Special Educational Needs & Disability (SEND) Policy

HENHURST RIDGE
PRIMARY ACADEMY

Providing the roots to grow & the wings to fly.

Policy Adapted: September 2025

Review Date: September 2026

REAch2 ACADEMY TRUST
EXCEPTIONAL OPPORTUNITIES FOR LEARNING

1. Introduction

Henhurst Ridge Primary Academy prides itself on being an inclusive school, meaning that appropriate steps are taken to ensure all children whatever their need, can access the curriculum.
This SEND policy is written to comply with the Children and Families Act 2014 (latest guidance) and its SEND Code of Practice (updated 2025) together with the Equality Act 2010 (with 2025 updates). Please read in conjunction with the SEND Information Report which provides more detail.

2. The SEND team at Henhurst Ridge Primary Academy

Inquiries about an individual child's progress should be addressed at first to the class teacher since he or she is the person who knows the child best. Other enquiries can be addressed to: Kate Jones (SENDCO).

Please make an appointment with the school office if you wish to speak to the SENDCo at Henhurst Ridge Primary Academy or email on sendco@henurstridgeacademy.org

3. Headlines from the Code of Practice.

Statements have been replaced by Education, Health and Care plans (EHC Plans) which can be used to support children from birth-25 years. School Action and School Action Plus have been replaced by one school-based category of 'Special Education Needs Support' (SENS). All children are closely monitored, and their progress tracked each term. Those at SENS are additionally tracked by the SENDCO.

3.1 There are four broad categories of SEND:

- communication and interaction (e.g. autistic spectrum and language disorders)
- cognition and learning (e.g. dyslexia, dyspraxia and dyscalculia; moderate learning difficulties, global developmental delay)
- social, emotional and mental health (e.g. ADHD, ADD, attachment disorders, emotional difficulties, mental health difficulties, EBD)
- physical and sensory (e.g. Hearing impaired, Visually Impaired, Epilepsy & Mobility issues)

We work closely with parents and children to ensure that we take into account the child's own views and aspirations and the parents' experience of, and hopes for, their child. Parents are invited to be involved at every stage of planning and reviewing SEND provision for their child.

All children benefit from 'Quality First Teaching': this means that teachers expect to assess, plan and teach all children at the level which allows them to make

progress with their learning. In addition, we implement some focused interventions to target particular skills. We have high expectations of all our children. Children on our SEND register make progress which compares well with the progress made by other children in school.

4. Defining SEND

The 2014 Code of Practice says that:
A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others 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. Taken from 2014 SEND Code of Practice (updated 2025): 0 to 25 Years – Introduction xiii and xiv

5. SEND at Henhurst Ridge Primary Academy

Our objectives are:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND;
- To ensure that every child experiences success in their learning and achieves to the highest possible standard;
- To enable all children to participate in lessons fully and effectively
- To value and encourage the contribution of all children to the life of the school
- To work in partnership with parents
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND
- To work closely with external support agencies, where appropriate, to support the need of individual pupils We actively engage with health, social care, and voluntary sector partners to ensure holistic support for every child.
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils

5.1 Identifying children at SENS (SEND Support)

Children with SEND are identified by assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

- The progress of every child is monitored at termly pupil progress meetings. Where children are identified as not making progress in spite of Quality First Teaching they are discussed with the SENDCO and a plan of action is agreed.

- Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause.

- This can be characterised by progress which:

• Is significantly slower than that of their peers starting from the same baseline
• Fails to match or better the child's previous rate of progress
• Fails to close the attainment gap between the child and their peers
• Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some parental support. Otherwise, the child is placed at SEND on our SEND register.

Our SENDCO is qualified to undertake a range of standardised tests with children. She can use these assessments to add to and inform teachers' own understanding and assessments of child. Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have ASD or ADHD or some other disability. However, school can make referrals to support a potential diagnosis if required.

5.2 Working with Parents and Children

We are committed to co-production, ensuring that pupils and their families are active partners in shaping provision. Pupil voice is central to our planning, and children are encouraged to express their views and aspirations in all review meetings.

We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at parent-teacher meetings or during informal meetings to discuss the child's progress. It shouldn't come as a surprise to a parent to learn that their child is being identified as having SEND.

Once a child has been identified as having SEND, the class teacher and SENDCo will invite the parents to an initial meeting to:
• formally let them know that their child is being placed at SENS
• discuss support and interventions that have been completed
• agree a plan and provision for the next term.

As part of the graduated approach cycle of 'Assess, Plan, Do, Review ' (required in the Code of Practice.) The child's Personal Learning Plan will be reviewed each term by the class teacher and Teaching Assistant as to progress made, new targets will be set and provision for the next term made. The child will be spoken to capture how they feel the cycle has gone and parents will be asked for their feedback.

We ensure that our provision is inclusive to all children with Special Educational Needs and/or disabilities.

- A one-page profile is used to record the child's strengths and interests, what they enjoy about school, what they find hard and what helps them to achieve. This is completed with the child and acts as a guide to their class teacher. The information may be updated during the year.

