HUMBERSTON CHURCH OF ENGLAND PRIMARY SCHOOL

Special Education Needs and Disability Policy (To be read in conjunction with the SEND Information Report) 2026

Special Education Needs Policy

Section 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.

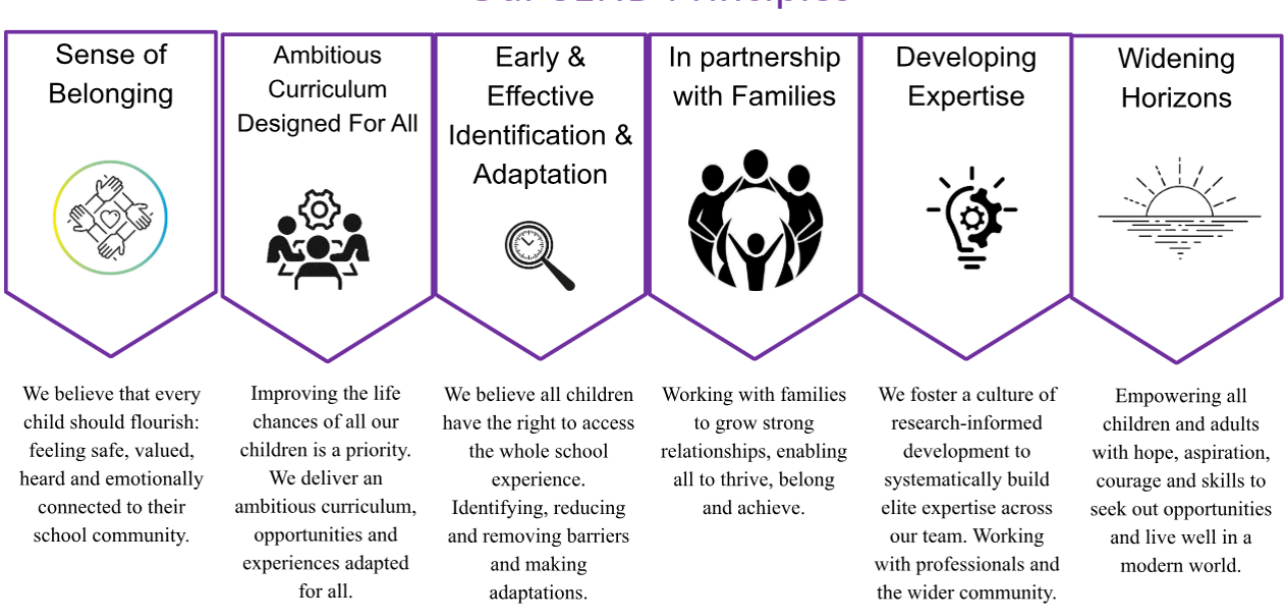
We recognise the importance of nurturing resilience in pupils with SEND, helping them overcome challenges and develop the perseverance needed for lifelong learning. We promote independence by encouraging pupils to take an active role in their own learning journey, making decisions and striving towards 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.

As part of the St Lawrence Academy Trust, we have adopted the trust's SEND principles in our SEND policy. Together, we work collaboratively across our family of schools to champion inclusive Quality First Teaching, clear graduated responses, and equitable opportunities for every learner.

St Lawrence Academy Trust SEND principles



Section 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

Section 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.

Section 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.

Section 5. Identification

At Humberston Church of England Primary, we assess each child's current level of attainment and progress through 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 collaboration helps 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 adaptations, interventions and support to be implemented in order to monitor the impact and progress made. All teachers and support staff will be made aware of the pupil's specific needs, the support provided, and any adaptive teaching strategies required.

The class teacher remains responsible and accountable for the child's progress and will work closely with teaching assistants or specialist staff to plan and assess the impact of the provision including any interventions in place. The SENCo will provide ongoing support to the class teacher. Effectiveness and impact will be reviewed at the agreed date, and the views of the pupil and their parents will be sought. Support will be revised in light of the pupil's progress. Where a child's first language is not English, special care will be taken to ensure that identified learning difficulties do not directly relate to limitations in their command of the English language, and additional specialist support will be sought to accurately identify the child's needs.

