



SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY

In this policy any reference to Halton School includes Halton Pre-School

Adopted by Full Governing Body

September 2025

Date of Next Review

September 2026

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Special Educational Needs and Disabilities Policy

Halton combines community, family and school. Our curriculum and values are built on quality and pride to cultivate a love of learning and enable all children to find their voice.

1. General Statement

The staff and governors of Halton Community Combined School have approved this Special Educational Needs and Disabilities policy. As a school we believe that every pupil has an entitlement to develop his or her full potential. Educational experiences are provided which develop pupils' achievements, recognise their individuality and provide opportunities for success.

Diversity is valued as a rich resource, which supports the learning of all. At Halton School we recognise every child's right to a broad, balanced, relevant and challenging curriculum which is appropriate to their individual abilities, talents and personal qualities. High quality teaching is provided and differentiated to meet the needs of the majority of children. Some children will need something **additional to and different from** what is provided for the majority of children; this is the special educational provision and we will use our best endeavours to ensure that provision is made for those who need it.

This Special Educational Needs and Disabilities (SEND) policy details how Halton School will do its best to ensure that the necessary provision is made for every pupil who has special educational needs. It aims to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of SEND students.

The staff and governors of Halton School will work to ensure that all SEND students reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments.

This policy aims to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of SEND students. **Every teacher is responsible and accountable for all pupils in their class wherever or with whoever the pupils are working. All teachers are teachers of SEND pupils.** Teaching and supporting such pupils is therefore a whole school responsibility requiring a whole school response. Meeting the needs of SEND students requires partnership working between all those involved – Local Authority, school, parents/carers, pupils, children's services, health and all other agencies.

2. Compliance

This SEND policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (January 2015) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- Children and Families Act 2014

- SEND Code of Practice 0 – 25 years (January 2015)
- Schools SEN 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 2014
- Statutory guidance on Supporting Pupils with Medical Conditions, 2014
- [Safeguarding Policy](#)
- [Accessibility Plan](#)
- Teachers Standards 2012

3. Aims and Values

All staff at Halton School will make all reasonable endeavours to ensure that SEND pupils will have their needs met in the following ways:

- We have a whole school approach through record keeping, liaison and support and sharing of ideas.
- We recognise that class teachers, with guidance from the SENDCO, have responsibility for the initial informal assessments and establishing of individual education programmes.
- We will endeavour to support parents/carers through the process of moving on to and through the SEND process.
- Teachers are aware of the importance of early identification and of providing for SEND students whom they teach.
- The SENDCO maintains a confidential register of all pupils with special educational needs. All staff also produce relevant provision maps and an intervention timetable highlighting support given to individual children.
- Class teachers retain responsibility for pupils with SEND and compile the Provision Maps for pupils on SEN Support or with an Education and Health Care Plan to identify termly provision and track progress. Teacher meetings with parents take place termly to review and discuss targets.
- Resources provided by the school to support pupils with SEND are available to all staff.
- Referrals are made to external agencies where further support is required for SEND children.
- Continuing Professional Development (CPD) needs are reviewed annually in order that staff can better meet the needs of children with SEND.
- SEND pupils are included in the life of the classroom as fully as possible, with reasonable adjustments made in order to achieve this. In addition, they have access to individual / small group work.
- There is a smooth transition at each transition stage for the child.

4. Objectives

The School's objectives are to:

- Ensure implementation of Government and Local Authority special needs recommendations.
- Ensure that the school's SEND policy is implemented by all staff.
- Ensure that any discrimination or prejudice is eradicated.
- Identify barriers to learning and participation and ensure appropriate provision is made to meet a diversity of needs.
- Ensure all pupils have access to an appropriately differentiated, rich curriculum.
- Recognise, value and celebrate pupils' achievements, however small.

