SEND policy and information report

Howard Community Academy

Approved by:	Headteacher	**Date:** November 2026
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Contents

1. Aims 2
2. Legislation and guidance 3
3. Definitions 3
4. Roles and responsibilities 4
5. SEND information report 5
6. Monitoring arrangements 12
7. Links with other policies and documents 12

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1. Aims

Our SEND policy and information report aims to:

- set out how our school will support and make provision for pupils with special educational needs and disability (SEND)
- explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- encourage an effective parent partnership to ensure that parents and carers are informed of their child's SEND and communication between parents and school is effective
- enable all staff to have a role in identifying students with SEND and to take responsibility for recognising and addressing their individual needs
- ensure that all students with SEND and disabilities are able to participate in all activities of the school (Equalities Act; Disability Discrimination Act 2010)
- promote effective partnership and to involve external agencies where appropriate
- encourage the whole school community to demonstrate a positive attitude toward SEND
- ensure that all students with special educational needs and disabilities are identified at an early stage and that their needs are met
- ensure that quality first teaching, with appropriate adaptations for individual students, is embedded in every class and that teachers are held accountable for the progress and attainment of all students whether or not they have additional needs
- ensure that all students have access to a broad and balanced curriculum
- ensure that all learners make the best possible progress and realise their full potential
- encourage and support learners to participate in decision-making which affects their education, seeking their views and taking them into account
- deliver a program of staff training and team support which underpins work with SEND pupils
- ensure Class Teachers monitor and take responsibility for the teaching and progress of pupils in Support and Nurture Groups.

2. Legislation and guidance

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

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND and disabilities.
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND Co-ordinators (SENDCOs) and the SEND information report.

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have 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.

The SEN Code of Practice recognises four broad areas of need which give an overview of the range of needs. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category.

Pupil's needs are identified by considering the needs of the whole child; this will include not just the special educational needs of the child, but other needs too.

Area of Need:	***Examples of difficulties***
1. Communication and interaction	Speech, Language and Communication Needs Autism spectrum disorder/condition (ASD/C) Social Interaction Difficulties
2. Cognition and learning	Learning Difficulties Specific learning difficulties e.g. Dyslexia, Dyscalculia, Dyspraxia
3. Social, Emotional and Mental Health Difficulties	Attention Deficit Hyperactivity Disorder (ADHD) Attachment Disorder Depression Anxiety Needs presenting with externalizing behaviours such as temper outbursts and verbal aggression to peers and adults. They may exhibit internalizing behaviours and be extremely withdrawn, quiet and find it difficult to concentrate.
4.Sensory and/or physical Needs	Hearing Impairment Visual Impairment Physical Disability

We recognise that there are factors which are NOT SEND but may impact upon the progress and attainment of pupils. These factors include:

- 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 SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium
- Being a Child in Care / Looked After Children
- Being a child of a Serviceman/woman

Identification of behaviour as a need is not an acceptable way to describe SEN. Concerns relating to a child's behaviour are described as an underlying response to a need which the school will be able to recognise and identify clearly using knowledge about the child.

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is Julie Whiting and can be contacted through the school office on 01284 766278.

They will:

- work with the headteacher and SEND 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 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 on the graduated approach to providing 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 governing board 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
- share leadership, responsibility and management of the school nurture provision, The Hive
- liaise closely with parents of pupils with SEN, so that they are aware of the strategies that are being used and are involved as partners in the process
- assist in the monitoring and evaluation of progress of pupils with SEN through the use of existing school assessment information, e.g. class-based assessments/records, SATs, etc.

4.2 The SEND governor

The SEND governor will:

- help to raise awareness of SEND issues at governing board meetings
- monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

- write reports as a record of visits, monitoring and discussions.

4.3 The headteacher

The headteacher will:

- work with the SENDCO and SEND 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
- report to the Governing Body and Trust.

4.4 Class teachers

Each class teacher is responsible for:

- the progress and development of every pupil in their class, reporting on the progress of SEND pupils as part of pupil progress meetings, Annual Reviews and school reports
- 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 and continued in class
- working with the SENDCO to review each pupil's progress and development and decide on any changes to provision or delivery
- ensuring they follow this SEND policy.
- Updating APDRs termly and setting smart targets using the advice of EPs. OTs, SALT and other agencies

Teaching assistants work as part of a team with the teachers, supporting pupils' individual needs, and helping with inclusion of pupils with SEN within the school learning environments and areas.

