



HERON CROSS PRIMARY SCHOOL

Special Educational Needs and Disabilities Policy

Date: December 2025

Review Date: December 2026

Heron Cross Primary School is a mainstream primary school. We provide education for children from Rising 3's to Year 6. Every child is included in our school family.

Heron Cross Primary School is committed to providing an inclusive, nurturing environment where all children are valued as individuals. We recognise that some pupils may require additional support to achieve their full potential, and we are dedicated to identifying and meeting the needs of pupils with Special Educational Needs and Disabilities (SEND).

These are the agreed principles underpinning the SEND policy at Heron Cross Primary School. This policy complies with the **SEND code of practice 0-25 guidance (updated 2015)**, the Children and Families Act 2014, the Equality Act 2010 and the School Admissions Code.

Aim

- To value every child as an individual and recognise their unique strengths and needs.
- To ensure equal access to a broad, balanced, and ambitious curriculum for all children.
- To identify pupils with SEND as early as possible and put appropriate support in place promptly.
- To provide targeted, high-quality support that enables pupils with SEND to thrive academically, socially, and emotionally.
- To ensure all staff are trained to identify and meet the needs of pupils with SEND.
- To promote an inclusive culture where pupils with SEND are fully involved in all aspects of school life.
- To develop strong home-school partnerships built on effective communication.
- To work collaboratively with external agencies to meet the needs of children with SEND.

Definition of SEND

A pupil has SEND if they have a learning difficulty or disability which calls for *special educational provision* to be made for them.

A child is considered to have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age, or
- Have a disability that prevents or hinders them from making use of facilities normally provided in mainstream schools.

SEND needs fall under four broad categories:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health (SEMH)
4. Sensory and/or Physical Needs

All children who require SEND support will have one of the above named as their primary area of need, but may also have needs in some or all of the other areas.

Roles and Responsibilities

The SENDCo will:

- Oversee the day-to-day operation of the SEND policy.
- Coordinate provision for pupils with SEND.
- Ensure the SEND register is accurate and up to date.
- Liaise with staff, parents, and outside agencies.
- Support teachers in delivering high-quality provision.
- Arrange and lead staff training on SEND.

Class teachers will:

- Deliver high-quality teaching differentiated for all pupils.
- Identify children who may have SEND and discuss concerns with the SENDCo.
- Work closely with the SENDCo to plan and assess provision.
- Involve parents and children in the support process.
- Implement and review targets for children receiving SEND support.

Parents/carers will:

- Be encouraged to work in partnership with the school.
- Be fully involved in discussions about their child's needs and progress.

The governing body will:

- Ensure that SEND provision is appropriately resourced and monitored.
- Appoint a link governor for SEND.

Identification and Assessment

Identification methods include:

- Teacher observations

- Analysis of progress and attainment data
- Discussions with parents/carers
- Screening tools
- Reports from external agencies

Early identification is central to our approach and children identified as having a Special Educational Need will be placed on the Special Educational Needs register.

Graduated Approach to meeting the needs of Children with Special Educational Needs

We use a graduated approach following the cycle: **Assess** → **Plan** → **Do** → **Review**.

All pupils will be provided to quality first teaching that is adapted to meet the diverse needs of all learners.

Pupils will be provided with 'reasonable adjustments' in order to increase their access to the curriculum.

Assessments and observations will be completed where concerns are raised regarding a child's progress (**Assess.**) Using the observations and assessments, additional support will be planned (**Plan**) and implemented (**Do**) to increase the rate of progress and support the child in their learning.

Progress will be reviewed and if further support is required, parents will be informed that their child needs **SEND support** and will be placed on the **SEND register (Review.)**

SEND support will be recorded on a pupil passport that will identify a clear set of specific, measurable, achievable, realistic and timely outcomes. Progress towards these outcomes will be tracked and reviewed termly with parents and the pupil.

If a child continues to make minimal progress, despite the delivery of high-quality teaching and interventions, advice will be sought from external agencies regarding strategies to meet the specific needs of a pupil. This will be undertaken with parent permission.

If following the assess, plan, do, review cycle, a higher level of support is required, a request will be made to the local authority for an assessment for an education, health and care plan. If the assessment indicates that additional support is needed for a child, the local authority will provide an education, health and care plan.

SEND Provision

Support for pupils with Special Educational Needs may include:

- Adapted or scaffolded learning activities
- Small-group or 1-to-1 interventions
- Speech and language programmes
- Emotional or behavioural support
- Adapted learning resources
- Assistive technology
- Individual support plans (ISPs) or behaviour plans where appropriate

Where necessary, we will work with outside professionals to inform provision.

Monitoring and Evaluation

SEND provision is monitored through:

- Pupil progress reviews
- Intervention impact assessments
- Staff feedback
- Parent and pupil voice
- Reports to governors

Working with Parents and Pupils

We believe effective communication is essential. We will:

- Keep parents informed about progress and provision
- Involve pupils in setting and reviewing their own targets
- Provide clear information about support available

Partnerships with External Agencies

We work with:

- Educational Psychologists
- Speech and Language Therapists
- Health Professionals
- Early Help Teams
- Behaviour Support Services
- Specialist teachers

Collaborative work ensures high-quality, multi-agency support.

Training and Resources

Our school budget funds any additional day to day resources and those targeted at specific groups such as SEN and pupil premium. Additional funding will be allocated if the assessment of a child's needs identifies something that is significantly different to what school can provide. Reasonable adjustments are accommodated within the provision and allocation of resources.

In-service training for all school staff will be fully incorporated into the SEND action plan and the School Development Plan. The SENDCo will distribute information on relevant courses, lead staff meetings on SEND developments, and keep staff updated with relevant issues, policies and practices.

Inclusion and Accessibility

We strive to ensure:

- Inclusive classroom practice
- Full participation in school life, including trips, clubs, and activities
- Reasonable adjustments as required
- A commitment to eliminating discrimination

Admission Arrangements

Applications are made to the local authority for Nursery and Reception September start dates. For all other admissions, applications can be made via the school office. Prospective parents are welcome to look around the school and meet Mrs Willdigg, Headteacher.

Access arrangements

The school can cater for a range of pupils with Special Educational Needs. The school has two buildings, both on one level. Each building has a ramp and wide doors for ease of access. Both buildings have disabled toilets and changing facilities. All playgrounds are easily accessible with flat ground, wide spaces and wide gates. Physical needs will be assessed on an individual basis and equipment will be provided if advised by the Local Authority Inclusion Service.

Storing and managing data

All records are confidential and are stored in the school office in a locked cupboard. They are kept up to date and will be readily shared with parents on request. Records will be securely passed on to any that a pupil moves to.

Complaints

The first point of contact for parents is their child's class teacher. Parents are always welcome to contact the SENDCo, Mrs Hardy, or Mrs Willdigg, Head Teacher to discuss any concerns they have. If problems cannot be resolved, the Governing Body can be contacted via the school office. Finally, the local authority needs to be informed of any major unresolved issues.

The SEND policy is reviewed annually.

Contact Information

SENDCo: Mrs V. Hardy

Headteacher: Mrs G. Willdigg

SEND Governor: Mrs L. Glendinning

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