- Work in partnership with parents/carers, teachers and governors in supporting each child's education.
- Guide and support all school staff, governors and parents in SEND issues.
- Meet the individual needs of all children irrespective of whether they have physical, sensory, emotional, behavioural, specific or general learning needs. In particular to be aware of the standards of achievement of individual pupils in reaching their educational needs.
- Promote continuity of approach through attention to individual needs.
- Provide appropriate resources, both human and material, and to ensure their maximum and proper use.
- Involve the child in the process of identification, assessment and provision and to ensure that the child is aware that his or her wishes will be considered as part of the process and of the shared responsibility in meeting his or her educational needs.
- Involve parents at an early stage to develop a home school partnership, working together for the benefit of the child.

5. Definition of SEND

A child is defined as having **special educational needs** if he or she has a disability or long-term learning difficulty which is acting as a barrier to learning, calling for special educational provision to be made for him or her.

A child requires SEND provision to be made for them if he or she:

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

A child under compulsory school age has a learning difficulty or disability if he or she is likely to require "special educational provision" when of compulsory school age (or would be likely, if no special educational provision were made).

A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.

"Special educational provision", for a child aged two or more or a young person, means educational or training provision that is additional to, or different from, that made generally for others of the same age in:

- (a) mainstream schools in England,
- (b) maintained nursery schools in England,
- (c) mainstream post-16 institutions in England, or
- (d) places in England at which relevant early years education is provided.

(Children and Families Act 2014, paras 20, 21)

In addition, we identify **Learning Support Needs** within the context of the usual differentiated curriculum within the school. Children are identified as having Learning Support Needs if they are not making progress within a curriculum that:

- sets suitable learning challenges
- responds to pupils' diverse learning needs
- overcomes potential barriers to learning

The Class Teacher is responsible for the learning support provided to the individual child which may be individual or group short term programmes of work and /or teaching assistant support within the

classroom. The aim of this support is to enable the child to bridge the gap in order to make expected progress. Parents will be regularly informed of the learning support that their child is receiving but the child will not require a SEN Support Plan (SSP).

6. Roles and Responsibilities

Provision for special needs is a matter for the school as a whole. The Special Educational Needs and Disabilities co-ordinator (SENDCO) is responsible for the day to day operation of the SEND policy.

6.1 The SENDCO has responsibility for:

- Co-ordinating provision for children with SEND
- Reporting to the Head teacher
- Liaising with and advising colleagues on the graduated approach to SEND Support.
- Overseeing SEN Support Plans (SSP) of all SEND children and class SEND timetables.
- Overseeing the provision outlined in the EHC Plans
- Ensuring Annual Reviews for EHCPs are held within the time frame legally expected.
- Liaising with parents of children with SEND.
- Contributing to In-service Training (INSET).
- Ensuring that the school complies with the SEND Code of Practice 2014 guidance.
- Keeping the SEND register up to date.
- Ensuring teachers effectively plan for SSP and hold review meetings termly with parents.
- Monitoring standards of education and attainment of all children on the SEND Register.
- Ensuring that SSP reviews and Annual Reviews are held.
- Ensuring relevant parties are invited to reviews.
- Ensuring appropriate records are kept.
- Maintaining staff awareness and expertise in dealing with SEND issues.
- Liaising with Special Educational Needs and Disabilities Governor.
- Maintaining links with other education settings and outside agencies.
- Liaising with potential next providers of education.
- Working with the Head and governors on Equality Act, when appropriate.
- Providing reports to Governors.

6.2 The class teacher's responsibilities:

All teachers are teachers of children with SEND. It is the responsibility of the class teacher to:

- Give all children access to quality first teaching.
- Set up a differentiated programme of work to enable a child to access the full curriculum.
- Inform the SENDCO of any child whose progress causes concern by completing a form and gathering evidence.
- Keep records and evidence of the child's progress.
- Set up SEN support plans as appropriate, with the help and advice from the SENDCO and/or reports available, and monitor them.
- Use TA time to support a child 1 to 1, in a small group, within the classroom or out of the classroom.
- Ensure the SENDCO has up to date SEN support plans three times a year.
- Keep parents informed meeting with them every term.
- Provide an accurate class SEND timetable to the SENDCO
- Contribute to Annual Review meetings for EHCPs by way of formal written reports and contributions during the meetings themselves.

