

Special Educational Needs Policy

Agreed Governing Body	December 2025
Chair of Governors or Committee Chair	Alan Crump
Review Date	December 2026
Review Schedule	Annually

Legislation and Guidance

This policy is based on the statutory Special Educational Needs and Disabilities (SEND) Code of Practice. It also meets with part 3 of the Children and Families Act 2014, which sets out school's responsibilities for pupils with SEND and The Special Educational Needs and Disabilities Regulations 2014, which sets out school's responsibilities for education, health and care (EHC) plans, SEN Co-ordinators (SENCo) and the SEN information reports.

Aims

We are committed to ensuring that all children, irrespective of disability or learning difficulty, are able to access appropriate inclusive and differentiated teaching approaches. The aim is always to raise achievement.

This policy aims to:

- Set out how our school supports and makes provision for pupils with special educational needs (SEN)
- Explain the roles of responsibilities of everyone involved in providing for pupils with SEND.

Definition of Special Needs

The Special Educational Needs and Disabilities Code of Practice (0-25 years) 2014 state that:

A child or young person has Special Education Needs if they have learning difficulty or disability which calls for Special Educational Provision to be made for them.

A child of compulsory school age or young person has a learning difficulty or disability if they:

- *Have significantly greater difficulty in learning than the majority of others of the same age*
- *Have a disability which prevents or hinders them from making use of the facilities of a kind generally provided for others of the same age in mainstream school or mainstream post 16 institution.*



The SEND Code of Practice 2014, identifies **4 broad areas of need**:

Area of Need	Possible indicators which may show a child or young person's area(s) of need
Communication and Interaction	<p>Difficulties with:</p> <ul style="list-style-type: none"> • Speech – expressive language • Understanding – receptive language • Concentration, social interaction and relationships – Pragmatics <p>Diagnosed conditions:</p> <ul style="list-style-type: none"> • Autistic Spectrum Disorder
Cognition and Learning	<p>-Learning may develop at a significantly slower pace than his/her peers.</p> <p>-Attainment may also be below the age-related expectations.</p> <p>Children may show difficulties with the following:</p> <ul style="list-style-type: none"> • Language, memory and reasoning • Sequencing and organisation skills • Decision making • Understanding number • Problem solving and concept development • Information processing <p>Learning difficulties cover a wide spectrum of needs, including:</p> <p>-Moderate learning difficulties (MLD)</p> <p>-Severe learning difficulties (SLD)</p> <p>-Specific learning difficulties (SpLD) such as dyslexia, dyscalculia, dysgraphia or dyspraxia.</p>
Social, Emotional and Mental Health	<p>Development is affected due to:</p> <ul style="list-style-type: none"> • Behaviour difficulties • Attention difficulties (ADHD) • Anxiety and depression • Social isolation • Attachment disorders
Sensory and/or Physical needs	<p>A wide range of needs may come under this heading:</p> <p>Visual impairment (VI)</p> <p>Hearing impairment (HI)</p> <p>Fine and/or gross motor skills development</p> <p>Multi-sensory impairment</p> <p>Medically diagnoses conditions which impact on a child's ability to access his/her education.</p>



Roles and Responsibility

Provisions for pupils with SEND is a matter for the school as a whole.

<p>SENCo Mrs S. Russell</p> <p>Deputy SENCo Mrs H. Tidman</p>	<p>The SENCo and Deputy SENCo:</p> <ul style="list-style-type: none"> • Work with the Headteacher and SEN Governor to determine the strategic development of the SEND policy and provision in school • Have day to day responsibility for the operations of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have Education, Health, Care Plans (EHC Plans) • Provide professional guidance to colleagues and work with staff, parents and other professional agencies to ensure that pupils SEND receive appropriate support and high quality teaching • Provide advice on the graduated approach to providing SEND Support • Provide advice on the deployment of the school delegated budget and other resources to meet pupil's needs effectively. • Are the point of contact for external agencies, especially the local authority and its support services • Will 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 governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regards to reasonable adjustments and access arrangements. • Ensure the school keeps the records of all pupils with SEND up to date.
<p>The SEND Governor Ms Y. Wilson and Ms. L. Ridsdale</p>	<p>The SEND Governor will:</p> <ul style="list-style-type: none"> • Help raise awareness of SEN issues at the governing board meeting • Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this. • Work with the Headteacher and SENCo to determine the strategic development of the SEND policy and provision in school.
<p>The Headteacher Miss E. Pickard</p>	<p>The Headteacher will:</p> <ul style="list-style-type: none"> • Work with the SENCo and SEN Governor to determine the strategic development of the SEND policy and provision. • Have overall responsibility for the provision and progress of learners with SEND.
<p>Class Teachers</p>	<p>Each class teacher is responsible for:</p> <ul style="list-style-type: none"> • The progress and development of every pupil in their class • Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and intervention and how they can be linked to classroom teaching. • Working with the SENCo to review each pupil's progress and development and decide on any changes to provision. • Ensuring they follow this SEND policy.



