



# SEND Policy



# Hollyfast Primary School

Policy date: September 2025

Policy review date: September 2026

## School Vision & Values

In our school our vision shapes all we do:

### VISION

Our vision is to be an excellent school that empowers children to ***dream big, aim high*** and ***push limits***, in order to achieve and attain their very best, all of the time. Every child at Hollyfast will be ***valued and nurtured***, feeling a strong sense of ***belonging***- within their class, year group, school and wider community. Rooted in ***kindness*** and ***respect***, this sense of belonging will nurture the children into confident, outward- facing citizens, who ***value personal growth as much as academic achievement***, enabling them to ***flourish***, both today and in the future.

### OUR MISSION

Our mission as a school is to provide an ***excellent*** education to ***every*** child, in ***every*** classroom, ***every*** day, whilst maintaining high quality pastoral care. ***Excellent teaching and leadership*** will be a part of ***every day life*** at Hollyfast, underpinned by ***collaborative, respectful*** working and learning relationships by all. As a result, all children will leave our school happy and driven to become the very best version of themselves.

### PUPIL MOTTO

'Aim high, grow within and reach beyond the stars'

To fulfil our mission as a whole school community, we strive to live out the vision through our child-friendly motto intertwined with our school values of:

- Excellence
- Kindness
- Courage
- Respect
- Collaboration
- Perseverance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (July 2014)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

Hollyfast Primary school's SENDCO is Mrs Michelle Giblin. She can be contacted at inclusion@hollyfast.coventry.sch.uk telephone 02476 332521. The linked governor for SEND is Helen Hodge.

Hollyfast is an inclusive school. We work within the Local Authority Offer which can be found at <https://www.coventry.gov.uk/sendlocaloffer> and we follow the guidelines from the Revised Code of Practice 2014. [Click here for more information.](#)

We ensure that all of our children are included in all aspects of learning and school life.

From time to time some children will require additional support for a period of a few weeks, months or even longer to meet their needs. These children may have additional support through targeted intervention work. If a child's needs persist, then the child may be identified as having special educational needs (SEN). This will be discussed with parents / carers, the child (if appropriate) and the class teacher. Following this the child will be placed on the SEND support register. Our school's definition of SEN is "Any child who receives any support which is additional to or different from everyday practice and / or receives support from outside agencies". The decision to do this is made by the school after consultation with the parents and is based on each child's individual needs.

### Aims

At Hollyfast Primary, we aim to raise the aspirations of and expectations for all pupils with SEND. To do this, we will focus on outcomes for children and not just focus on hours of provision or support.

### Objectives

1. To identify and provide for pupils who have special educational needs and or disabilities
2. To work within the guidance provide in the SEND Code of Practice, 2014
3. To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
4. To provide a Special Educational Needs Co-ordinator(SENDCO) who will devise and work with the SEND and Inclusion Policies
5. To provide support and advice for all staff working with special educational needs pupils

### Identifying Special Educational Needs

The SEND Code of Practice 2014 states that "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."

It continues to state that special educational needs fall under four broad areas of need:

- **Communication and Interaction** (including speech and language difficulties, Autistic spectrum disorder and Asperger's syndrome)

- **Cognition and Learning** (including moderate, severe and profound learning difficulties and specific learning difficulties such as dyslexia or dyspraxia)
- **Social, emotional and mental health** (including attachment disorder and attention deficit (hyperactivity) disorder)
- **Sensory and/or physical** (including visual impairment, hearing impairment or physical disability)

As a school, we will endeavour to identify a child's special educational need as early as possible, under the four broad areas of need, to enable us to provide the appropriate support to meet the needs of the whole child.

The following are **NOT SEND** but may impact on progress and attainment:

- Disability ( the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Behaviour is NOT SEND. Any concerns relating to a child's behaviour should be described as an underlying response to a need which we will be able to recognise and identify clearly as we know the child well.