- Termly, at progress meetings, a Personalised Learning Plan (PLP) Document is produced and/or reviewed. The plan records specific and challenging targets for the child to achieve in a term, together with the personalised provision (which may be 1-1 or in a small group) put in place to enable the child to achieve these targets.
- Termly, at a progress meeting, smaller targets taken directly from the PLP's are discussed with children and agreed next steps are recorded towards the longer term targets.
- Daily/Weekly, on tracking records the teacher or teaching assistant records a short comment about progress made towards each of the targets.

5.3 Moving to an EHCP (Education, Health and Care Plan)

If children fail to make progress, despite high quality, targeted support at SENS, we may apply for the child to be assessed for an EHC Plan. Generally, we apply for an EHC Plan if:

• The child is Looked After and therefore additionally vulnerable
• The child has a disability which is lifelong, and which means that they will always need support to learn effectively
• The child's achievements are significantly below their peers that we think it likely that the child may at some point benefit from special school provision.

Children, who we think will manage in mainstream schools, albeit with support, are less often assessed for EHC Plans. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan. If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHC Plan which will record the decisions made at the meeting.

6. Teaching and Learning

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, at the cusp of their potential. Children with SEND and disabilities are entitled to be taught by their teacher, not always by a TA. Teachers aim to spend time each day working with all children with SEND, individually or as part of a group.

When allocating additional TA support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

The school has a range of interventions available which are listed and costed on a provision map. When considering an intervention, we look first at the child's profile of learning in order that we can select the intervention which is best matched to the child.

Targets for children at SEN are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher- who monitors progress towards the targets during the intervention- and by the SENDCO who monitors overall progress after the intervention.

• Interventions are planned in eight-to-ten-week blocks
• At the end of each block, children's progress towards their targets is assessed and recorded.
• A decision is then made as to whether to continue the intervention, to swap to a new intervention, or to allow a period of consolidation in class.

The SENDCO monitors interventions to identify 'what works'.

At Henhurst Ridge Primary Academy we recognise that some children with SEND benefit from a quieter, less stimulating environment to support their learning and emotional regulation. To meet this need, the school has established a dedicated classroom space designed to offer a calm, structured setting for part of the school day. This provision is staffed by a Higher-Level Teaching Assistant (HLTA) and a Teaching Assistant (TA), who work closely with class teachers and the SENDCO to deliver personalised learning and interventions. The space supports pupils in accessing the curriculum at their own pace, developing independence, and building confidence in a nurturing environment.

6.1 Adaptations to the curriculum teaching and Learning Environment

Henhurst Ridge Primary Academy is disability friendly. Corridors are wide, we have an elevator to the second floor, and we have several accessible toilets. We generally find that no additional adaptations to the building are necessary for children with physical disabilities. Other adaptations to the physical environment will be made, as appropriate, to accommodate children with other sensory disabilities.

All of our classrooms are inclusion-friendly: we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc. This is good practice to support all children but is vital for those who particularly need it. All of our children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.

6.2 Access to extra-curricular activities

All our children have equal access to before school, lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children. Class trips are part of our curriculum, and we aim for all children to benefit from them. No child is excluded from a trip because of SEND, disability or medical needs.

6.3 Staff Expertise

All of our teachers are trained to work with children with SEND. We all have access to advice, information, resources and training to enable them to teach all children effectively. We offer training and self-help opportunities through access to in-house or LA courses, provision of books or guidance towards useful websites. All TAs work with children with SEND.

The SENDCO works closely with all staff, sharing resources as well as offering training and advice. If we identify needs that we feel could benefit from more specialist services, the school is able to buy-in additional expertise from Entrust. This includes access to Educational Psychologists, Behaviour Support Team, Speech & Language, and Advisory Teachers.

7. Children with social, emotional and mental health needs

Behaviour is not classified as a SEND. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, considering family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) we complete a EHA (Early Help Action plan) with the family and support the child through that process. If parents and school are concerned that the child may have mental health needs, we encourage parents to ask their GP for a referral to CAMHS. If the child is felt to have long-term social, emotional or mental health needs- for example with anger management- the school can buy in specialist support from the local Behaviour Support Team.

All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs.

The school has a zero-tolerance approach to bullying, especially towards children with SEND. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to improve their social skills.

8. Transition Arrangements

Transition into and within school

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes- including from the nursery- as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visits to the classroom environment to identify where the toilets are, where the pegs are etc.
- Opportunities to take photographs of key people and places to make a transition booklet.

Enhanced transition arrangements are tailored to meet individual needs.

Transition to Secondary School

Transition reviews for Year 6 pupils will be held, where possible, in the Summer Term of Year 5 or the Autumn term of Year 6. The secondary school SENDCO will be invited to Annual Reviews of EHCP's. Additional transition arrangements may be made at these reviews e.g. extra visits, travel training etc.

9. Governors

It is the statutory duty of the Governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014. The Governor with particular responsibility for SEND is **Hannah Horsewell**. She meets with the SENDCO regularly to discuss actions taken by the school.

10. Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's Complaints Policy and Procedure.

11. Staffordshire's Local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, Health and Social care. Staffordshire's Local Offer is available from the website Staffordshire Connects.

https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?directorychannel=5

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.

12. Review Framework:

The policy will be reviewed annually (or sooner in the event of revised legislation or guidance)

Signed: Headteacher _____ Date: _____

Signed: Chair of Governors_____ Date: _____

Review Date: September 2026