SEND information

Our school currently provides additional and different provision for a range of needs, including pupils with:

- Communication and interaction difficulties (autism, specific language impairment, speech and language needs)
- Social, Emotional and Mental Health difficulties
- Sensory and/or physical needs (hearing impairments and visual impairments)
- Moderate learning difficulties
- Severe learning difficulties (Global cognitive delay, Foetal Alcohol Syndrome)
- Specific Learning difficulty (Dyslexia, Dyscalculia)

Identifying pupils with SEND and assessing their needs

Identification and assessment of children whose language is not primarily English are treated with care. Where possible, the child is assessed in their home language drawing from local sources of advice. Lack of competence in English is not equated to learning difficulties. However, where a child's progress is slow, it will not be assumed that is automatically hindered by the language problem.

Each child's current skills and levels of attainment are assessed as part of a thorough assessment cycle. Teachers make half termly assessments of progress for all pupils and identify those pupils 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 their attainment and the age related expectations
 - Widens the attainment gap

Class teachers will raise concerns with the Headteacher, SENCo and Deputy SENCo as part of the pupil progress meetings.

(Slow progress and low attainment does not automatically mean a pupil should be recorded as having special educational needs)

When deciding whether special educational needs provision is required, we may:

- Monitor a pupil closely
- Focus on desired outcomes
- Discuss expected progress and attainment
- Barriers to learning will be considered
- interventions and support may be offered where appropriate as part of a graduated response
- pupils' and parent's views may be sought

Special Needs Register

A child will only have their name appear on the Special Needs Register if it is deemed that they needs provision which is additional to/different from the provision which is needed by their peer group.



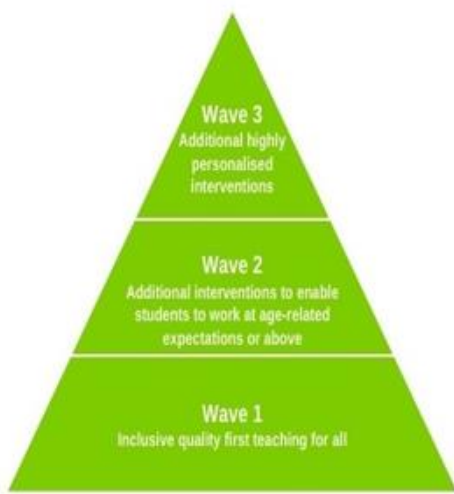
Individual Provision Maps and Individual Support Plans (IPMs and ISPs) – see appendix 1 for exemplar formats.

Once a child is recorded as having special educational needs, the provision in place to support the pupil will be recorded on an Individual Provision Map. An Individual Support Plan will be created to provide pupils with targeted objectives and outcome which the pupil will be supported to work towards.

Support plans will be monitored and targets will be reviewed regularly to ensure pupils are accessing provision which helps them meet the outcomes.

Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

<p>Wave 3 – Children at this stage are identified as needing SEN SUPPORT. Pupils will be on the Special Needs Register and have an Individual Education Plan. Pupils working at this stage may have support for external professionals. Some pupils may have an Education, Health, Care Plan (EHCP).</p>	
<p>Wave 2 – In addition to Wave 1, Children require interventions over a specific time period to address any gaps in learning, allowing a child to move forward.</p>	
<p>Wave 1 – This stage offers all pupils inclusive quality first teaching, taking into account the needs of all learners through differentiation and carefully planned learning opportunities.</p>	

Adaptations to the curriculum

Adaptation are made based on individual need, following discussion between relevant staff (Teacher, SENCo or Deputy SENCo and Headteacher)

Adaptations may take the following forms:

- Adapting our curriculum to ensure all pupils are able to access learning
 - Groupings – offering small group support/intervention
 - offering 1:1 support/intervention
 - using a variety of teaching styles to ensure all learners are involved in the learning process
 - Adapting the content of the lessons to meet individual needs
 - Adapting resources and staffing to meet the needs of pupils
 - Using learning aids – laptops, iPads, coloured overlays, Visual timetables, larger font, etc.
 - Offering 'take up time' to allow pupils to process their thoughts
 - Pre-teaching vocabulary and new texts
- This is not an exhaustive list, other strategies may be used if deemed appropriate to support a child to access learning.