In order to support children with special educational needs and disabilities, the school adopts a graduated response that recognises a continuum of special educational needs and brings increasing specialist expertise to bear on a child's difficulties. The school follows the **Assess, Plan, Do, Review** cycle to provide for individual needs. The SENCo is responsible for ensuring that cohesive, up-to-date records are maintained and shared securely in compliance with UK GDPR and the Data Protection Act 2018. If the school and/or parents decide to seek an Education, Health and Care (EHC) needs assessment, the SENCo will coordinate and submit the necessary evidence.

Section 6: Implementation

Monitoring:

A child is monitored when they make less than expected progress given their age and individual baseline, despite receiving quality first teaching that incorporates adaptive learning strategies and differentiated support. An informal discussion with parents and the pupil will take place at this point to share views and highlight initial observations. The class teacher will then carefully monitor progress and attainment within classroom provision, using both age-related assessments and small-steps tracking tools.

SEND Support:

When a child continues to make less than expected progress following targeted classroom adaptation, the teacher will notify the SENCo. Following consultation with parents, an Individual Learning Plan (ILP) will be created and shared with parents and staff. The ILP will set out precise, 'SMART' achievable targets tailored to the pupil's needs, which are appropriate to measure incremental growth from starting points. This plan will detail additional support provided from within school and external agencies. At least termly meetings will be held between parents, the pupil (where appropriate) and the class teacher/SENCo to review progress against ILP targets and agree new outcomes.
Where more specialist support is required, the class teacher and SENCo, following discussion with parents, will complete a referral to the appropriate professional agency. Our school liaises closely with external specialist services to implement recommended intervention strategies, which are reviewed jointly with parents at least termly.

School Request for an Education, Health and Care (EHC) Needs Assessment:

Where a significant need has been identified that cannot be met through standard SEN support, the school, in partnership with parents, will request an EHC needs assessment from the Local Authority. The SENCo will coordinate the required evidence and evidence-gathering meetings.

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

Section 7: Responsibilities for SEND

All adults involved with SEND at Humberston CofE Primary accept that provision for children with SEND is a collective responsibility.

The role of the Special Educational Needs and Disability Coordinator (SENCo):

- Overseeing the day-to-day operation of the SEND policy.
- Coordinating provision for children with SEND across all year groups.
- Supporting and advising teaching assistants and specialist support staff in delivering targeted interventions within the graduated approach.
- Advising on the **Assess, Plan, Do, Review** graduated approach to SEN support.
- Advising class teachers and contributing to in-service training (CPD) for staff.
- Advising on the deployment of the school's delegated SEND budget and resources to meet pupils' needs effectively.
- Liaising with early years providers, secondary schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Serving as the key point of contact with external agencies and the Local Authority.
- Maintaining the school's SEND Register and overseeing secure, compliant record-keeping for SEND pupils in line with UK GDPR.
- Liaising regularly with parents/carers of children with Special Educational Needs.
- Supporting transition arrangements across phases (Early Years, Key Stage 1, Key Stage 2, and Key Stage 3).
- Working with the Headteacher and School Governors to ensure the school meets its responsibilities under the Equality Act (2010) regarding reasonable adjustments and access arrangements.
- Reporting regularly to the Governing Board to maintain an overview of SEND provision, pupil progress, and compliance across the school.

The role of the class teacher:

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

- Implement the **Assess, Plan, Do, Review** cycle in line with the school's Graduated Response (Appendix 1).
- Deliver high-quality, adaptive teaching tailored to individual starting points.

- Contribute to planning and provision delivery to meet agreed targets on Individual Learning Plans (ILPs).
- Maintain ongoing dialogue with parents via face-to-face meetings, telephone calls, or email.
- Review progress against small-step outcomes and statutory assessments in partnership with the SENCo.
- Work in close partnership with the SENCo, support staff, and external specialists.

The role of the Teaching Assistant:

- Under the guidance of the SENCo and class teacher, deliver high-quality, specialist interventions in dedicated areas (e.g., Phonics, ELSA, Times Tables).
- Under the guidance of the Head Teacher, SENCo and class teacher monitor the direct impact of interventions.
- Contribute to target setting and feedback progress regularly to the class teacher and SENCo.
- Work collaboratively with external professionals visiting the school.

