



# **SEND Policy**

## **2025 - 2026**

**Policy Date: September 2026**

Approved by: Full Governing Body

Next review date: September 2027

## Context

This policy was developed in consultation with parents/carers, staff and pupils of the school community and pays due regard to;

- The Children and Families Act 2014
- The SEND Code of Practice 2015
- The Equality Act 2010
- The Education Act 1996

**Governor responsible for SEND:** Mr Mathew Loach

**Headteacher and Designated Safeguarding Lead:** Amy Symons

**SENDCo:** Vikki Moore

**Contact details:** [sendco@holsworthy-primary.devon.sch.uk](mailto:sendco@holsworthy-primary.devon.sch.uk)

**This policy will be reviewed annually**

**Policy Agreed Date:**

**Signed – Chair of Governors:**

**Review Date:**

## **COMPLIANCE AND GENERAL STATEMENT**

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disabilities Code of Practice 0 – 25 Years (April 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 -25 Years (April 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions (Dec 2015 Updated Aug 2017)
- Safeguarding Policy
- Accessibility Plan
- Teachers' Standards (2012)
- United Nations Convention on Rights of the Child (1991)
- Education and Childcare during Covid-19 Guidance (2020)

This Policy has been created to ensure compliance with the Department of Education's SEND Reforms, which address measures outlined in the Children and Families Act 2014. The Act includes changes to the support and services children and young people with special educational needs and disabilities will receive. These changes came into force on 1st September 2014. This policy has been created by Chris Hurley and Megan Lewis in liaison with the Headteacher, SEN Governor, SLT and staff, with due regard to the input of parents and pupils with SEND.

# Special Educational Needs and Disability (SEND) Policy

This policy is in line with our teaching and learning policy and aims to support inclusion for all of our children. The responsibility for the management of this policy falls to the Headteacher; the day-to-day operation of the policy is the responsibility of the Special Educational Needs Co-ordinator (SENDCo). The Governing Body, Headteacher and the SENDCo will work together closely to ensure that this policy is working effectively.

High quality teaching is that which is scaffolded to meet the needs of the majority of pupils. Some pupils will need something ***additional to*** and ***different from*** what is provided for the majority of pupils; this is special educational provision and we will use our best endeavours to ensure that provision is made for those who need it.

Holsworthy C of E Primary School will do its best to ensure that the necessary provision is made for any pupil who has special educational needs or disabilities to enable them to meet their full potential. We will ensure that all staff in the school are able to identify and provide for those pupils who have special educational needs or disabilities to allow pupils with SEND to join in the activities of the school.

The staff and governors of Holsworthy C of E Primary School will also work to ensure that all pupils with SEND 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 pupils with SEND. With this as an underlying principle, we believe that;

***All teachers are teachers of Special Educational Needs and disabilities.***

***Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff.***

Teaching and supporting pupils with SEND is therefore a whole school responsibility requiring a whole school response. Meeting the needs of pupils with SEND requires partnership working between all those involved – Local Authority (LA), school, parents/carers, pupils, children's services and all other agencies.

## School Admissions

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the Equality Act 2010 we will not discriminate against disabled children in respect of admissions for a reason related to their disability. We will use our best endeavours to provide effective educational provision.

In compliance with the SEN Code of Practice, 2015 and SEN Reforms, there is a graduated approach to the identification, provision and support of all pupils which includes a period of close monitoring and targeted provision prior to the consideration being given to place a child onto the school SEND register. Should a pupil require provision that is additional and different they are placed on the SEND register under one single category, namely SEN Support. Their provision will be identified and progress monitored via Myplans, pupil profiles and provision mapping.

A 'Myplan' is a personalised support document co-produced with pupils, parents, and staff. It outlines strengths, barriers, strategies, and SMART targets, and is reviewed termly.

This policy sets out our commitment to raising the aspirations and expectations for all pupils with SEND.

**Aim:**

The overarching aim of this policy is to ensure that the needs of pupils with SEND, and the barriers to their learning, are accurately identified and effectively met so that they are able to achieve well and develop well, both as individuals and as members of the community, living life with dignity and independence.

(UNCRC Article 23)

To this end, we aim to:

- a) Assess pupils accurately, track their progress regularly and adjust provision in the light of ongoing monitoring.
- b) Ensure that lessons are stimulating, enjoyable and well-adapted to meet the needs of all pupils, including those with SEND.
- c) Ensure that teaching and learning is multi-sensory.
- d) Make sure that additional support is well-targeted, using a judicious blend of in-class support and withdrawal.
- e) Use the most appropriate resources to support learning, taking into account individual learning styles and ensuring that the development of pupils' literacy skills has the highest priority.
- f) Continuously monitor and evaluate the effectiveness of our provision for all pupils, including those with SEND, to ensure that we are providing equality of educational opportunity and value for money.