Additional Support for learning

As previously mentioned, we offer a range of additional support including small group and high-level adult support where it is deemed that there is a need.

We have experienced teaching assistants (2 of whom are HLTAs) who provide in class support and small group intervention work.

For some pupils with special educational needs, Hawkworth Wood Primary School offers a small group, teaching and learning class (Rosen). Rosen Class allows pupils to access individualised learning with higher levels of adult support in a small group environment. Pupils who access Rosen Class also take part in learning within their own class, where appropriate.

Assessing and reviewing a pupil's progress towards outcomes

We follow a graduated approach, working through the cycle of Assess, Plan, Do, Review.

Class teachers will work with the SENCo and Deputy SENCo to carry out a clear analysis of a child's needs. This may draw on the information gained from:

- The teacher's assessments
- The teacher's observations and experiences of the child
- The child's previous progress and attainment
- Other teacher's assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experiences of parents
- The pupil's own views
- Advice from external support services, if applicable

Assessments of progress towards outcomes will be regularly reviewed.

All teachers and support staff who work with the child will be made aware of:

- The child's needs
- The outcomes the child is working towards
- The proposed support and provision in place
- Any further strategies or approaches which are required.

We will regularly review the effectiveness of the support and interventions and the impact on the pupil's progress.

Working with outside agencies

We work with a range of professional agencies to offer support:

- The school works in close partnership with Leeds Children's Services
- Educational Psychology – as a school we purchase additional support, extra to the time allowance offered by the local authority.
- Leeds Inclusion Advisory Team (IAT, formerly SENIT)
- Physiotherapists
- Occupational Therapists
- Speech and Language Therapists – both NHS and through trade services bought in by school.
- Nurses
- Hearing Impairment Team
- Visual Impairment Team

We also draw parents' attention to available support outside school (e.g. SENDIASS)



Expertise and training of staff

We have a commitment to staff development. Training is offered as part of an on-going professional development programme. Where staff may need specific training to support a pupil, this support is sought from the appropriate agency, for example, the Community Nursing Team for pupils with medical needs, etc.

Resources and equipment

- Provision for children with identified difficulties is planned for on an individual and needs related basis.
- Provision for children with EHC Plans is organised and resourced in line with advice given in the EHC Plan.
- It is the responsibility of the SENCo to ensure that statutory provision is maintained and ongoing support is given to the class teacher in evaluating the effectiveness of such provision.

Evaluating the effectiveness of SEND provision

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

- Reviewing pupil's individual progress towards their goals each term
- Reviewing the impact of interventions. When the review takes place will depend on the duration and frequency of the intervention but reviews may often be carried out half termly.
- Carrying out monitoring and moderation of work
- Observation of teaching – differentiation, adaptations and use of teaching support staff
- Holding annual reviews for pupils with Education, Health, Care Plans

Enabling pupils with SEND to engage in activities available to those pupils in school who do not have SEND

All pupils are actively encouraged to participate in all school events, including events such as sports day, class assemblies, special workshops, day trips, residential trips, etc. In some cases, reasonable adjustments will be made to ensure pupils with SEND are able to participate.

No pupil is every excluded from taking part in events because of their SEND.

The Health and Safety of **all** pupils will always be considered when planning events.

Support for improving emotional and social development

We provide a range of support for pupils to improve their emotional and social development, including:

- Encouraging pupils with SEND to be involved with the school council, playground buddying, class jobs, etc.
- Pupils with SEND are also supported through interventions offered by our Thrive Practitioners.



Consulting and involving parents and pupils

We have early discussions with pupils and their parents when identifying if there is a SEND need. During discussions we aim to:

- Ensure everyone develops a good understanding of the pupil's areas of strength and are of development
- take into account the parent's concerns
- Ensure that everyone understands the agreed outcomes sought for the pupil
- Ensure everyone is clear on what the next steps are

Notes of discussions will be added to the child's records. If it is deemed appropriate for a child to receive SEND support/be added to the SEND register, parents will be formally notified and follow up meetings may be held to clarify the provision offered. At all stages, the pupil will be involved, in a manner that is appropriate to the child's development and understanding.

