SPECIAL EDUCATION NEEDS AND DISABILITY (SEND) POLICY

Holymead Primary School

DATE OF LAST REVIEW: 26th February 2026

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Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2015) and has been written with reference to the following guidance and documents

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (2015)
- Special Educational Needs and Disability regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (Dec 2015)
- The National Curriculum in England Key Stage 1 and 2 Framework Document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This Policy was created by the SENDCo with the SEND Governor in liaison with the SLT, all staff and some parents of pupils with SEND.

The Special Needs and Disability Coordinators (SENDCos) for Holymead Primary School are Mrs Angharad Davies and Mrs Anna Lees. They are both qualified and experienced teachers. Mrs Davies is a member of the Senior Leadership Team within the school and has been working as a SENDCo since 2006. Mrs Davies is also the Designated Safeguarding Lead. Mrs Lees completed the National Award for Special Educational Needs Coordination in 2022 and is based on the KS1 site. Mrs Lees is a member of the school's Safeguarding team. Both SENDCos have dedicated non-contact time and are jointly responsible for managing the provision made for children and young people with SEND, as well as Children in Care (CiC).

Either SENDCo can be contacted regarding a query about a child, through telephoning the Infant school office on 01173772381 or the Junior school office on 01179030377. They are happy to address concerns on the telephone or during a pre-arranged meeting.

Aim

Holymead Primary School (HPS) is committed to providing an appropriate and high-quality education focusing on outcomes for all the children attending our school. We believe that all children, including those identified as having 'Special Educational Needs or a Disability' (SEND), have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

HPS is committed to inclusion. Part of the school's strategic planning for inclusion is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. We will respond to learners in ways which take account of their varied life experiences and needs and desired outcomes for adulthood.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background.

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates, and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At HPS we aim to identify these needs as early as possible or as these needs arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

The governor with responsibility for SEND and Children in Care is Kaylene Alder.

Objectives

- Ensure the SEN Special Educational Needs and Disability Act, relevant codes of practice and guidance are implemented effectively across the school.
- Ensure equality of opportunity for children identified as having 'Special Educational Needs or Disability', and ensure they are perceived positively.
- Continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- Provide full access to the curriculum through differentiated planning by class teachers, SENDCO, and support staff as appropriate.
- Provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those pupils as having SEND.
- To regularly review IEPs with parents/carers and class teachers to ensure that provision is effective and relevant.

Identification and Assessment Arrangements, Monitoring and Review Procedures

The school's system for regularly observing, assessing and recording the progress of **all** children is used to identify children who are not progressing satisfactorily, and who may have additional needs. The purpose of identification is to work out what action the school needs to take, not fit a pupil into a category.
Our school uses the definition used by the current code of practice (2015) to help determine whether a child has Special Educational Needs:
'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.'

The needs of the child as a whole are identified, rather than just looking at the educational needs. The four broad areas of need to be considered are:

- Cognition and learning
- Communication and interaction
- Social, emotional and mental health difficulties
- Sensory and / or physical needs

(SEN CoP 2015)

Based on class teacher observations and assessment data, and following a discussion between the class teacher, SENDCo and parents/carers, it may be decided that a child needs support following a graduated approach. Steps may include:

- Further differentiated curriculum support in line with Ordinarily Available Provision.
- Additional school support outlined in an Individual Education Plan (IEP).
- Additional support through referrals to external agencies.
- A multi professional assessment with a view to initiating an Education, Health and Care Plan (EHCP).

Please see further details of the school's graduated response, available on the school website.

The following issues do not necessarily mean that a child has SEN, but they may well have a negative impact on attainment and progress:

- Attendance and punctuality
- Health and Welfare
- EAL
- Receiving Pupil Premium Grant
- Being a 'Looked After Child'
- Being a child of a service man/woman

Managing Pupils on the Special Needs Register

Quality First Teaching

In order to make progress a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies.
Under these circumstances, a child's needs will be provided for within the whole

class planning frameworks and individual target setting. Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning. The child's progress will be reviewed at the same intervals as for the rest of the class, and a decision made about whether the child is making satisfactory progress at this level of intervention.

School Support

Where a period of differentiated curriculum support has not resulted in the child making adequate progress or where the nature or level of a child's needs are unlikely to be met by such an approach, SEND provision at school level may be required.

Where needs are similar, it is appropriate to support these children within a small group, focusing on the common needs. Some children may require more individualised support. All SEND provision will run concurrently with differentiated curriculum support.

A child receiving SEND support will have a record of additional provision in the form of an Individual Education Plan (IEP). Reviews will be carried out on a regular basis by all those involved with the child in Terms 2, 4 & 6. Significant achievements and difficulties will be recorded. The SENDCos and class teacher will look at the data information on a termly basis and make adjustments to the provision for the child, if appropriate.

As part of the review process, the SENDCos, and class teacher, in consultation with parents/carers may conclude that despite receiving an intervention programme, the child continues to have significant needs. Where this is the case, a decision may be made to involve specialist services. Support from these services may include advice to the school about targets and strategies, specialised assessment or some direct work with the child. The specialist services will always contribute to the planning, monitoring and reviewing of the child's progress. Parents/carers are informed of outside agency involvement. Progress will continue to be planned, monitored and reviewed using an IEP, as described above.

Bristol SEND Support Plan (BSSP)

If it is felt that a child has complex needs requiring a higher level of support, a BSSP may be written. The aim of this lengthy document is to clarify their strengths and needs, set targets and identify appropriate provision to meet their needs. The document is compiled using reports from professionals, the class teacher and contributions from the parent and child. It is reviewed and changes are made as appropriate. These documents are used as well as an IEP. If a child has a BSSP in place, that paperwork can be used as evidence to support an application for an EHCP (see below).

