

Howitt Primary Community School

HOWITT PRIMARY COMMUNITY SCHOOL



**Policy for Special Educational Needs
September 2025 – September 2026**

Special Educational Needs (SEND) Policy

1 Introduction

- 1.1 Howitt Primary Community School provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. A minority of children have particular learning and assessment requirements that could create barriers to learning.
- 1.2 These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.
- 1.3 Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

2 Aims and objectives

- 2.1 The aims of this policy are:
- to create an environment that meets the special educational needs of each child;
 - to ensure that the special educational needs of children are identified, assessed and provided for;
 - to make clear the expectations of all partners in the process;
 - to identify the roles and responsibilities of staff in providing for children's special educational needs;
 - to enable all children to have full access to all elements of the school curriculum.

3 Educational inclusion

- 3.1 Through appropriate curricular provision, we respect the fact that children:
- have different educational and behavioural needs and aspirations;
 - require different strategies for learning;
 - acquire, assimilate and communicate information at different rates;
 - need a range of different teaching approaches and experiences.
- 3.2 Teachers respond to children's needs by:
- providing support for children who need help with communication, language and literacy;
 - planning to develop children's understanding through the use of all available senses and experiences;
 - planning for children's full participation in learning, and in physical and practical activities;

- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

4 Special educational needs

4.1 **Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives.**

4.2 **There are four levels of intervention for children with Special Educational Needs:**

School Action (A)

A child is getting additional support within school to meet their individual needs, through differentiation of work in some lessons and additional maths/ English input through intervention programmes or early support for speech and language or physical development such as gross or fine motor skills.

School Action Plus (P)

Additional input from a specialist outside agency has been sought and actions have been put in place to meet individual needs. This input is recorded in an Individual Education Plan (IEP), maintained by the class teacher and monitored by the Special Educational Needs and Disabilities Co-ordinator (SENDCO).

Inclusion funding

Inclusion funding is issued by the LA after a request for funding above the additional needs already put in place by the school. This support varies in length but can be reapplied for if more funding is needed after the allocated time.

EHCP

An EHCP has been issued by the LA and a statutory assessment has been undertaken. Resources have been put in place to meet the child's special educational needs. This is then reviewed annually with all people involved.

Targeted support

We are also able to refer pupils to the Inclusion Support and Advisory Service for targeted support and intervention for a short period of time.

4.3 **In our school the SENDCO:**

- manages the day-to-day operation of the policy;
- co-ordinates the provision for and manages the responses to children's special needs;
- supports the writing of IEPs;
- monitors the impact of IEPs
- supports and advises colleagues;
- maintains the school's SEN register;
- contributes to and manages the records of all children with special educational needs;
- manages the school-based assessment and completes the documentation required by outside agencies and the LA;
- acts as the link with parents;

- maintains resources and a range of teaching materials to enable appropriate provision to be made;
- acts as link with external agencies and other support agencies;
- monitors and evaluates the special educational needs provision and reports to the governing board;
- manages a range of resources, human and material, linked to children with special educational needs.

5 The role of the governing board

- 5.1 The governing board does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They report annually to parents on the success of the school's policy for children with special educational needs.
- 5.2 The governing board has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy.

6 Allocation of resources

- 6.1 The headteacher is responsible for the overall operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Educational and Health Care Plans.
- 6.2 The SENDCO is responsible for maintaining and purchasing resources to support the teaching and learning of children with special educational needs.
- 6.3 The headteacher informs the governing board of how the funding allocated to support special educational needs has been employed.

7 Assessment

- 7.1 Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.
- 7.2 The class teacher and the SENDCO assess and monitor the children's progress in line with existing school practices.
- 7.3 The SENDCO works closely with parents and teachers to plan an appropriate programme of intervention and support.
- 7.4 The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENDCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

7.5 For children who are working below the standard of the national curriculum assessments and not engaged in subject-specific study at key stage 1 or key stage 2 the engagement model will be used to support teachers and staff in assessing the progress of these pupils.

7.6 The LA seeks a range of advice before assessing for an EHCP. The needs of the child are considered to be paramount in this.

8 Access to the curriculum

8.1 All children have an entitlement to a broad and balanced curriculum, adaptive teaching enables children to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

8.2 Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we adapt lessons when necessary, and we use assessment to inform the next stage of learning.

8.3 Individual Education Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success.

8.4 We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

9 Partnership with parents

9.1 The school prospectus contains details of our policy for special educational needs, and the arrangements made for these children in our school. The governors' annual report to parents contains an evaluation of the policy in action. A named governor takes a special interest in special needs and is always willing to talk to parents.

9.2 At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education.

9.3 The progress of children with special needs and their current targets are discussed with parents during regular parent's meetings. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

10 Monitoring and evaluation

10.1 The SENDCO monitors the movement of children within the SEN system in school. The SENDCO provides staff and governors with annual summaries of the impact of the policy on the practice of the school.

- 10.2 **Class teachers and SENDCO together are responsible for writing Individual Education Plans for the children in their class. These are reviewed and evaluated on a termly basis alongside the SENDCO.**
- 10.3 **The SENDCO and the headteacher hold regular meetings to review the work of the school in special educational needs. These meetings are then followed up with discussions with class teachers to identify next steps and discuss any support or resources required. The SENDCO and the named governor with responsibility for special needs also hold termly meetings.**

Appendix

Key Personnel

Name of Special Educational Needs Coordinator: Ellinor Edgeley
Name of Governor with special interest in SEN: Jane Bowley