



**HORRIS HILL  
SCHOOL**

# **SEND Policy**

<b>Policy reviewed:</b>	<b>September 2025</b>
<b>Policy approval:</b>	<b>JS April 2025</b>
<b>Date of next review:</b>	<b>September 2026</b>

## **Policy for the Identification, Assessment and Provision for Children with Special Educational Needs and Disability.**

At Horris Hill we are committed to providing an inclusive environment in which all children are valued as individuals. We have high aspirations for our children to achieve their best and become confident individuals living fulfilling lives. Our aspirations apply to all children, including those who may have additional needs.

### **The purposes of this policy are to: -**

- ❖ Enable early identification of children with SEND in order to ensure that their needs are met.
- ❖ Establish an entitlement of access to all aspects of learning for all pupils.
- ❖ Establish expectations for all teaching staff to provide adequately for children with SEND.
- ❖ Promote continuity and coherence of SEND provision across the school.
- ❖ Establish an understanding of what we mean by 'special educational needs and Disabilities'

### **Role of the Special Educational Needs Co-ordinator (SENCO)**

Provision for children with special needs will be co-ordinated by the SENCO. The SENCO is responsible for: -

- ❖ The day-to-day operation of the SEND policy
- ❖ Liaising with and advising colleagues on SEND matters and responding to relevant changes in SEND policy locally and nationally
- ❖ Meet with teachers half-termly to discuss SEND children within each class
- ❖ Maintaining the SEN register
- ❖ Ensuring that the appropriate SEN Pupil Passports are implemented
- ❖ Ensuring clear assessment of the strengths and weaknesses of children with special educational needs
- ❖ Ensuring that evidence and assessment is being used to inform planning and set targets
- ❖ Monitoring and reviewing actions taken to support children in reaching their individual targets
- ❖ Using a range of assessments to keep clear records of the progress of SEND children across the school.
- ❖ Liaising with and supporting with parents to ensure they are kept up to date on their child's progress.
- ❖ Liaising with outside agencies as appropriate
- ❖ Reporting to FORFAR on SEND issues
- ❖ Monitoring SEND provision through observation and feedback within year groups and subjects
- ❖ Identifying the training needs of the school in terms of SEND development
- ❖ Contribute to and arrange in-service training on SEND issues in order to meet the needs of the school and the professional development of staff
- ❖ Updating of resources to aid the child's learning in class

### **'Special Educational Needs and Disabilities'**

At Horris Hill we recognise that children with special educational needs and disabilities are those who: -

- ❖ Are 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
- ❖ Have significantly greater difficulty in learning than the majority of children of the same age.
- ❖ Have a difficulty or disability which prevents them accessing the curriculum in the same way as the majority of children of the same age

### **Areas of need**

SEND is identified under 4 main areas of need:

- ❖ Communication and interaction
- ❖ Cognition and learning
- ❖ Social, Emotional and Mental Health Difficulties
- ❖ Sensory and/or physical needs

SEND is usually recorded as SEND Support or EHCP.

**SEND support-** If assessments indicate that a pupil needs provision beyond universal high-quality teaching, the next level is SEN Support. All pupils on SEN support will receive a Personalised Learning Plan which identifies the specific outcomes to support the pupil to make progress in their identified area of need.

### **Education Health and Care Plan (EHCP)-**

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood (9.2).

Consideration will be given to requesting an assessment for an Education, Health and Care Plan (EHCP), where as a school we have first endeavoured to meet the pupils needs through universal high-quality teaching and through the adjustments and/or additionality offered by SEN Support. When applying for an EHC needs assessment, we would need to demonstrate that appropriate universal and SEN Support provision has been in place, and there is evidence that the pupil would benefit from further additional resource to meet need.

All EHC Plans are reviewed annually from the date of issue. The exception to this is in Early Years, where the plan is reviewed within 6 months of issue. Parents/carers and all agencies involved with the child are invited to the annual review meeting. Provision for children with special educational needs will follow the assess, plan, do, review model as recommended by the Code of Practice 2014.

### **Graduated response**

At Horris Hill we strive to deliver an inclusive curriculum that removes barriers to learning and participation by providing an education that is appropriate to all pupils' needs through Quality First Teaching.