5. SEND information report

5.1 SEND Provision:

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

- communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- cognition and learning, for example, dyslexia, dyspraxia
- social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), attention deficit disorder (ADD)
- sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- moderate and multiple learning difficulties
- needs that would benefit from time in the Hive, our additional classroom.

SEN Support

Where it is determined that a pupil does have identified SEND, parents will be formally advised of the decision and the child will be added to the SEND register. The aim of formally identifying a pupil with SEND is to ensure that effective provision is put in place and so remove barriers to learning.

Education, Health and Care Plan (EHCP)

An EHCP is for any child or young person that has a significant and complex SEND. An EHCP is required when a child's needs cannot be met by the usual support that is available to them in their school or setting. The EHCP is a document which sets out the education, healthcare and social care needs of a child or young

person for whom extra support is needed in school, beyond that which the school can provide. Children with an EHCP will usually be entitled to extra support in school (though not necessarily full-time) and will usually have outside agencies involved in their support, such as physiotherapists, SALT, behavioural experts or sensory impairment teachers.

In order for a child to receive an EHCP, a request for an EHC needs assessment (EHCNA) must be submitted to the child's local statutory assessment team. This is usually requested by the school but can be requested by a parent or other professionals involved with a child.
The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Following Statutory Assessment, if an EHCP is agreed, a plan will be provided by the local authority. The school and the child's parents will be involved developing and producing the plan.

- Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

5.2 Identifying pupils with SEND and assessing their 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. Class teachers will make regular assessments of progress for all pupils and identify those 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
- would benefit from physical or environmental changes.

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, 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. 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.

The school provides emotional and social support in order to help pupils regulate their behaviour and access learning. This supports placements, behaviour and helps identification of underlying needs.

5.3 Consulting and involving pupils and parents

Teachers will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- everyone develops a good understanding of the pupil's areas of strength and difficulty.

- parents' concerns are taken into account
- everyone understands the agreed outcomes sought for the child
- everyone is clear on what the next steps are
- everyone is clear on what this school can and cannot offer.

Notes of these early discussions will be added to the pupil's record and given to their parents. We use chronologies to record this information on one document. This will detail all advice, meetings and support that have been put in place to support the child going forward. If, after an initial discussion with parents and a period of monitoring, the teacher feels that child needs further support, a referral will be made to the SENDCo, who will discuss and assess as required.

The SENDCo will formally notify parents when it is decided that a pupil will receive SEND support.

5.4 Assessing and reviewing pupils' progress towards outcomes

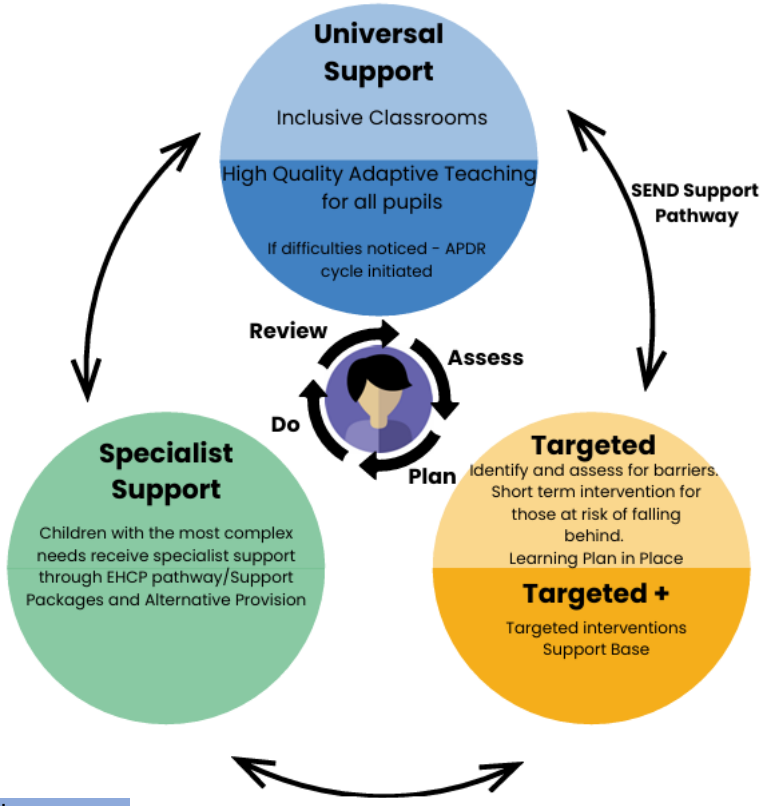
The Code of Practice (2014) outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is **additional to** or **different from** the provision made as part of the school's usual differentiated curriculum and strategies.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Additional intervention and support cannot compensate for a lack of high-quality teaching.