6.3 The Teaching Assistants (TAs) responsibilities:

- Support the teacher in delivering a differentiated programme of work to a child/group.
- Keep records up to date.
- Keep the Class Teacher informed of progress and children's needs.
- Run interventions as directed by the class teacher.

6.4 The Governing Board's responsibilities:

Governors have responsibility for the strategic overview of and the implementation of the SEND Policy. The day-to-day management and organisation of SEND at Halton School is the responsibility of the Head teacher and SENDCO. Governors will make sure that they are fully involved and will undertake review and monitoring of the school's SEND Policy. All governors, especially the SEND Governor will ensure that they are up to date and knowledgeable about the school's SEND provision.

7. Inclusion – providing effective learning opportunities for all pupils

There are three principles that are essential to developing a more inclusive curriculum:

- Setting suitable learning challenges – high quality first teaching.
- Responding to pupils' diverse learning needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

8. Admission Arrangements

The admissions arrangements for children with SEND are no different than for other children. However, children with Education and Health Care Plans (EHCP's) are placed by the County SEN team who will have liaised with the school to ensure that the needs on the EHCP can be met. Careful attention is paid to identifying the individual needs of all SEND children on entry using the graduated approach. There are close links with the feeder schools and, if a child has previously been identified as having SEND, early liaison with parents is made. SEN support plans will be made for any child with special educational needs. The majority of the school building is accessible, as far as is reasonably practicable, for children with physical disabilities.

9. Identification, Assessment and Provision of SEND

Identification of Special Educational Need or Disability may come from either parent/carers or through school observations.

The initial identification of Special Educational Need or Disability is the responsibility of the class teacher who has concerns that a child is not making expected progress. A need will be of an educational nature. It may also take the form of an emotional, sensory, physical difficulty if this impacts on the educational development of the child.

9.1 Graduated response

In light of the new SEND Code of Practice, Halton School has adopted a graduated response to meeting special educational needs that requires the initial use of classroom and school resources before bringing specialist expertise to bear on the difficulties that a pupil is experiencing. When a young person is identified as having special educational needs, the school will intervene as described below. Such interventions are a means of helping Halton School and parents match special educational provision to individual pupil needs.

9.2 Early Intervention

If a child joins our school with specialist teacher involvement this is continued and the SENDCO liaises closely with specialists. Prior to entry, information from the previous setting is sought. On entry assessments may be completed for a child and any concerns raised are addressed as educational concerns.

9.3 Educational Concerns

Children are continually monitored, observed and assessed throughout their time at the school and any concerns are discussed with the parents and the SENDCO. The class teacher completes a Cause for Concern Referral Form and gathers evidence about the child's difficulties. Appropriate class-based differentiation is put in place in the classroom to support needs and this is regularly reviewed. Parents are kept informed of each stage. If the provision is not working then the Cause for Concern Referral Form is passed onto the SENDCO along with evidence of concern for further assessment and intervention. If the differentiation is working then this will be maintained, until no longer required, by the class teacher as part of quality first teaching and transitioned with the child into their next year group where appropriate.

9.4 Single Category of SEND - SEN Support

Under the new SEND Code of Practice the categories of School Action or School Action Plus have been removed. The new approach to identifying SEND will be through a school based category of SEND, identified from the following SEND categories:

Cognition and learning needs include:

- Specific learning difficulties (SpLD)
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD), and
- Profound and multiple learning difficulties (PMLD)

Social Emotional and mental health include:

- Social, emotional and mental health difficulties (SEMH)

Communication and interaction needs include:

- Speech, language and communication needs (SLCN), and
- Autistic spectrum disorders (ASD)

Sensory and/or physical needs include:

- Visual impairment (VI)
- Hearing impairment (HI)
- Multi-sensory impairment (MSI), and
- Physical disability (PD)

9.5 SEN Support

When a child is identified as needing provision **additional to or different from** that provided as part of normal class activities, the intervention of the SENDCO will be requested by the class teacher. Teachers will have completed a Cause for Concern Referral Form, including appropriate evidence, about a child who, despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- Presents persistent emotional or behavioural difficulties which are not addressed by the behaviour management techniques employed by the school and is not making expected progress academically;
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.
- Makes slow progress in developing literacy and mathematics skills;

- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
- Has a communication and / or interaction difficulty that impedes the development of social relationships and causes a substantial barrier to learning.