Complaints about SEND Provision

Complaints about SEND provision should be made to the school SENCo in the first instance. The Headteacher will be informed of any complaint. The school complaints policy will be followed and any complainants will be referred to this policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their child/children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Name of school contact

If any parents/carers have concerns relating to SEND and provision, Mrs Russell (SENCo) or Mrs Tidman (Deputy SENCo) are the initial contacts within school. Contact can be made either via the school office or by emailing Sendco@hwood.org.uk

The Local Authority Local Offer

For further information relating to SEND at Hawksworth Wood Primary School, please see our school SEND offer, appendix 2.

For the Local authority's local offer please visit:

<https://leedslocaloffer.org.uk/#!/directory>



Appendix One – Individual Provision Map and Individual Support Plan

Individual Provision Map		Photo
Pupil Name:		
D.o.B:		
Year Group:		
Primary Need:	Additional information: Pupil Premium/ CLA/PA/PCLA/EAL	
Description of Strengths & Needs	Strengths - include achievements, aspirations and success	DSL Involvement: Yes/No
		Needs/Barriers to learning
Universal Provision		Additional Provision
Current provision:		Current provision: Targeted: Personalised/Specialist:

Example of termly target sheet

Autumn Term Individual Support Plan	
Target 1:	
Actions: (What? When? Where? by who? How often?)	
Success Measure: The pupil will be able to	
Target 2:	
Actions: (What? When? Where? by who? How often?)	
Success Measure: The pupil will be able to	
Target 3:	
Actions: (What? When? Where? by who? How often?)	
Success Measure: The pupil will be able to	



Autumn Review	
Target	Progress made against target and evidence
1	
2	
3	
Next steps or recommendations:	



Appendix 2 - SEND Offer at Hawksworth Wood Primary School

SEND Offer at Hawksworth Wood Primary School

At Hawksworth Wood Primary School we create a warm and nurturing environment, where children feel safe and secure. It is important that all pupils experience success. We aim to develop a sense of self-worth and self-esteem among all of our pupils and treat pupils equitably, so that all pupils have the opportunity to realise their full potential; intellectually, emotionally, physically, socially and spiritually, regardless of race, gender, religion or disability. We work as a whole school community to fulfil this aim.

Since September 2014 all local authorities have been required to publish a 'Local Offer' detailing all services and support available in the area for children and young people with SEND aged 0-25 under the Children and Families Act. All schools are also required to detail how we support children with SEND and provide advice and support to parents.

Leeds Local Offer is available to view at:

<https://leedslocaloffer.org.uk/#!/directory>

This link is also available on the SEND page of our school website.

How does Hawksworth Wood Primary School fulfil the Leeds Local Offer?

Please find below responses to some Frequently Asked Questions (FAQ's). If you have any further questions please contact our Special Educational Needs and Disabilities Co-ordinator (SENCo), Sarah Russell, or Deputy SENCo, Hannah Tidman, via the school office or by emailing Sendco@hwood.org.uk

What should I do if I think my child may have special educational needs?

Parents are able to discuss concerns with their child's class teacher, SENCo, Deputy SENCo or school's Leadership Team.

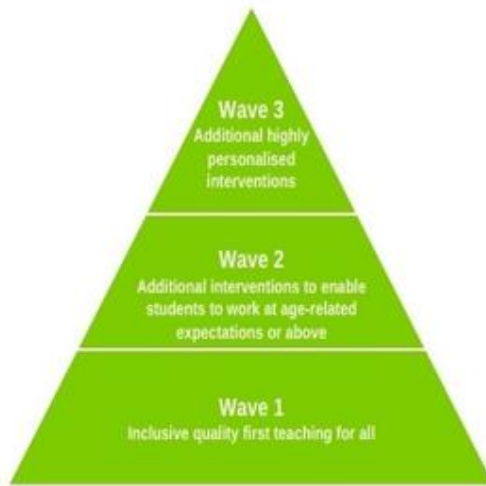
All children's' progress, academically, socially and emotionally, is monitored by teachers and the Leadership Team. Where concerns arise, wider discussions and consultations with parents/carers will take place.



How will school staff support my child?

The wave model shows the stage of support available to pupils.