The Graduated Approach will generally follow the subsequent process detailed below.
When a child or young person is identified with or is suspected of having Special Educational Needs, teachers and support staff should take actions to remove the pupil's barriers to learning and put in place an educational provision through the use of the Graduated Approach.

The Anglian Learning Graduated Approach identifies different levels of support that pupils may require and receive.

Graduated Approach



1: For all – Inclusive Classrooms
2: For some –Interventions and additional support
3: For few – Personalised support, EHC plans, Alternative provision

The Graduated Approach also incorporates the process by which schools assess the needs of children and young people and then provide them with the appropriate support. Through using the Graduated Approach, we expect that reasonable adjustments will be made for the majority of children and young people with SEN and that they will be able to access and have their needs met within the mainstream provision.

We follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

Through the cycle, earlier decisions and actions are revisited, refined and reviewed with a growing understanding of the pupil's needs and the support that they require.

Assess:
A clear and detailed assessment of the pupil's needs should be carried out by those teaching and supporting the pupil in conjunction with the SENCo. Where little or no improvement is seen, specialist assessments may be sought.

Plan:
Teachers, support staff and the SENCO should work collaboratively with the pupil and their family to agree the outcomes, interventions and support that will be put in place. The support and interventions should be directly related to the long-term outcomes sought and they should be based on evidence of their effectiveness. A clear timeframe for review should be agreed. Advice on EHCPs, SES reports etc should be considered when targets are formulated. Each child will have a target around Reading as this is an area of focus for the entire school.

Do:
The teacher/ key person remains responsible for working with the pupil on a daily basis (even where interventions involve 1 to 1 or group teaching outside of the class). The SENCo should advise the teacher/ key worker on the effective implementation of support, but they are not responsible delivering or organising the support.

Review:

The effectiveness of the support and interventions, and their impact on the pupil's progress should be reviewed regularly at least termly. The pupil's views and that of their parent/ carers should be established and taken into account by updating the one page profile with the pupil at least yearly and adding the parents views to the APDR. The support should be revised in the light of the pupil's progress and development and any changes to the support or outcomes should be made throughout the year.

The class or subject teachers with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- the teacher's assessment and experience of the pupil
- their previous progress and attainment and behaviour
- other teachers' assessments, where relevant
- the individual's development in comparison to their peers and national data
- the views and experience of parents
- the pupil's own views
- advice from external support services, if relevant.

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Preparation for transition to secondary includes a transition program with induction sessions at the new school.

5.6 Our approach to teaching pupils with SEND

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

High quality teaching is our first step in responding to pupils who have SEND. This will be adapted for individual pupils. We will also ensure that the universal offer that is provided for all children takes account of the specific needs of children with SEND by using visual widget symbols around the school, visual timetables with widget symbols in each classroom and task planners as well as specific guidance on each subject medium-term plan for provision for children with SEND needs.

We will also provide interventions as deemed appropriate.

Interventions used are: Beat Dyslexia, Toe by Toe, Attention Autism, Socially Speaking, Little Wandle Keep up and Catch up, Little Wandle SEND programme, Time to Talk, Socially Speaking, Social Stories, Lego Therapy, Play Therapy (carried out by a specialist Play Therapist with individual children identified by Boxall scores),Language Link, Boxall profiling and Nurture and ELSA (Emotional Literacy Support Assistant) work.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- differentiating our curriculum to ensure all pupils can access the learning, for example, by responsive grouping, 1:1 work, teaching style, content of the lesson etc. based on knowing their starting point and prior learning
- adapting our resources and staffing
- using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- differentiating our teaching, for example, giving longer processing time, pre-teaching of key vocabulary, precision teaching, reading instructions aloud, etc.

5.8 Additional support for learning

We have teaching assistants who are trained to deliver interventions.