### A Graduated Response

At Hollyfast Primary we believe that Quality First Teaching is the key to meeting the needs of most of our children. Through differentiated planning, adaptive teaching, a range of teaching methods and a good working knowledge of the children's needs, most children will make good progress. Our class teachers closely monitor the progress made by all children in their class and ask advice from the SENDCo (Special Educational Needs Co-ordinator) as soon as they have concerns about any of their pupils. Staff will fill in an Initial Concern Form which they will then pass to the Pastoral Team.

The SENDCO/ Pastoral Leader may then suggest activities such as small group work or special programmes (interventions/group work etc) to help the child. Examples of such groups in school are Social Groups, Precision Teaching, Wellbeing clubs).

All teachers are teachers of children with special educational needs and therefore class teachers are responsible and accountable for the progress and development of the pupils in their class, including where children access support from teaching assistants or specialist staff.

If the child continues to have difficulties, as indicated by high quality formative assessments, the SENDCO and the Class Teacher would suggest additional support and / or assessments. At this point, the child may be placed on the SEND Support Register after consultation with

parents / carers. Where the child presents as having higher levels of need, the school may draw on external services to provide advice, assessments and / or specialist programmes of work. Once a child has been identified as having SEND, the following steps are followed:

Step 1: Class Teacher, SENDCo and Parents / Carers make the joint decision to place the child on the SEND Support Register.

Step 2: Individual targets and strategies / interventions are identified and put into place. (The child may have a My Learning Plan written and they will be placed on the SEN provision map)

Step 3: These are reviewed at termly meetings with parents / carers, following the SEN Code of Practice 2014 format of Assess, Plan, Do and Review. External agencies may be involved for support and / or assessment where required.

Step 4: Where children have very complex needs and / or despite the school having taken relevant and purposeful action to support the SEN of the child, the child does not make expected progress, the school or parents may request an Education, Health and Care needs assessment. (EHC plan)

Parents and the child are involved in all of the above steps as much as possible. (This often depends on the age of the child.)

### **Managing SEND in school**

The SENDCo is responsible for keeping all records up to date and managing the SEND register and provision maps.

Children on the SEND register are classified as having SEN Support. Some children will be on the SEND register and receive SEND support for a relatively short period of time and others will remain on the register for a longer period of time. Using the Assess, Plan, Do, Review cycle, the SENDCO will continually evaluate and update the SEND register and monitor the interventions and support available to children to ensure that the SEND needs of each child are being met.

My Learning Plan targets will be updated three times a year by the class teachers as part of the termly review process, with children and in consultation with parents. This will take place around December, March and July although this is a flexible arrangement to meet the needs of individuals. If the school feel that the child no longer needs SEND support, there will be a consultation with parents and the child will be taken off the SEND register. The child will continue to be monitored through the rigorous assessment and monitoring, that is in place for all children.

### **Where further support is needed**

Some children will need support from outside agencies. Currently we work with a wide range of external services including:

- Educational Psychology Services (EP)
- Social, Emotional, Mental Health and Learning (SEMH+L)
- Complex Communication Team (CCT)
- Speech and Language Therapy Service (SALT)
- Sensory Support Service
- Child and Adolescent Mental Health Service (CAMHS)
- Counselling services

Other services are involved where applicable for a child and / or their family in order to receive the best support possible.

You can find out more about local services that we use in our SEND Information Report which is found on our website.

If the current support provided in school is not meeting the child's needs or they have particularly complex needs, a child may have a Statement of Special Educational Needs or an Education Health and Care Plan (EHC). The school or parents can request an assessment for an EHC plan at any time where necessary to meet the additional needs of a child. There is formal process to follow and strict criteria to meet.

### **Supporting pupils and families**

Families can find additional help and guidance in the school's SEND Information Report or [Coventry's Local Offer](#). Please click the links for details.

If a family needs additional support, this can be provided, following an assessment of need, through the Early Help system. This is managed in school by Mrs Michelle Giblin.

Children are supported through times of transition through our SENDCo / Pastoral Leader, supporting and coordinating internal transitions alongside the Class Teachers. The SENDCo will coordinate transitions to other settings, supported by the Class Teachers.