In some cases, children may require additional support beyond what can be offered in whole class teaching. This can include a targeted, one-to-one or small-group intervention to provide the intensive focus required for the child to make progress. This is

generally on a short-term basis, with the aim of the reintegration of support back into the class.

### **Processes**

If a teacher expresses concern for the progress or development of a child beyond the in-class support they can offer, assessments will be made as to the child's needs. The outcomes of these will indicate the interventions needed (if any) and whether it is appropriate to place the child on the SEN register.

- ❖ Referral made by class teacher in discussion with SENCo
- ❖ Information gathering through assessments, observations, pupil voice, dialogue with parents/carers and staff.
- ❖ Time limited, target interventions are implemented focusing on key areas of concern.
- ❖ Despite adjustments, there is limited or no progress and concern still remain, pupil is placed on the SEN Register/SEN support.
- ❖ The child's needs and plans for provision and intervention are shared and discussed with parents. Progress is also discussed regularly with parents.
- ❖ External specialist support may be requested and advice will inform the planning of support strategies
- ❖ Review dates are set to monitor support and progress
- ❖ Children will receive interventions alongside Quality First Teaching
- ❖ The majority of children's needs should be met effectively within SEN Support
- ❖ All children with SEN have a SEN Pupil Passport which records their interests and needs alongside strategies that work well in supporting them.

### **Monitoring and evaluation:**

- ❖ Evaluation of practice can be made through tracking results of teachers' continual assessment, internal tests, CATs, PASS and at regular review meetings for individual children.

### **Monitoring arrangements:**

- ❖ Ensure the SEN policy is reviewed annually.
- ❖ Regular meeting with SLT to review SEN against performance indicators and monitoring arrangements.

### **Evaluation:**

At Horris Hill, we believe that successful implementation of this SEN Policy will ensure:

- ❖ Early identification of children with a special educational need
- ❖ Appropriate support for any child with a special educational need
- ❖ That children with SEN will be included in all area of school life.
- ❖ That some children with SEN will progress sufficiently to be removed from the SEN Register
- ❖ Support and information for the parents of children with SEN.
- ❖ That our tracking and assessment procedures will be used efficiently to monitor and measure the progress of SEN children.
- ❖ The SEN Policy will be reviewed and evaluated annually in order to monitor and assess its effective implementation.

### **Continuing professional development:**

- ❖ Staff are offered regular training and support through CPD as part of our Teaching and Learning programme.

**Use of external support:**

- ❖ In liaison with parents/carers we can advise on the use of specialists and therapists to provide a more in-depth analysis of the pupils' barriers to learning. This is at an additional cost to the parent/carers. This can include Speech and Language Therapy Service, Occupational Therapy, Educational Psychologist and Dyslexia assessments. and Members of staff are trained to follow programmes for children on the advice of these agencies.

**Admissions:**

- ❖ The school believes in inclusion, where possible. The intake of children is governed by the policy for admissions. All new admissions to the school are organised by the Admin Team. Any additional needs are followed up sensitively and thoroughly. If there are still concerns then this will be discussed with the SENDCo and a second meeting with the family may take place.
- ❖ A phased transition can be offered if the SENDCo agree with parents that it is appropriate. Admissions for a pupil with an EHCP will be received via Test Valley or West Berkshire SEN as part of the consultation process, the request for placement will be sent to the school and as a school we respond to identify whether we can meet the pupils needs.

**Parents/carers:**

- ❖ It is important to work with parents/carers as partners. Contact will be encouraged through regular updates from the class tutor, both formal and informal.
- ❖ Children's achievements will be continually assessed and parents/carers invited to share in their strengths, areas for development and progress.
- ❖ If a parent/carer has a concern at any time, they are welcome to contact the school. The first point of contact should be the child's class teacher.
- ❖ The school promotes partnership with parents/carers for all children but acknowledges that this is particularly important for children with special educational needs.
- ❖ Staff recognise that the best results are achieved through an open and confident relationship where parents/carers' views are valued.

The SEN Policy will be reviewed and evaluated annually in order to monitor and assess its effective implementation.

Date: 10.09.2025