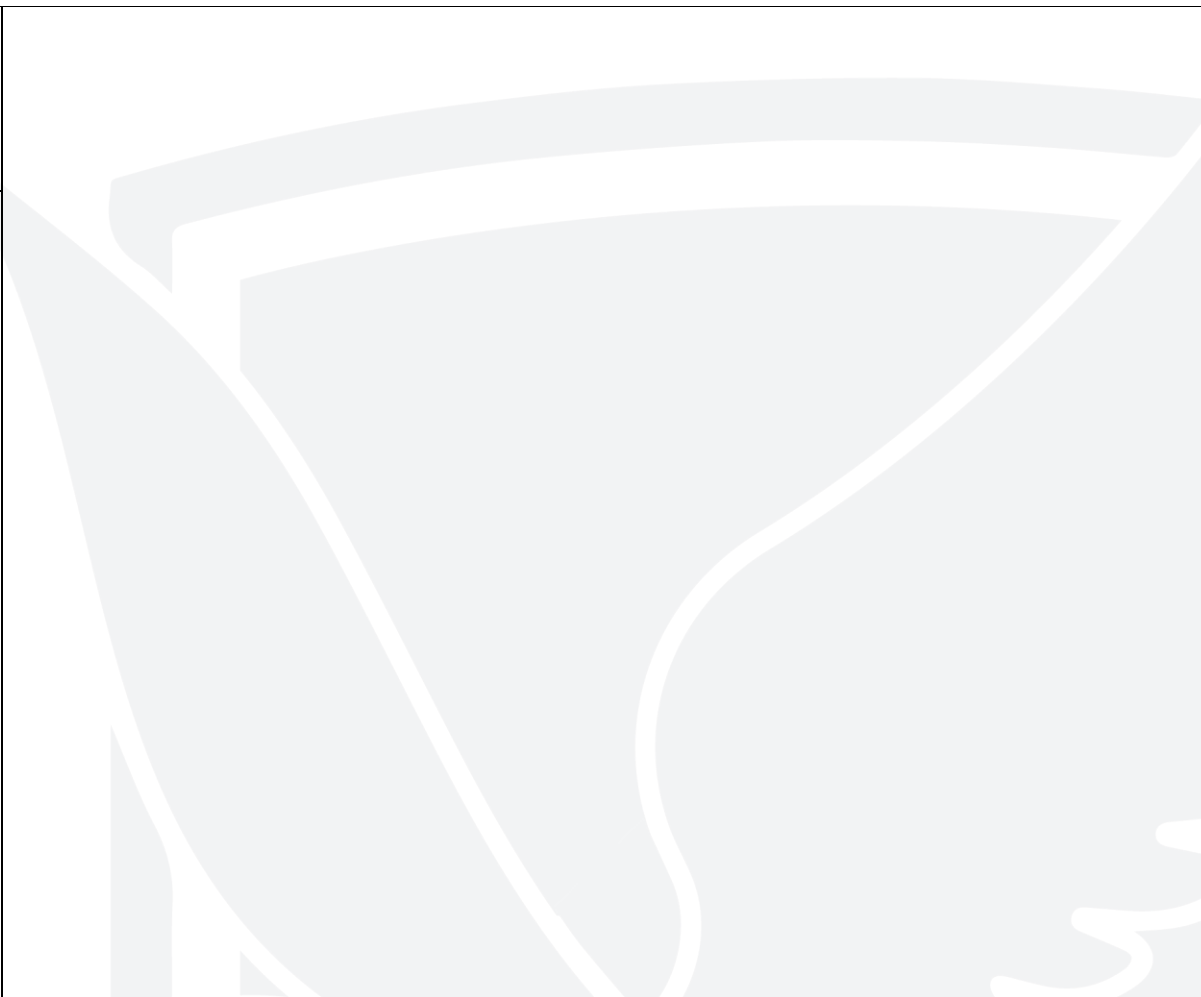
Wave 3 –
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Wave 2 –
In addition to Wave 1, Children require interventions over a specific time period to address any gaps in learning.



