the roles and responsibilities of all staff in providing for children's special educational needs
- ensure that parents and children have a voice and are fully involved in this process

Policy Development

This policy was written by the school's SEN Co-ordinators and developed in conjunction with the school's governing body, parents and pupils at the school.

Roles and responsibilities

The head teacher, Mrs Susan Brewer, has overall responsibility for the management of SEND policy in the school.

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

The governor for special educational needs and disability, Mrs Frances Gregory, is responsible for monitoring the school's strategic outcomes in the area of SEND.

Class teachers at Holway Park are responsible for the progress of children with special educational needs in their classes.

Identification of SEN

The *SEND Code of Practice 2014* identifies 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 him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

Children with disabilities do not necessarily have special educational needs and will only be identified as such by the school if they have other additional learning needs.

At Holway Park, we follow the Somerset Graduated Response Tool. Quality first teaching underpins all educational provision. It focuses on inclusive practice and breaks down barriers to learning. For the majority of children this can be achieved by identifying specific barriers, followed by personalisation and differentiation using strategies as identified in the Somerset Graduated Response Tool. The Somerset Graduated Response Tool breaks down SEN into four broad areas of need. This targets specific support for teachers to plan and for any interventions to take place. You can learn more about the Somerset Graduated Response at: <https://www.somerset.gov.uk/children-families-and-education/the-local-offer/education/graduated-response/#Somerset%20Graduated%20Reponse%20Tool>

The school gathers information about children's SEN by

- talking to parents
- talking to previous schools and pre-schools
- receiving information from education and health agencies
- regularly reviewing children's progress at school
- assessing children using formal and informal assessments
- observing how children work and behave in class and elsewhere

The school uses this information and guidance from the government and the Local Authority to help identify which children have SEN and the provision we need to make to meet their needs (*SEND Code of Practice 2014*). If, after gathering all this information the school feels that a child may have a special educational need, this will be discussed with parents.

Most children with SEN will receive support decided on by the school. The vast majority of children will be supported in this way. This level of support is called **SEN Support**. Children with more significant and complex needs may need an **Education, Health and Care Plan (EHC Plan)**, should they meet the criteria set out by the local authority.

Holway Park uses a continuous cycle of planning, teaching and assessment which takes into account the wide range of abilities, aptitudes and interests of the children. The majority of children will learn and progress within this cycle. Children whose attainment or progress fall significantly outside the expected range may have special educational needs and further investigation will be carried out.

Teachers at Holway Park look carefully at classroom organisation, teaching resources, teaching style and the learning opportunities offered. Some children may need aspects of the curriculum to be different from those provided for the majority of the children. At Holway Park we employ a graduated response and make full use of all available classroom and school resources, before expecting to call on outside resources.

When a child has been identified as having special educational needs, the class teacher may provide interventions that are additional to or different from those provided as part of Holway Park's usual curriculum detailed on the school's provision map. Many pupils with SEND have a Pupil Passport which details their strengths and needs and indicates the type of classroom support they should find helpful.

Some support may be given through small group intervention and occasionally through individual intervention. Pupil targets for this support are detailed on the pupil's Assess, Plan, Do, Review document which is reviewed termly by class teachers and sent home to parents.

The children's progress and provision are regularly reviewed by the class teacher as well with the SENCos and Senior Leadership Team.

If the class teacher, in consultation with the parents, concludes that a child needs further support, the teacher should seek the help of the SENCo who provide further support and/or may involve other agencies.

Children who need additional SEN support will be identified through a range of criteria:

- The child who has a difficulty or disability which makes learning harder for them than for other children their age.
- Continues to have difficulty in developing literacy and mathematics skills in spite of high quality first teaching, targeted intervention and support.
- Have social, emotional or mental health difficulties which interfere with their own learning or that of the class group.
- Have sensory or medical needs which require specialist support.
- Have on-going communication difficulties

The general progress of children receiving additional support is monitored by the Special Educational Needs Co-ordinators via classroom observations, review meetings with staff, work scrutiny, planning scrutiny, summative and formative assessments and child interviews.