**Objectives:**

Through the application of this policy we wish to:

- a) Ensure compliance with National SEND Policy, most currently the DfE SEND Reforms, Children and Families Act 2014 and the SEND Code of Practice 2015.
- b) Work closely with the LA in developing their Local Offer and complying with locally agreed policies and procedures.
- c) To operate a 'whole pupil, whole school' approach to the management and provision of support for SEND.
- d) Ensure all staff implements the school's SEND policy consistently – fully endorsing our belief that every teacher is a teacher of every child including those with SEND.
- e) Ensure that there is no discrimination or prejudice.
- f) Ensure all pupils have access to an appropriate curriculum.
- g) Recognise, value and celebrate pupils' achievements at all levels.
- h) Work in partnership with parents/carers in supporting their children's' education.
- i) Guide and support all school staff, governors and parents on SEND issues.
- j) Meet the individual needs of all children irrespective of whether they have physical, sensory, emotional, social, mental health, specific or general learning needs.
- k) Provide appropriate resources and ensure their maximum and proper use.
- l) Involve the pupil in the process of identification, assessment and provision and to ensure that the pupil is aware that his/her wishes are taken into account as part of the process and of the shared responsibility in meeting his/her educational needs.
- m) To provide an appropriately qualified Special Educational Needs and Disabilities Co-ordinator (SENDCo) who will oversee and work on SEND Inclusion.
- n) To provide support and advice for all staff working with pupils who have SEND.
- o) Support pupils with SEND to develop their personality, talents and abilities to the full. (UNCRC Article 23)
- p) Encourage all pupils with SEND to develop a respect for human rights, respect for parents, their own and other cultures and the environment. (UNCRC Article 29)

## **Identifying Special Educational Needs**

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

- greater difficulty in learning than the majority of children of his/her age.  
and/or
- a disability which prevents or hinders them from making use of educational facilities/ provision that is normally available.

In addition, we identify special educational needs within the context of the usual differentiated curriculum of the school. Pupils are identified as having SEND if they are not making progress within a curriculum that:

- a) sets suitable learning challenges
- b) responds to pupils' diverse learning needs
- c) aims to help pupils overcome potential barriers to learning

In accordance with the SEND Code of Practice 2015, four broad categories of need are identified:

- Communication and Interaction
- Cognition and Learning
- Sensory and/or Physical Needs
- Social, Mental and Emotional Health.

Whilst it is clear that the purpose of identification is to work out what action the school needs to take, it is not our purpose to fit a pupil into a category and serves solely to identify the needs of each individual pupil by considering the whole child, not just his/her special educational needs.

The school will always take needs that are NOT SEND, but that may impact on progress and attainment, into account. For example:

- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium
- Being a Looked After Child (LAC)
- Being the child of a Serviceman/woman

The identification of behaviour as a need is not an acceptable way of describing SEND and any concerns relating to a child's behaviour will be described as an underlying response to a need which the school has recognised and identified clearly.

## **A Graduated Approach to support SEND at Holsworthy Primary School**

- Assess: Identify needs through observation, data, and discussion.
- Plan: Develop a personalised support plan.
- Do: Implement strategies and interventions.
- Review: Evaluate progress and adjust provision.

At Holsworthy Primary School all teachers are responsible and accountable for the progress and development of all pupils in their class including where pupils access support from specialist staff and teaching assistants. High quality teaching, scaffolded for individual pupils, is the first step in responding to children who have SEND. 'Quality First' teaching is a priority of the school. It is regularly and rigorously monitored and there is a focus on continual improvement of the teaching of all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND

most frequently encountered. Close liaison is maintained with all members of staff by the SENDCo to ensure that pupils are only identified as having SEND if they do not make adequate progress once they have had appropriate interventions/adjustments and high-quality personalised teaching. This is guided by our use of Ordinarily Available Inclusive Provision (OAIP). Ordinarily Available Inclusive Provision (OAIP) describes the inclusive provision and practice that all Devon schools, early years, and post 16 settings should be able to provide for all children and young people, including those with SEND, from within their own resources. This will support all children and young people to attend, engage and thrive in their educational setting.

It describes approaches, provision and practice that is 'helpful to all, harmful to none and crucial for some'.