### **Supporting Pupils at school with Medical Conditions**

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Please refer to our Medical Conditions Policy for further details.

### **Training and Resources**

SEND is funded in school by a notional budget awarded to the school. It is therefore the responsibility of the school to meet the SEND needs of a child where possible through this funding. Where a child's needs are greater or more complex and can't be met through the notional budget, and EHC plan may be requested to access top up funding to support the needs of the child.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. This is either led by the SENDCo or by external specialists and is organised by the SENDCo or Senior Leadership Team.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils. The school's SENDCo regularly attends the SENDCo network meetings in order to keep up to date with local and national updates in SEND.

The SENDCo meets with all Class Teachers to assist them in meeting the needs of the children in their class.

Mrs Giblin (the SENDCO) and the Senior Leadership Team work closely together to ensure the needs of the children are met.

### **Roles and Responsibilities**

#### **The Role of the SENDCo**

- overseeing the day-to-day operation of the school's SEN policy
- coordinating provision for children with special educational needs
- liaising with and advising all staff
- overseeing and maintaining the records of all children with special educational needs
- liaising with parents of children with special educational needs
- contributing to the in-service training of staff
- liaising with external agencies
- organising and chairing annual review meetings where appropriate
- helping staff to identify early intervention
- tracking pupils' progress and allocating additional support to individuals or groups of pupils
- documents and records are kept and shared with staff and parents and are available where needed
- completing and maintaining the Special Educational Needs Register
- Making sure relevant referrals have been made
- tracking pupils' progress and allocating additional support to individual or groups of pupils
- ensuring individual needs of SEND pupils are met through targeted intervention where necessary
- analysing and reporting on progress of pupils to governors

### **The Role of the Class Teacher**

- Providing quality first teaching to all pupils, including those identified as having SEND
- Identifying each child's needs and levels of attainment and progress
- Advising parents of any concerns
- Completing an Initial Concern Form for children that they are worried about and passing it to the Inclusion Leader / SENDCo
- Providing reports for external specialists
- Monitoring and assessing progress and maintaining appropriate records, including writing and reviewing My Learning Plan Targets three times a year, and implementing strategies that have been suggested by external specialists
- Plan and prepare work for children to enable them to access the curriculum
- Ensure the delivery of the curriculum is appropriate to allow access for all children
- Fulfil any other duties as required of the class teacher as stated in the SEND Code of Practice 2014

### **The Role of the SEND Governor**

- To monitor and support the SENDCo and Senior Leadership in the implementation of the SEND Policy and SEND Information Report.
- To meet regularly with the SENDCo
- To inform Governors of any issues regarding the implementation of the SEND policy.

### **The Role of the Teaching Assistant**

- To support and help children with SEND to meet their targets (under the direction of the class teacher) and to report and record work that has been carried out and progress that has been made to the class teacher and SENDCo where appropriate.

### **Storing and Managing Information**

All documents regarding SEND will be stored in locked cupboards and on secure ICT systems within the school.

### **Reviewing the Policy**

This policy has been written with regard to the SEND Code of Practice (July 2014). It will be reviewed annually by the SENDCo and shared with all staff and governors.

### **Concerns**

If you have any concerns about your child, please refer directly to your child's class teacher. They know your child the best and can usually deal with your queries. Alternatively, you can

contact the SENDCo Mrs Michelle Giblin [inclusion@hollyfast.coventry.sch.uk](mailto:inclusion@hollyfast.coventry.sch.uk) or phone Hollyfast Primary School on 02476 332521.

## Complaints

If you have any complaints about this policy or SEND in general, please contact the SENDCo at [admin@hollyfast.coventry.sch.uk](mailto:admin@hollyfast.coventry.sch.uk) or phone Hollyfast Primary School on 02476 332521.

Alternatively, you can contact the Head Teacher at [garywatson@hollyfast.coventry.sch.uk](mailto:garywatson@hollyfast.coventry.sch.uk) or telephone on 02476 332521.

