



HUMBERSTON CHURCH OF ENGLAND
PRIMARY SCHOOL

Special Education Needs and Disability Policy
(To be read in conjunction with the SEND
Information Report)
2025

Special Education Needs Policy

1. Rationale

At Humberston Church of England Primary School, we are committed to being a fully inclusive school where the teaching, learning and well-being of every pupil truly matters. Through our School Vision, *'Unlocking possibilities, making a difference'*, we aim to support every child to succeed academically, socially, personally, physically and spiritually through a personalised and enriching curriculum.

Our approach is shaped by four key curriculum drivers - resilience, independence, curiosity, and empowerment - which underpin every aspect of school life. These drivers guide our delivery of a broad and balanced curriculum, creating a learning environment where all children are encouraged to grow as confident, capable and reflective individuals.

The provision for children with Special Educational Needs and Disabilities (SEND) is one of our highest priorities. Our commitment begins with quality first teaching that is consistently inclusive and adaptive, ensuring that every child - regardless of their starting point - has access to learning that meets their individual needs. Where appropriate, additional support and targeted interventions are offered to maximise each child's potential.

We recognise the importance of nurturing resilience in pupils with SEND, helping them overcome challenges and develop the perseverance needed for lifelong learning. We promote independence by encouraging pupils to take an active role in their own learning journey, making decisions and striving towards their personal goals. Through fostering curiosity, we inspire our learners to ask questions, explore the world around them and discover new possibilities. And through empowerment, we prepare all children – including those with SEND – to recognise their own strengths and aspirations, enabling them to thrive within and beyond the school environment.

We work closely in partnership with parents, carers and pupils, acknowledging that collaboration is essential in meeting the needs of each individual. Parents are valued as key partners in their child's education and are encouraged to actively participate in planning and reviewing support. We listen to and respect the voices of our children, recognising that they often have a unique insight into their needs and preferences. All children with SEND are encouraged to take part in decisions about their education, from assessment to planning and review, to ensure the support they receive is meaningful and effective.

Our school carries out its duties in line with the Special Educational Needs and Disability Code of Practice: 0–25 years. We are committed to ensuring that all pupils, especially those with needs in the areas of Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health, and Sensory and/or Physical difficulties, make good progress, achieve their best, and feel happy, secure and valued within our school community.

At Humberston Church of England Primary School, we provide a nurturing, aspirational and inclusive learning environment, where every child is empowered to unlock their full potential and make a lasting difference in their lives and the lives of others.

2. Definition of Special Educational Needs and Disabilities (SEND)

A child or young person has **special educational needs** if he or she has a learning difficulty or physical disability, which calls for special educational provision to be made for him or her either in the long or short term.

A child has a learning difficulty or disability if he or she:

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

(SEND Code of Practice 0-25; July 2014; 4, paragraph xiii. xiv. & xvi.)

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.

(SEND Code of Practice 0-25; July 2014; paragraph 6.15)

3. Aims and Objectives

Aims

All children with SEND receive an education that enables them to:

- Achieve their best
- Become confident individuals living fulfilling lives
- Make a successful transition into secondary education and eventually adulthood

Objectives:

- To ensure all pupils reach their full potential by extending their skills, knowledge and understanding of all areas of the curriculum and have access to their full curriculum entitlement.
- To ensure all our pupils with SEND are able to achieve personal success and feel valued within the school family.
- To ensure our pupils with SEND mature socially through working collaboratively in groups, in pairs or one to one with an adult.

4. Special Educational Needs Provision

Provision for children with special educational needs is a matter for the school as a whole. In addition to the governing body, the school's head teacher, the SENCo and all other members of staff. Staff have important day-to-day responsibilities. Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff.

At the heart of the work of the school is a continuous cycle of Assess, Plan, Do and Review which takes account of the wide range of abilities, aptitudes and interests of our children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects shows they are falling behind or making inadequate progress given their age or starting point may have a special educational need which requires additional support.

5. Identification

At Humberston Church of England Primary we will assess each child's current level of attainment and progress with high quality formative assessment, effective tracking and target setting. Where a need is identified the school will consult with the pupil and parents regarding their wishes and desired outcomes. This should help to determine whether **different** or **additional** support is required.

Once agreement is reached with parents, the class teacher supported by the SENCo will plan the interventions and support to be in place as well as the expected impact on progress and a clear date to review. All teachers and support staff will be made aware of their needs, the support provided and teaching strategies required.

The class teacher will remain responsible for the child and work closely with any teaching assistants or specialist staff to plan and assess the impact of the interventions. The SENCo will support the class teacher.

Effectiveness and impact will be reviewed at the agreed date and the views of the pupil and their parents sought. Support will be revised in light of the pupil's progress.

Where the child's first language is not English special care will be taken to ensure that the identified difficulties do not directly relate to the limitations in their command of the language, and additional help will be sought to identify the needs of the child.

