

Heritage Park Primary School

Special Educational Needs and Disabilities Policy



Approved by: Full governing body

Last reviewed on: September 2025

Next review due by: September 2026

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Aims

Our SEND policy aims to:

- Set out how our school will support and make provision for pupils with Special Educational Needs and Disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

The school's approach

At Heritage Park Primary School we are fully committed to providing all of our pupils every opportunity to fulfil their potential. We believe all children are entitled to an education that promotes high standards and enables them to achieve their best.

We recognise that some children will find some areas of learning much more difficult than their peers. We will aim to ensure that the children with SEND receive the support and provision they need, whilst providing a high quality of education.

Working in partnership with families, it is our aim that all of our children will become confident individuals able to make a successful transition on to the next phase of their education.

Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) (2015) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEND information report 2024-2025

This policy also complies with our funding agreement and articles of association.

Definitions

At Heritage Park Primary School, we use the definition of SEN from the SEND Code of Practice (2015).

This states:

6.15 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.

A child has a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Roles and responsibilities

Everyone in the school community has a positive and active part to play in supporting children with SEND to achieve their full potential.

The SENCo

The SENCo at Heritage Park Primary School is Mrs E Carson-Doughty, however during part of this academic year, the SENCo role is being covered by Ms R Dixon.

The SENCo will:

- Work with the Headteacher and SEND Link Governor to determine the strategic development of the SEND policy and provision in the school
- Write the SEND Information Report and ensure this is updated annually and more often, if required
- Evaluate the effectiveness of SEND provision regularly
- Coordinate provision for children with special needs
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise teaching and support staff on the graduated approach to provide SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the Local Authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Headteacher and Governors to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

The Headteacher

The Headteacher at Heritage Park Primary School is Miss K Bell.

She will:

- Work with the SENCo and SEND Link Governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability and will keep the governors informed.

The SEND Link Governor

The SEND Link Governor at Heritage Park Primary School is Mr David Lowndes.

He will:

- Fulfil his statutory duties to children with SEND
- Oversee the securing of the appropriate resources linked to SEND provision

- Ensure a policy is established which has regard to the SEND Code of Practice on identification and assessment of special educational needs
- Help to raise awareness of SEND issues at governing body meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this at least termly
- Communicate with other governors, the school's rationale and impact of the spending of SEND funding
- Work with the Headteacher and SENCo to determine the strategic development of the SEND policy and provision in the school

Class teachers

All class teachers are responsible for:

- Providing high quality teaching which is differentiated for all children
- Providing the first step in responding to children who have or may have SEND
- The progress and development of every child in their class, including where children access support from teaching assistants or specialist staff
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working in partnership with the child, the parents, the SENCo and other agencies, to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

Teaching assistants

All teaching assistants will:

- Work with individual or small groups of children
- Implement agreed strategies, programmes and advice from specialists under guidance of the SENCo and class teacher
- Communicate regularly with the class teacher and SENCo in order to contribute to planning and monitoring children's progress
- Ensure the record keeping is up to date with regards to the children they support
- Maintain specialist equipment where appropriate
- Ensuring they follow this SEND policy

Information about SEND at Heritage Park Primary School

The kinds of SEND that are provided for

The Code of Practice (2015) categorises needs within four broad areas to give an overview of the range of needs that should be planned for. We provide support across all four of these areas, including:

- **Communication and interaction**, for example, Autism/Autism Spectrum Disorder (ASD) and speech, language and communications needs (SLCN).
- **Cognition and learning**, for example, Moderate Learning Difficulties, Severe Learning Difficulties, Profound Learning Difficulties and Specific Learning Difficulties, e.g. dyslexia, dyscalculia and dyspraxia.
- **Social, emotional and mental health difficulties**, for example, Attention Deficit Hyperactivity Disorder (ADHD), mental health difficulties and attachment disorder.

- **Sensory and/or physical needs**, for example, vision impairment, hearing impairment or a multi-sensory impairment.

We recognise that children may have needs which overlap one or more of these areas, however the main area of need is always outlined on our SEND register and on the child's PSP and/or EHCP. We also recognise that children's needs may change over time and for this reason, our SEND register is reviewed at least three times a year, each time a new diagnosis is made or a new child is added/removed from the SEND register. The needs of the child will always be used to determine the SEND provision they receive.

Identifying pupils with SEND and assessing their needs

Our intention is that the needs of all children are identified and met as early as possible. This intention is embedded in the whole school process of monitoring the progress and development of all children. We recognise the benefits of early identification and making effective provision in improving the long-term outcomes for children with SEND.

An on-going process of formative assessment and termly pupil progress meetings with the Senior Leadership Team helps to identify any children who are making less than expected academic progress. The school's first response is quality first teaching. Where progress continues to be less than expected, the classteacher will discuss their concerns with the SENCo. This progress can be in areas other than attainment, for example, where a child is experiencing difficulty with social, emotional and/or mental health needs.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and key stages, where appropriate. During the termly pupil progress meetings, class teachers will identify those children whose progress:

- 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
- Widens the attainment gap

The classteacher and the Senior Leadership Team (including the SENCo), will consider all of the information gathered within the school about the child, alongside the views of parents/carers and the child. During this stage, extra teaching or interventions may be put in place and the child's response will be monitored.

Particular care needs to be taken when identifying and assessing SEND for children whose first language is not English. Difficulties related solely to limitations in English as an additional language are not SEND. Additionally, a slower rate of progress or low attainment will not automatically mean a pupil is recorded as having SEND.

