

Heritage Park Primary School

Special Educational Needs and Disabilities Policy



Approved by:	Full governing body
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Last reviewed on:	September 2026
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Next review due by:	September 2027
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Heritage Park Primary School

Special Educational Needs and Disabilities Policy

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 is based on the statutory guidance [Special Educational Needs and Disability \(SEND\) Code of Practice](#), [Keeping Children Safe in Education](#) and [working together to improve school attendance](#).

This policy is also based on 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 local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The governance guide for [maintained schools](#) which sets out governors' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

Definitions

Special Educational Needs

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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Disability

Pupils are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

The four areas of need

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 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.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

Area of need	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

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 will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- 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 SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

The Headteacher

The Headteacher will:

- Work with the SENCo and SEND Link Governor to determine the strategic development of the SEND policy and provision in the school Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties

- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability and will keep the governors informed.

The Governing Body

The governing body is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Endeavour to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents/carers when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents/carers on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

The SEND Link Governor

The SEND Link Governor will:

- Fulfil their 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:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class, including where children access support from teaching assistants or specialist staff
- Providing the first step in responding to children who have or may have SEND
- 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
- Communicating with parents/carers regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents'/carers' concerns and agree their aspirations for the pupil

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

Parents or Carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parents or carers in any decisions made about the pupil.

The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible

Our approach to SEND support

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.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

We will work in a multi-agency way if a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN

- They are known to external agencies
- They have an education, health and care plan (EHCP)

This will allow us to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

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 write 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.

Levels of support

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

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.

Attendance

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support.

Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

Expertise and training of staff

Training will regularly be provided to teaching and support staff. The headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

Links with external professional agencies

Whenever necessary, the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)

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