As set out in the SEND Code of Practice 2014 the school follows an *Assess, Plan, Do, Review* process to ensure that pupils with SEND make progress from their starting points.

Where the progress of children is causing a significant concern and if, despite significant levels of intervention, they do not make sufficient progress, the school will consider if they meet the criteria for an assessment for an Education, Health and Care Plan. If the school feels this to be the case this will be discussed with parents.

Children with an Education, Health and Care Plan will have their progress and outcomes reviewed termly and once a year, will have an Annual Review. The views of parents and the child will be sought for this and other professionals and agencies may be invited where relevant. At the review, progress and provision will be discussed and revised outcomes may be sought.

The school Provision Map details the graduated response in the form of interventions that the school currently has available to meet the needs of the children in the school.

SEN Funding

We ensure that a child's needs are provided for to the best of our ability within the funds/resources allocated to the school for SEND.

The school draws on several sources of funding for SEND. The DFE sets out the structure financial support for pupils with SEN which is as made up of three elements as follows:

Element 1 - this represents the AWPU funding which is provided for all pupils and is within a school's formula. This funding covers the day to day costs of providing education and school support for all pupils including those with SEND.

Element 2 - this represents the funding provided to schools which are intended to be used as a contribution to the costs of the additional SEN support arrangements for pupils with EHCP up to the mandatory cost threshold of £6,000 per pupil.

Element 3 - this represents the additional funding provided to the school from the High Needs Block where the cost of supporting an individual pupil's needs is deemed to exceed £6,000. This is accessed through the issue of an **Education, Health and Care** plan following a statutory assessment by the Local Authority.

The school may also look to other sources of funding such as Pupil Premium funding where pupils with SEN are subject to additional disadvantage.

ASC Centre

Holway Park also has an ASC centre for pupils with a diagnosis of autism who are in receipt of an Education Health and Care Plan. This provision is specifically designed to support these children with their social communication, emotional regulation and learning development. It provides an individually differentiated curriculum with a high level of individual and group support, the use of visual communication aids, and access to specialist equipment designed to help with sensory and emotional regulation. Admission to this provision is through allocation of a place by the LA SEN Placement Panel only.

With support, children in the ASC centre may access classes in the mainstream school for some of their learning. The arrangements for this would normally be made between the child's class teacher and the specialist centre staff.

The progress of children placed in the centre is closely monitored on a regular basis by the ASC centre lead teacher and the SENCo.

Progress is formally reviewed with parents annually through the Annual Review process.

Staff training

Staff receive regular training in identification and provision for children with SEND. The specific focus of this is identified through an annual action plan and training is delivered through regular staff meetings and INSET days.

In addition, staff may receive additional internal and external training by specialist agencies and health services, linked to the specific needs of children in their class or those that they support.

Complaints

Although the school always aims to meet the needs of our children with SEN we do realise that from time to time, parents and carers may have concerns. If a concern arises, please see your child's class teacher.

If your concerns persist, you can arrange a meeting with the relevant SENCo to discuss them and plan new ways forward.

The school's *Complaints Policy* can be found on the school's website.

Admission Arrangements

The admission arrangements for pupils with SEND are detailed in the school and /Local Authority Admissions Policy.

Monitoring and evaluating the policy

The effectiveness of our SEN support is continuously and rigorously monitored through lesson observation, work scrutiny, data analysis and pupil progress meetings. Discussions with children happen throughout the year to ascertain their views, and every child is involved in assessing their learning and progress in every lesson.

The success of the school's provision for children with SEN is monitored by the Governing Body's SEN Committee.

The outcomes for children with SEN are reported on annually to governors.

Linked Policies and Information

SEN Information Report November 2025
Admission Policy

Medical Policy
Behaviour Policy
Complaints Policy
Accessibility Plan
School Provision Map

L. Kidner
L. Hall

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