In order to help children, who have special educational needs and disabilities, the school will adopt a graduated response that recognises there is a continuum of special educational needs and brings increasing specialist expertise to bear on the difficulties that a child may be experiencing. The school will follow the plan, do, assess, review process to provide for the needs of individual children. The SENCo will have responsibility for ensuring that a cohesive record is kept and shared as needed. If our school and/or parents decide to seek an Education, Health and Care Plan, we will submit the necessary evidence.

6. Implementation

Monitoring:

A child has been identified as making inadequate progress following quality first teaching, which incorporates differentiated challenges and support in class, where appropriate. An informal discussion with parents and the pupil will be held at this point to make them aware and to share their views. The class teacher will then carefully monitor progress and attainment within the classroom provision and make regular assessments.

SEND Support:

When following quality first teaching a child is not making adequate progress the teacher will notify the SENCo. Consultation with parents will take place as above and where appropriate an 'Individual Learning Plan' will be created and shared with parents and staff. The plan will identify specific targets related to the needs of the individual. This will provide additional support from within school and external specialists as outlined in the local offer. At least termly meetings will be held between parents, pupil if appropriate, class teacher and SENCo where targets are reviewed and new targets discussed and agreed.

The class teacher and SENCo, following a discussion with parents, will complete a referral to the appropriate agency if more specialist support is required. Our school will liaise with specialist support agencies to provide appropriate intervention strategies. These will be reviewed jointly with parents, at least termly.

School request for an Education, Health and Care needs assessment:

Where a significant need has been identified that cannot be met through school special education support, in partnership with parents, the school will make a request for an Education, Health and Care Plan needs assessment. The SENCo will co-ordinate the meetings and evidence required and submit the request.

Where a request is upheld it is the responsibility of our school to ensure the provision required by the Education, health and Care Plan is delivered and reviewed.

7. Responsibilities for SEND at Humberston CE Primary School include:

All adults involved with SEND at Humberston CE Primary accept that provision for children with SEND is a matter for everyone.

The role of the Special Educational Needs and Disability Coordinator:

- Overseeing the day-to-day operation of SEND policy.
- Co-ordinating provision for children with SEND.
- Supporting and advising the SEN support assistant in delivering support within the graduated approach to providing SEN support.
- Advising on the graduated approach to providing SEN support.
- Advising class teachers and contributing to in-service training of staff.
- Advising in the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with early years' providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Being a key point of contact with external agencies, especially the local authority and its support services.
- Maintaining the school's SEND Register and overseeing records for SEND pupils.
- Liaising with parents/carers of children with Special Educational Needs.
- Liaison with other phases over transition (playgroup – Key Stage 1 - Key Stage 2 - Key Stage 3).
- Working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEND up to date.
- Reporting to Governors, maintaining an overview of the SEND situation in school for the Governing Body.

The role of the class teacher:

The class teacher is responsible for all the children in the class including those with SEND. In relation to pupils with SEND, the teacher will:

- Assess, Plan, Do and Review pupils in line with the Humberston Church of England SEND Graduate Response.
- Fulfil their role in the 'Five Steps' of the school graduated response to identify pupils with special educational needs and disabilities.
- Contribute to the planning and provision delivery to meet identified and agreed targets towards desired outcomes.
- Ensure a continued dialogue, face to face, via telephone or class email with parents.
- Review progress and attainment in line with desired outcomes.
- Work in partnership with the school SENCo and other professionals involved with the child.

The role of the SEN Support Assistant

- Under the guidance of the SENCo, carry out assessments and monitor the impact of interventions delivered for pupils with special educational needs and disabilities.
- Contribute to the planning and provision delivery of SEN support to meet identified and agreed targets towards desired outcomes.
- Work in partnership with the school SENCo and other professionals involved with the child.

The role of governors

The governing body will cooperate with the local authority in relation to carrying out their duties to children and young people with SEND. The governing body will do their best to ensure that special educational provision is made for a pupil where necessary. They will be proactive in checking the provision within the school. The governing body will receive a report on special educational needs and will review the Special Educational Needs Policy.

SEN Co-ordinator...Anne-Marie Knudsen

SEN Governor... Mr M Date

5. Partnership with Other Schools

The SENCO attends relevant SENCO meetings/forums to discuss current issues and share resources, expertise and development of any training needs.

As part of transition the SENCO liaises with pre-schools and secondary schools when necessary to aid smooth transition of individual pupils.

NB. **All** meetings with the parent/carers **MUST** be recorded.

Access Arrangements: in accordance with Humberston Church of England Equality, Diversity and Inclusion Policy, Equality and Diversity Objectives and Accessibility Plan.

LIST OF ACRONYMS

SEND - Special Educational Needs and Disability

SEN - Special Educational Needs

ILP - Individual Learning Plan

SENCO - Special Educational Needs Co-Ordinator

TA - Teaching Assistant

Written by (SENCO) September 2025.