Details of the provision on offer at Holsworthy Primary School can be found in the School Offer in the SEND section of the School's Website and on the local authority website:

<https://www.devon.gov.uk/education-and-families/send-local-offer/>

<https://www.devon.gov.uk/support-schools-settings/ordinarily-available-inclusive-provision/introduction/>

In addition to our mainstream provision, Holsworthy C of E Primary School offers two bespoke on-site alternative provisions to meet the needs of pupils requiring highly specialised support:

- **The Orchard:** A nurturing provision for pupils in Years 4–6 with significant Cognition and Learning needs who are working at a pre-Key Stage level. The Orchard provides a highly personalised curriculum, focused on foundational skills, independence, and engagement.
- **The Canopy:** A therapeutic provision for pupils with complex Social, Emotional and Mental Health (SEMH) needs. The Canopy offers a structured, emotionally safe environment with a focus on emotional regulation, relational approaches, and readiness to learn.
- **Sherwood:** A calm, restorative space designed to support pupils with social, emotional, and mental health needs who require short-term withdrawal or regulation. Sherwood provides access to sensory tools, mentoring, and structured activities that promote emotional regulation and readiness for learning. This flexible provision helps pupils reconnect with themselves and their learning, enabling a smooth return to the classroom.

These provisions form part of our graduated response and allow us to meet the needs of pupils who may otherwise struggle to access learning in a mainstream classroom.

### **A Graduated Response to SEND at Holsworthy Primary School.**

#### ***SEND support:***

##### ***Drop ins:***

The school SENDCo has an open-door approach for all staff to come and discuss children they, or the parents of a child in their class, may be concerned about. These informal meetings give the class teacher and SENDCo the opportunity to consider the individual's learning needs and how provision can be adapted to meet these needs. The SENDCo, or Deputy SENDCo will often then observe children in class and, at this point, we will identify key areas of need and barriers. Support strategies and next steps will be discussed, using the OAIP framework as a guide, and teachers will implement the shared plan, making reasonable adjustments to provision. It may be necessary to utilise assessments or screeners at this stage to further inform provision. During this process, the class teacher will speak with parents about any concerns and what is being put in place to support their child.

#### ***Meetings:***

If school or parents continue to have concerns about a child, despite utilising a range of strategies/adjustments, or if assessments show an identifiable need, it may be necessary for a child to be placed on the school's SEND register. Discussion with parents is paramount at this point.

If placed on the SEND register, a 'Myplan' is written. These plans contain three sections:

1. **The Pupil Profile** – What works and doesn't work for the child? What strategies are effective to help them succeed?
2. **Learning targets** – 'SMART' targets may be set to work towards and assess progress against.
3. **Child, Parent and Teacher views** – All stakeholders will have the opportunity to share their views and these will influence the content of the previous two sections.

The Myplan and targets are reviewed termly.

#### ***Outside agency involvement and early help***

When a child has been placed on the school SEND register, had a school-based Myplan but progress is still limited, or there are still ongoing concerns, it may be necessary to seek advice from an external professional; for example: as a specialist advisory teacher, a member of the NHS health team or an educational psychologist.

When considering whether a pupil has a special educational need any of the following may be evident:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- Persistent emotional or behavioural difficulties which are not changed by appropriate behaviour management strategies;
- Has emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class groups, despite having an individualised behaviour support programme;
- Has sensory or physical difficulties 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 an appropriate differentiated curriculum.
- Has a communication and/or an interaction difficulty that impedes the development of social relationships and cause a substantial barrier to learning.
- Has physical needs that require additional specialist equipment or regular advice or visits by a specialist service;

#### **Exit Criteria**

When a pupil has made sufficient progress in their area of need and no-longer require provision that is **different from** or **additional to** that which is normally available as part of Ordinarily Available Inclusive Provision (OAIP), they will no longer be deemed as requiring SEND Support. At this point, through discussion and agreement with parents/carers, the pupil will be removed from the school's SEND register.

#### **Statutory Assessment of Needs (EHC)**

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of the pupil, the child has not made expected progress, the school or parents/carers should consider requesting an Education, Health and Care (EHC) needs assessment. The evidence gathered through the regular review of the Myplans, parents' evenings and SEND

support meetings, as well as reports from external agencies, will help determine when this statutory assessment of needs is required.

Where a pupil has an Education Health and Care Plan (EHCP), the school must review the plan every twelve months. School will hold annual review meetings on the behalf of Devon LA, involving parents/carers and any supporting agencies, and complete the appropriate paperwork for this process.

### **Supporting Pupils and Families**

We value the positive role and contribution parents/carers make. We make every effort to work in full co-operation with parents/carers, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified and met as early as possible.

In order that they play an active part in their child's development, the school endeavours to provide parents/carers with relevant information so they can reinforce learning in the home.

At Holsworthy C of E Primary School, we support parents/carers so that they are able to:

- Feel fully supported and taken seriously should they raise a concern about their child
- Play an active and valued role in their child's education
- Understand procedures and documentation
- Share their views about their child's education
- Have access to information, advice and support during assessment and any related decision-making process about special educational provision.

Parents/carers are encouraged to seek help and advice from independent agencies like DIAS.

Pupils and parents/carers are encouraged to share their views on their learning and support through regular reviews, pupil conferencing, and involvement in target setting.