At this stage the SENDCO will further assess the child and further support will be discussed with class teacher, TA and parents and action will be taken. A SEN support plan will then be written and reviewed termly.

If, in spite of appropriate support being provided, the child does not make progress school will consult with parents; external agencies may be involved to further support the child. These agencies will provide advice on setting appropriate targets and the use of new or specialist strategies or materials. They may administer more specialist assessments that can inform the planning and measurement of the child's progress. In some cases they will provide support for particular activities.

The triggers for outside agency support could be that despite receiving support within school the young person:

- Continues to make little or no progress in specific areas over a long period;
- Continues working at National Curriculum levels substantially below that expected of their peer group
- Needs specialist advice for a particular need, e.g. Sensory, physical, emotional

If a child is making good progress and the gap in achievement is reducing between them and their peers they will no longer require an SEN support plan, they will be monitored by the SENDCO for a further term to ensure their needs are being met. It will then be the class teacher's responsibility to continue meeting the child's needs within the class as part of quality first teaching.

9.6 Statutory Assessment of SEND

In a very few cases, a young person may continue to demonstrate significant cause for concern despite interventions at SEN support. If this should be the case then a request may be made to the LA for a statutory assessment in order to obtain an Education and Health Care Plan (EHCP). This will decide the nature of the provision necessary to meet the child's SEND. If this cannot reasonably be met by the school, then the LA may provide additional resources. The purpose of the EHC Plan is to make special educational provision to meet the needs of the child, to secure the best possible outcomes for them across education, health and social care, and, as they get older, prepare them for adulthood. To achieve this, local authorities use the information from the statutory assessment to:

- Establish and record the views, interests and aspirations of the parents and child or young person.
- Provide a full description of the child or young person's special educational needs and any health and social care needs.
- Establish outcomes across education, health and social care based on the child or young person's needs and aspirations.
- Specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes.

10. Assess, Plan, Do and Review

SEND support in school is based on four types of action – ASSESS, PLAN, DO & REVIEW

Identification & Assessment

SEND children will be identified through teachers'/TAs' observations and assessments and through completion of the Cause for Concern Referral Form process (detailed above). Concerns may also be raised

as a result of standardised assessments (Baseline, SATs, etc), progress checklists, target setting, parental/carers concerns or the student's own observations or by external agencies.

Plan

Where it is decided to provide a pupil with an SEN Support Plan, the parents will be notified. The teacher and the SENDCO should agree, in consultation with parents and the child, the interventions and support that will be put in place, as well as the expected impact on outcomes for the child. The aim is that the child will make appropriate progress and a clear date for review will be set.

Do

The class teacher remains responsible for working with the child on a daily basis. Where interventions involve group or one-to-one teaching away from the main class or subject teacher, the class teacher still retains responsibility for the pupil, working closely with any Teaching Assistants or specialist staff involved, to plan and assess the impact of interventions. The SENDCO will support the class teacher in further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of the support.

10.1 SEN Support Plans

The SEN support plan will include the area of concern, type of provision, short-term realistic and measurable targets related to the areas of concern, success criteria for achieving the target as well as next steps, tracking of progress and the date the provision starts. When reviewing the targets teachers will consider the term's progress made both academically and socially and work collaboratively with other supporting adults, for example, class TAs and Specialist Support teachers, to write new targets for the next term.

10.2 Review Process

SEN support plans will be reviewed after each assessment week, with input from the child, parent/carers, teachers, and teaching assistants and outside agencies (if applicable). If it is appropriate the child will be taken off the SEN support plan and monitored for a further term.