<p>allowing a child to move forward.</p>	
<p>Wave 1 – This stage offers all pupils inclusive quality first teaching, taking into account the needs of all learners through differentiation and carefully planned learning opportunities.</p>	

- All children are provided with Quality First Teaching – this ensures that a good level of classroom teaching is in place (wave 1).
- Children identified as needing extra support will have interventions put in place (Wave 2). These interventions are monitored for impact and support will be adapted as part of the review process.
- Most children identified as having special educational needs will have individual support plans which outline specialised targets and strategies to support your child. These plans are reviewed termly with the child and shared with parents, who have the opportunity to add their views to the child’s support plan.
- For some children with special educational needs, high levels of support are needed and external professionals may offer additional support (wave 3).
- The school’s SENCo and Deputy SENCo meet regularly with the school’s Inclusion Team, and external professionals such as educational psychologists and speech and language therapists. Any child needing support will be identified and referred to the relevant professionals so that appropriate support can be offered.
- Some children may need support for medical and physical conditions. Where this is the case, school will liaise with the relevant professional agency to ensure support is provided for the child.
- In some cases, social, emotional and mental health support might be needed. This may take the form of support within school or external agency support from the North West Area Inclusion Partnership (NWAIP).

How will I know how my child is doing and how will you help me to support my child’s learning?

- All children’s progress is shared with parents throughout the year during parents’ evenings, where parents are informed of their child’s attainment.



- Parents of SEND children may be invited to meet relevant members of staff so that a detailed and full conversation can take place.
- If teachers have concerns they will discuss these with the SENCo/Deputy SENCo and/or the Leadership Team before contacting parents to discuss concerns.
- The class teacher or SENCo/Deputy SENCo will speak to parents regarding any referrals to outside agencies that may be needed to support a child.
- Support plans are shared with parents each term. Parents have the opportunity to contribute to the formation of these plans.
- All children are tracked using school's data tracking. The SENCo monitors the progress of children with SEND needs.
- Annual reports are written for every child.

What specialist services and expertise are available at or accessed by the school?

- School has direct access to a wide range of services. These agencies include: Speech and Language Therapy, Occupational therapy, Physiotherapy, CAMHS, Educational Psychologist, NWAIP, Social Services, Paediatricians and the School Nursing Team.

What training is given to staff who are supporting children and young people with SEND?

- As required, staff receive regular training from the School Nursing Team around key medical issues involving the children in their care.
- Professionals such as Speech and Language Therapists, Physiotherapists and Educational Psychologists work with staff, offering advice and training to support individual needs.
- First Aid training is provided for all staff throughout school.
- Training related to specific areas of SEND takes place as part of whole-school Continuous Professional Development.

How will my child be included in activities outside the classroom including school trips?

- All children are encouraged to participate in all activities both within and outside of school.
- Trips and visits are risk assessed. If, for any reason, a visit is risk assessed as inaccessible or poses substantially high risk, reasonable adjustments will be considered to promote participation.

How accessible is the school environment?

- We have wheelchair access.
- There are facilities for changing and accessible toilets which can accommodate wheelchairs and support individuals with a disability.
- The use of computers and iPads enable all children to have access to new technologies to support their learning.
- Where required, external professional such as physiotherapists and occupational therapists will work with school to ensure appropriate support is in place for a child.

How will the school prepare and support my child to join the school or to transfer to a new school or the next stage of education and life?



We recognise that transition may be an anxious time for a child with SEND. To promote a smooth transition school may take some of the following steps.

If your child is joining our school:

- We encourage parents and children to visit the school and meet their new teacher prior to joining the school.
- A member of the Leadership Team will show the child and parents around school and be available to answer any questions.
- Where the child already attends a private childcare setting or another school, a member of the Inclusion Team or SENCo will liaise with the child's current setting to gain advice on the systems which are currently in place to support the child before the child moves to our school.

If your child is moving to another school:

- We will contact the school SENCo and share information about any special arrangements that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher in advance by current class teacher and, where needed, the SENCo.
- Your child will have transition visits to meet the class teacher and become familiar with their new classroom.

In Year 6 – moving to high school settings:

- The teacher and SENCo/Deputy SENCo will discuss the specific needs of your child with the SENCo of their secondary school.
- Where possible, your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in our school.

How are the school's resources allocated and matched to children's special educational needs?

Resources may include deployment of staff depending on individual circumstances.

Resources are allocated throughout the year on a needs basis and deployed based on discussions between Class Teachers, SENCo, the Leadership Team and additional professionals involved with each child.

Who can I contact for further information?

If you wish to discuss your child's educational needs, please contact the school office to arrange to speak with Mrs Russell (SENCo), Mrs Tidman (Deputy SENCo). Alternatively, you email Sendco@hwood.org.uk