The role of Governors:

The Governing Board will cooperate with the Local Authority in fulfilling its statutory duties toward pupils with SEND under the Children and Families Act 2014. The governing body will ensure that necessary special educational provision is made for any pupil who requires it. Governors will receive regular reports on SEND progress and policy implementation.

Section 8: Partnership with Other Schools & Local Offer

The SENCo regularly attends Local Authority SENCo forums and cluster meetings to share best practices, keep up to date with statutory guidance, and identify training needs.

As part of transition planning, the SENCo liaises with pre-school settings, secondary schools, and alternative provisions to ensure the smooth, supported transition of individual pupils. All transition meetings and parent consultations are formally documented and stored on the child's confidential record.

North East Lincolnshire Local Offer:

Information regarding services available across the local authority for children and young people with SEND can be accessed via the North East Lincolnshire Local Offer website: https://sendlocaloffer.nelincs.gov.uk/

SEND Co-ordinator: Anne-Marie Knudsen
SEND Governor:

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

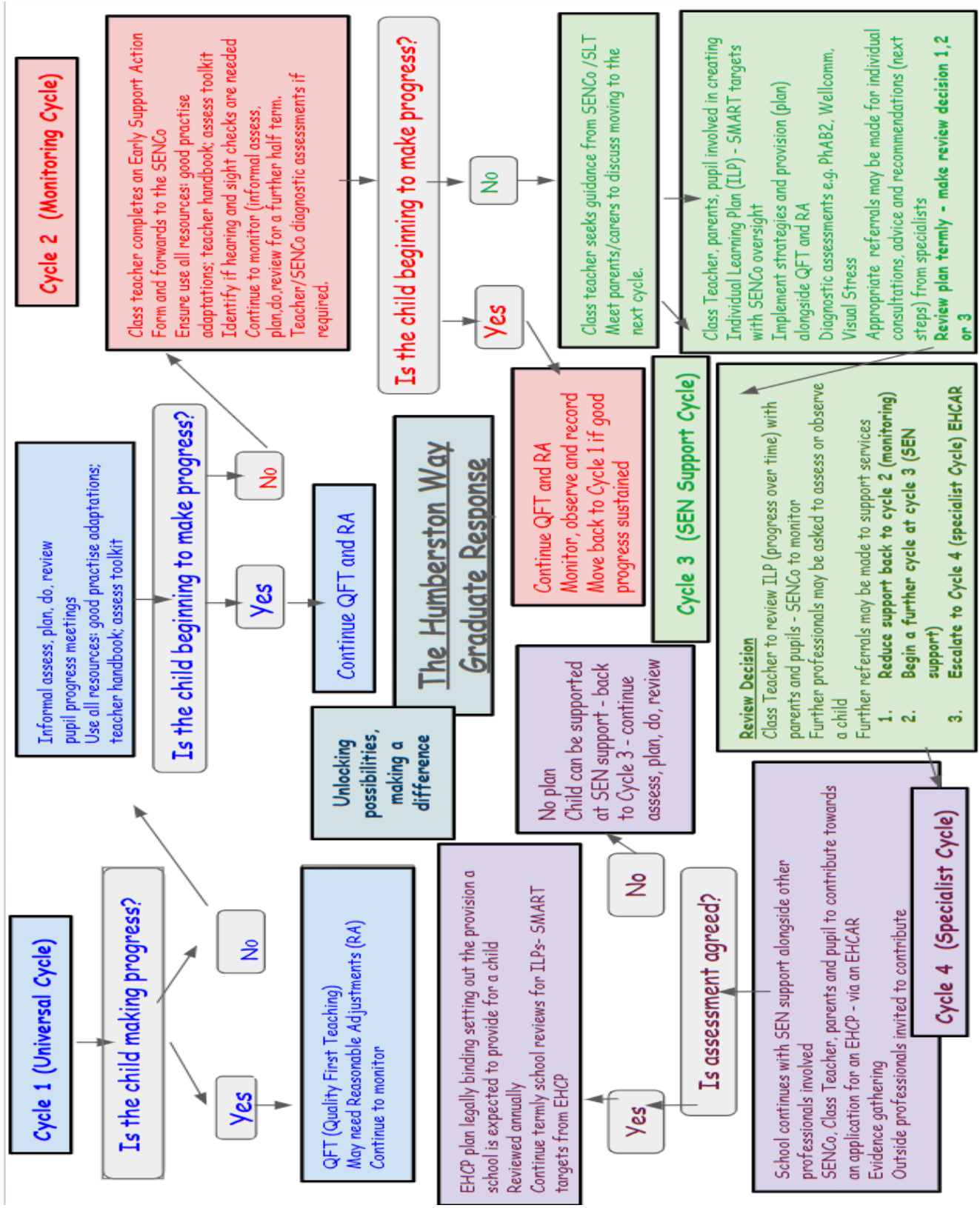
Associated Policies:

This policy should be read alongside the school's:

- SEND Information Report
- Accessibility Plan
- Equality, Diversity, and Inclusion Policy
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Written by (SENCO) September 2026.

Appendix 1:


Cycle 1 (Universal Cycle)
Is the child making progress?
Yes
No
QFT (Quality First Teaching)
May need Reasonable Adjustments (RA)
Continue to monitor
Informal assess, plan, do, review
pupil progress meetings
Use all resources: good practise adaptations;
teacher handbook; assess toolkit
Is the child beginning to make progress?
Yes
No
Continue QFT and RA
Unlocking possibilities, making a difference
Cycle 2 (Monitoring Cycle)
Class teacher completes an Early Support Action Form and forwards to the SENCo
Ensure use all resources: good practise adaptations; teacher handbook; assess toolkit
Identify if hearing and sight checks are needed
Continue to monitor (informal assess, plan,do,review for a further half term.
Teacher/SENCo diagnostic assessments if required.
Is the child beginning to make progress?
Yes
No
Class teacher seeks guidance from SENCo /SLT
Meet parents/carers to discuss moving to the next cycle.
The Humberston Way
Graduate Response
Continue QFT and RA
Monitor, observe and record
Move back to Cycle 1 if good progress sustained
Cycle 3 (SEN Support Cycle)
Class Teacher, parents, pupil involved in creating Individual Learning Plan (ILP) - SMART targets with SENCo oversight
Implement strategies and provision (plan) alongside QFT and RA
Diagnostic assessments e.g. PhAB2, Wellcomm, Visual Stress
Appropriate referrals may be made for individual consultations, advice and recommendations (next steps) from specialists
Review plan termly - make review decision 1,2 or 3
Review Decision
Class Teacher to review ILP (progress over time) with parents and pupils - SENCo to monitor
Further professionals may be asked to assess or observe a child
Further referrals may be made to support services
1. Reduce support back to cycle 2 (monitoring)
2. Begin a further cycle at cycle 3 (SEN support)
3. Escalate to Cycle 4 (specialist Cycle) EHCAR
No plan
Child can be supported at SEN support - back to Cycle 3 - continue assess, plan, do, review
No
Yes
Is assessment agreed?
EHCP plan legally binding setting out the provision a school is expected to provide for a child
Reviewed annually
Continue termly school reviews for ILPs- SMART targets from EHCP
School continues with SEN support alongside other professionals involved
SENCo, Class Teacher, parents and pupil to contribute towards an application for an EHCP - via an EHCAR
Evidence gathering
Outside professionals invited to contribute
Cycle 4 (Specialist Cycle)

Special Educational Needs – Early Support Action Form

Pupil's Name:	**Current Assessment: R W M**
Year Group/Class:	**DOB:**
Name of teacher completing form:	**Date form completed:**

Areas where support is needed (please tick all that apply):

- Cognition and Learning
- Social, emotional and mental health
- Communication and Interaction
- Sensory and/or Physical Needs

What learning or wellbeing needs are emerging?
Describe how the pupil is currently experiencing school — what challenges are they facing that may be creating barriers to learning?

Strengths and Positive Attributes
What makes this pupil shine? What do they enjoy, or do well at, in or outside the classroom?

Family Engagement
What was the outcome of discussions with parents/carers?

What Support Has Already Been Put in Place?

Strategy or Intervention	How Often?	What Impact Did It have?

What possibilities do we hope to unlock with the right support? What would progress look like?

Signature of SENCo	Date
Signature of class teacher	**Date**