Children with an EHC Plan have short term targets set which have been established after consultation with the parents/carers and the individual child, where appropriate, and include targets identified in the EHC Plan. These targets will be set out directly below the EHCP as an appendix and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions will continue to be the responsibility of the class teachers. All EHC Plans will be reviewed annually in school. The parents/carers, the young person and involved professionals will be invited to consider the progress made by the young person in achieving targets set and whether any amendments need to be made. Children participate in their Annual Reviews by:

- Offering their opinion and advice in the setting of targets on paper
- Discussing their achievements/concerns/issues in advance of the review meeting with parents/carers or others as appropriate.

10.3 Assessment and Monitoring

All children are assessed and monitored throughout their schooling and their progress is recorded. Several screening procedures are used. Assessments are in place throughout the school and are RAG rated to monitor small steps of progress for those unlikely to make the full level of progress every term.

Non-verbal communication is used throughout the school, by all adults in all aspects of the curriculum in order to cater for different learning styles. It is also varied by the teachers to keep interest and focus. This is achieved by:

- Hand signals – E.g. ‘Give Me Five’, hand claps for the class’ attention.
- Gestures and facial expressions – E.g. eye contact.
- The use of visual cues – E.g. visual timetable, diagrams, mind maps, symbols, pictures.
- Equipment to keep children’s attention – E.g. writing slopes, foot rests, cushions, different sized chairs, carpet spots.
- Explaining concepts in more than one way.

11. SEND Information Report

The school will ensure that the SEND information is accessible on the school website. Governors have a legal duty to publish information on their websites about the implementation of the policy for pupils with SEND. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. The information required should include:

- Identifying children and young people with SEND and assessing their needs.
- Assessing and reviewing children and young people’s progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review.
- Supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood, outcomes should reflect their ambitions which could include higher education, employment, independent living and participation in society.
- Adaptations to curriculum, teaching and the learning environment (as far as reasonably practicable) and access to appropriate ancillary aids and assistive technology.
- Securing expertise among teachers, lecturers or other professionals to support children and young people with SEND.
- Assessing and evaluating the effectiveness of the provision made for children and young people with SEND.
- Enabling children and young people with SEND to access to facilities and extra-curricular activity available to all children in the setting.
- Supporting and improving emotional and social development, including extra pastoral support arrangements for listening to the views of children and young people with SEND and implementing measures to prevent bullying.
- Named contacts for parental concerns.

12. Partnership Within and Beyond the School

Staff Development

All Staff development needs are identified and appropriate training given.

13. Evaluating the SEND policy

The SEND policy is reviewed annually. Policy evaluation focuses on how far the aims and objectives have been met and how effective the SEND provision has been in relation to the resources allocated.

14. The Voice of the Child

It is our intention to listen to and act upon the views of the child when considering support and provision. This is reflected in our class teaching as well as at reviews of SEN support plans and individual provision maps.

15. Parent/Carer Partnership

SEN support plan reviews will be held three times a year. The school endeavours to work in partnership with parents/carers and takes their views into account in working for the best interests of their child. The knowledge, views and first-hand experience parents/carers have regarding their children are valued for the contribution they make to the child's education.

All parents are welcome to contact their child's class teacher and/or the SENDCO if they have any concerns about the special educational provision for their child. The SENDCO will contact parents of children on the SEND register at regular intervals during the school year to 'check in'. This gives parents the opportunity to share any information that might be relevant to their child's needs. Parents/carers are also strongly encouraged to keep in regular contact with the school regarding their child's progress.

Any official complaints can be made through the School's complaints procedures.

16. Links with Other Schools and Transfer Arrangements

The school has links with other primary and secondary schools in the locality and the SENDCO meets with the SENDCO's of these schools on a regular basis. On transition to, or from, another school or Secondary school children's individual special educational needs are discussed to ensure a smooth transfer.

Key Contacts

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