Teaching assistants will support pupils on a 1:1 basis when, decided with the class teacher, a child requires additional support to access class learning. This may be the teaching assistant providing additional questioning and scaffolding or acting as a reader or scribing for the child, if necessary.

Teaching assistants will support pupils in small groups when guiding groups to access the class learning and tasks set by the teacher or to deliver specific intervention group work.

Teachers routinely work with groups who require additional support, not only teaching assistants.

We work with the following agencies to provide support for pupils with SEND:

- Speech and language
- Occupational Therapy
- Physiotherapy
- Educational Psychology
- Specialist Education Services (SES) for Suffolk Local Authority
- Community Pediatricians
- Child and Adolescent Mental Health Services
- GP, School Nursing Services and Health Visitors
- Mental Health worker

5.9 Expertise and training of staff

Our SENDCO has the National SENDCo award and our Headteacher also holds the National SENDCo award.

We have a team of teaching assistants, including higher level teaching assistants (HLTAs) who are trained to deliver SEND provision. We also have a team of three nurture practitioners and we have achieved the Nurturing School award in November 25. The school was also awarded the National Nurturing School award last November.

We use specialist staff as and when appropriate to meet the needs of the child.

5.10 Securing equipment and facilities

Support is allocated on a needs basis, depending on children's progress which is discussed at half termly pupil progress meetings. Resources, including staff, are reviewed and deployed as appropriate. The SEND budget is used to deploy staff and buy appropriate resources. Suffolk local authority assessments are completed, evidence of children's needs collected and additional 'Higher Tariff Funding' is applied for following Suffolk local authority criteria every term.

5.11 Evaluating the effectiveness of SEND provision

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

- reviewing pupils' individual progress towards their goals each term through the APDR cycle
- reviewing the impact of interventions
- using pupil questionnaires
- monitoring by the SENDCO using the inclusive classroom poster to evaluate provision
- using provision mapping to record assessments used to measure progress
- holding annual reviews for pupils with EHC plans
- trust wide peer reviews
- trust SEND improvement visits.

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

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s).

All pupils are encouraged to take part in sports day, school plays and special workshops.

We make all reasonable endeavors to ensure that all activities are accessible.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- The PHSE and RSE curriculum is adapted to meet the needs of pupils with SEMH needs.
- Happy Minds is being trialed in Year 3 and 4 to support children to manage their emotions from September 26.
- Pupils with SEND are also encouraged to be able to participate in class activities to promote teamwork and building friendships. At times we may run additional intervention groups to support specific aspects of the curriculum.
- Regular meetings each term are held with a Mental Health worker, where the needs of specific children can be discussed and support and resources are offered.
- Nurture practitioners support selected children either in small groups in the Hive or in class. They support using ELSA and Nurture UK interventions either in a group or one to one basis. All these children are assessed using Boxall.

We have a zero-tolerance approach to bullying. See our behaviour and anti-bullying policy for further details.

5.14 Working with other agencies

As a school we work in partnership with external agencies listed above to meet the needs of individual children. We invite parents to be part of this process before, during and after any referrals to outside agencies.

5.15 Complaints about SEND provision

The school looks to work in partnership with parents and works hard to maintain an open dialogue. If required, complaints about SEND provision in our school should be made to the class teacher in the first instance. They will then be referred to the SENDCo and Head teacher through the school's complaints policy.

AL Complaints Policy v5.0 SUMMER 24-26.pdf

We are aware that 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 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
- our obligations and legal requirements.

Comments, suggestions and feedback are encouraged. It is hoped through good communication the school will deliver appropriate and high-quality support, which is valued by parents and carers, and complaints will be avoided.

5.16 Contact details of support services for parents of pupils with SEND

The Local Authority's 'Local Offer' for SEND can be accessed using these links:

https://www.access-unlimited.co.uk/send-reforms or
http://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page

Agencies which can support parents and pupils:

- Special Educational Needs and Disability Information, Advice and Support service (SENDIASS)
- IPSEA

5.17 Contact details for raising concerns

Should you have any concerns, please contact our SENDCo or Head teacher through the school office.

5.18 The local authority local offer

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Suffolk that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Our local authority's local offer is published here:

https://www.access-unlimited.co.uk/send-reforms or
http://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page

6. Monitoring arrangements

This policy and information report will be reviewed by the SENDCo and Head teacher **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Behaviour Policy
- Anti-bullying Policy
- School Values and Aims documentation
- Attendance Policy
- Accessibility policy