Education, Health and Care Plans (EHCP)

If it is decided that a pupil needs support which is beyond the School Support level, it may be appropriate to request an Education Health and Care Needs Assessment (EHCNA). An EHCNA can be requested by the SENDCo, parent/carer, health services or social care. If the local authority agree to assess, they will seek contributions from a range of agencies including health, social care and an Educational Psychologist.

If the local authority agree that the child needs special educational provision, they will issue an Education Health and Care Plan. The EHCP will include targets for the child to work towards, and will list the provision that must be put in place to support the child.
EHCPs are reviewed each year in an Annual Review meeting, which is chaired by the SENDCo and is attended by parents/carers and any of the specialist agencies involved in supporting the child. At the Annual Review, attendees review the effectiveness of the provision and the child's progress towards their targets.

Outside agencies and support services

- The Educational Psychology team can visit to help support and offer advice for how we identify and address barriers to learning.
- Bristol Autism Team can provide support for children with diagnosed or suspected ASD.
- Teachers from the Sensory Support Service work in school to support children who have vision or hearing impairment. The specialist teachers may work directly with children and will attend and contribute to Annual Reviews.
- The SENDCos and the Family Link Workers liaise frequently with outside agencies, for example:
- Social Care
- Family Help
- Education Welfare Service
- School Nurse and Community Paediatrician
- Speech and Language Therapy
- Physiotherapy and Occupational Therapy
- Hope Virtual School
- Child and Adolescent Mental Health Team Service
- Primary Mental Health Service

Supporting Pupils and Families

- The Local Authority publish a 'Local Offer' detailing the level of support parents can expect for their children in the local area. This can be found on the Bristol City Council website.
- Holymead Primary School's Information Report is available on the school website and details the support available for children with Special Educational Needs.
- Staff and parents/carers will work together to support pupils identified as having additional needs.
- Parents/Carers will be involved at all stages of the education planning process. An appointment will be made by the class teacher to meet all parents/carers

whose children are recorded as having additional needs. The SENDCo will attend this meeting if HPS or the parent thinks this is appropriate.

- At review meetings with parents/carers, we try to always make sure that the child's strengths as well as areas of need are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and that all parents/carers go away from the meeting clear about the action to be taken, and the way in which outcomes will be monitored and reviewed.
- IEP targets can include targets to work towards at home, and parents/carers are always invited to contribute their views to the review process. Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request.
- Volunteers work with children during the school day supporting English and Maths.
- Curriculum workshops are offered for parents/carers to attend.
- Parents/Carers' evenings provide regular opportunities to discuss concerns and progress. Parents/Carers are able to make other appointments on request.

Transition arrangements

- Transition from home to school, from EYFS to KS1, KS1 to KS2 and from KS2 to KS3 is carefully planned and any concerns about particular needs will be brought to the attention of the SENDCos. Where necessary the SENDCos will arrange further meetings.

Monitoring and Evaluation

- The academic progress made by children with SEND is monitored termly during pupil progress meetings.
- The quality of provision is monitored through progress data collection, observation, feedback and target setting. The Assess, Plan, Do, Review cycle is at the heart of our SEN provision.
- The SENDCos will regularly provide information to the Governors as to the number of pupils receiving SEND provision. The Headteacher will report on any whole school developments in relation to inclusion, of the legislative or local policy changes, and will, therefore ensure governors are kept up to date.
- "SEND&I" is a standing agenda item at all Fully Governing Body meetings and will be discussed as necessary.
- The SENDCos will meet with the SEND governor to discuss inclusion and current SEND concerns. The SEND governor will lead governor monitoring of the SEN policy.

Training and Resources

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.
The SENDCos regularly attend network meetings in order to keep up to date with local and national updates in SEND.

Roles and Responsibilities

- The SENDCos are responsible for the day to day management and provision of SEND across the school.
- The SEND governor is responsible for ensuring the policies are implemented.
- Class teachers are accountable for the progress of the children in their class.
- Learning Support Assistants (LSAs) have a variety of responsibilities, including managing specific interventions, assisting the class teacher and supporting individuals and groups within the classroom. Class teachers, SENDCOs and Deputy Headteachers direct the work of support staff.
- Mrs Davies is responsible for Safeguarding, Mrs Lees is part of the Safeguarding team.

Accessibility
The school actively seeks to remove barriers to learning.
Access to the physical environment is improved through the use of ramps on both sites. Yellow lines are painted at edges in the playground and in the building to help children with visual impairments distinguish between different areas. A 'loop' can worn by a teacher to support a child with a hearing impairment. Texts are enlarged/translated where necessary and interpreters are used if necessary if English is an additional language. Disabled pupils are included in all areas of the curriculum and all reasonable adjustments are made to ensure their inclusion.

Bullying
Please refer to the school's Anti Bullying Policy. This details the steps taken to mitigate the risk of bullying to vulnerable learners within our school. The school has 2 dedicated Family Link Workers who are able to support vulnerable children where necessary.

Dealing with complaints
- If a parent/carer wishes to complain about the provision for their child, they should, in the first instance, raise it with the class teacher, who will try to resolve the situation.
- If the issue cannot be resolved immediately the SENDCo and Headteacher will become involved.
- Any issues that remain unresolved at this stage will be managed according to the school's Complaints' Policy which can be found on the school website. This is available on request from the school office.

Dated: 26th February 2026

Date of next review: March 2027

Rights Respecting Schools Article 23:
Children who have any kind of disability should have special care and support, so that they can lead full and independent lives.

Rights Respecting Schools Article 28:
All children and young people have a right to a primary education, which should be free. Wealthy countries should help poorer countries achieve this. Discipline in schools should respect children's human dignity. Young people should be encouraged to reach the highest level of education they a