Where the child may have a higher level of need, with parental permission, the school may seek advice or support from external agencies, which have been approved by 'Peterborough Local Offer' or Peterborough City Council.

Only those agencies approved by the Peterborough Local Offer will be permitted on site and this is to be scheduled in agreement with the school to allow for minimal disruption to the school day.

The agencies that may be used by school, are listed on the [Peterborough Local Offer](#) which may be accessed through the school website, the SEND Information Report or a hard copy can be requested from the Local Authority.

If further support is required to address the needs of the child, which is “different from or additional to ordinary provision”, the school recommends that the child is placed on the SEND register at ‘Special Education Needs and/or Disability Support’ (SEND Support). At SEND Support, the school seeks to remove barriers for learning and put effective special educational provision in place.

Consulting and involving pupils and parents

Heritage Park Primary School values working in partnership with all parents/carers. Together, we can build a more complete picture of a child and their needs, than can be done separately. We seek to involve parents/carers in all decisions about their child through regular communication and consultation with the school and outside agencies where appropriate. We ask them to share information about their child and to contribute to target setting and review meetings to help meet their child’s needs.

Parents/carers are welcome to meet with their child’s class teacher and/or SENCo if they have any concerns or issues which they wish to discuss. They are also welcome to meet with any other professionals involved in their child’s education and care.

Children with SEND are involved in this process through the format of a ‘One Page Profile’ which represents the child’s voice in the process.

We will have an early discussion with the child’s parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the child’s areas of strength and difficulty
- We take into account the parents’ concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents and carers, in writing, if it is agreed that a pupil will receive SEND support.

Assessing and reviewing pupils' progress towards outcomes

The school adopts the graduated approach for SEND support, as described in the Code of Practice as the four-part cycle of ‘Assess, Plan, Do and Review.’

The four-part cycle results in a growing understanding of a child’s needs, in order to effectively support the child in making good progress. All children are closely monitored, and their progress is tracked each term. Earlier decisions and actions are revisited, refined and revised, drawing on more detailed approaches and more specialist expertise in successive cycles if necessary.

The four-part cycle:

Assess: We will ensure that we regularly assess the needs of all the children so that the progress and development of each child is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents/carers and the child. In some

cases we will draw on assessments and guidance from other relevant professionals e.g. educational psychologists and health professionals.

Plan: Where SEND support is required, the class teacher, parents and SENCo will put together a Personal Support Plan (PSP) outlining the adjustments, interventions and support which will be put in place for the child as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Short-term targets that are additional to, or different from, the differentiated provision for the class will be shared with the child using child friendly language and with parents/carers. All staff who work with the child will be made aware of the PSP. When a child continues to make little or no progress in learning or behaviour, the school may seek help from outside agencies, and the level of intervention is likely to increase.

Do: The class teacher is responsible for supporting the child on a regular basis, either through directly working with them or through allocating support for the child. The class teacher will also liaise closely with the teaching assistants, who provide the support set out in the PSP. The class teacher will monitor the progress being made. The SENCo will provide support, guidance and advice to the class teacher, as required.

Review: The PSP targets, including the impact of the support, will be reviewed at least three times per year on a termly basis. The child's voice is also an important part to the review process and they share this through their One Page Profile which is reviewed as required. During each review cycle, the class teacher will meet with the SENCo to discuss the child's progress. This is then followed by a separate meeting between the class teacher and the parents/carers. These meetings will inform the planning of next steps for a further period or in some cases, will result in the removal of the pupil from SEND Support where it is agreed between school staff and parents that this level of support is no longer required.

As the needs of a child can change, they may be moved from one level of intervention to another, in either direction, as appropriate. The school will continue to monitor children removed from the SEND register.

Education, Health and Care Plans

A very small number of children, whose needs are complex and long term, may require a greater level of support than that provided at SEND support. For these children, a request is made to the Local Authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being provided. This brings together any health and social care needs the child may have, as well as their educational needs. An EHCP can be used to support an individual from birth-25 years. Children who have an EHC plan, have an additional review meeting each year, through the format of an Annual Review meeting.

Transitions

SEND Support involves planning and preparations for transitions between phases of education and for transitions between schools. We ensure we work alongside the parents to support transition; Heritage Park Primary School will share relevant information with the setting the child is moving to or from.

We help to prepare children make their next step in education by liaising with nursery settings, offering pre-visits to secondary schools and ensuring the SENCo, class teachers and/or relevant support staff liaise with the SENCo of the nursery or secondary school. This transition support also

includes supporting children who transfer to our school in other year groups. The SENCo will always endeavour to contact the SENCo at the previous school in order to gain an insight into how best support the child.

Further support is put in place for children who may find transition to the next year group more challenging. This may be facilitated through additional visits to their new classroom, introductions to new staff and social stories.

Accessibility

We enable children to access the school environment by ensuring that the building and classrooms are accessible to all children. We provide wheelchair access and have a disabled toilet to ensure that all children in our school can access all of the activities offered. Parents are involved in the accessibility planning process if necessary, by holding personal meetings to discuss children's individual needs. This provision is further outlined in our Accessibility Plan.

Evaluating the effectiveness of SEND provision

We offer opportunities in addition to the normal reporting arrangements to parents/carers and children to discuss progress, to plan and review support, approaches and/or programmes. This is facilitated through termly Personal Support Plan (PSP) reviews with class teachers and parents. In addition to this, for children who have an EHCP, this will also take place during the annual review meeting.

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their PSP targets each term
- Use assessment data to measure pupil progress
- Using pupil questionnaires
- Monitoring by the SENCo
- Using provision maps to assess the effectiveness of interventions and SEND provision