Zones of Regulation is embedded across the school to support emotional literacy and regulation. Staff are trained to use this framework to help pupils identify and manage their emotions.

The school is working towards becoming a Mental Health Support Team (MHST) school to further enhance mental health provision for pupils.

### **Children in Care/Looked after Children:**

When a child is in care, the carers are accorded the same rights and responsibilities as parents. The school has both an appointed member of staff and a governor for Looked after Children.

*(See separate CIC policy for more information)*

### **Partnership with External Agencies**

The School is supported by a wide range of different agencies and teams. The schools SEND Information report details which agencies the school have worked with in the last 12 months. This report can be found on the school website and is updated annually.

### **Transition**

A change of school, class and staff can be an exciting, yet anxious time for all pupils. We recognise that this can be very challenging for some children with SEND. We endeavour to make sure these periods of change

are carefully managed in a sensitive way to provide continuity of high-quality provision and reassurance to pupils and families. An enhanced transition offer is available.

### **Meeting Medical Needs**

The Children and Families Act 2014 places a duty on schools to make arrangements to support pupils with medical conditions. Individual healthcare plans will specify the type and level of support required to meet the medical needs of such pupils.

Where children and young people also have SEN, their provision should be planned and delivered in a co-ordinated way. For those pupils with an Education, Health and Care (EHC) plan this will be used as it brings together health and social care needs, as well as their special educational provision.

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

*Please see the schools Medical care Policy for further details.*

### **Children in Hospital**

The school SENDCo is responsible for ensuring that pupils with health needs have proper access to education and will liaise with other agencies and professionals\*, as well as parents/carers, to ensure good communication and effective sharing of information. This will enable optimum opportunities for educational progress and achievement.

\* E.g. *medical agencies, Hospital School, DPLS*

### **MONITORING AND EVALUATION OF SEND**

Please refer to information given in Section 4 of this policy. The quality of provision offered to all pupils with SEND is continuously monitored through ongoing daily, weekly, termly and annual review, on an individual and school-wide basis in conjunction with the Governors, Headteacher, SLT, teaching staff and parents, in line with an active process of continual review and improvement of whole school practice.

### **TRAINING AND RESOURCES**

- All professional development needs are identified through the school's appraisal system, self-evaluation and quality assurance processes and fed into the SEND Action Plan.
- The Headteacher oversees the professional development of all teaching staff and teaching assistants. Training occurs during whole school training days, staff meetings and by attending courses. Colleagues attending courses are expected to disseminate and share relevant knowledge with other staff within the school.
- The school has two SEN specialists on staff who are able to provide CPD. The school's Headteacher is also a qualified SENDCo.
- Newly appointed teaching and support staff undertake an induction meeting with the SENDCo who will explain systems and structures in place around the school's SEN provision and practice and to discuss the needs of individual pupils.
- The SENDCo regularly attends continuing profession development training courses and network meetings in order to keep up to date with local and national developments in SEND.
- Support Staff are encouraged to take an active part in all school functions/training including leading after-school clubs.
- Staff CPD includes training on Zones of Regulation to support emotional regulation and SEMH needs. The SEND team is being developed to include specialists in key areas of need to support the graduated approach.

## ROLES AND RESPONSIBILITIES

### **Role of the SEND governor/Governing Body**

The school's named SEND Governor is Mathew Loach

They can be contacted by emailing the school office: [admin@holsworthy-primary.devon.sch.uk](mailto:admin@holsworthy-primary.devon.sch.uk)

The Governing body has regard to the SEN code of Practice (2015) when carrying out duties towards all pupils with SEND consequently it is their responsibility to:

- Ensure the necessary provision is made for pupils with SEND.
- Determine the school's general policy and approach to pupils with SEN in cooperation with the Headteacher and SENDCo.
- Ensure that the teachers are aware of the importance of identifying and providing for those pupils with SEND.
- Ensure that the policy and information about identification, assessment, provision, monitoring and record keeping and use of outside agencies and services are available for parents.
- Ensure that the school's progress in implementing the policy and its impact on pupils are regularly reported to the Governing Body.
- Ensure that parents are notified of a decision by the school to make SEND provision for their child.
- Ensure that pupils with SEND are included as far as possible into the activities of the school.
- Consult with the LA and the Governing bodies of other schools, when appropriate, in the interests of coordinated SEND provision in the area.

### ***Headteacher:***

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with special educational needs. The Headteacher will keep the Governing Body fully informed on Special Educational Needs issues. The Headteacher will work closely with the SENDCo and the Governor with responsibility for SEND.

### ***SENDCo:***

The principle responsibilities for the SENDCo include:

- Overseeing the day-to-day operation of the SEND policy
- Co-ordinating provision for SEND pupils and reporting on progress
- Advising on the graduated approach to providing SEND support – Assess, Plan, Do, Review
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Delivering relevant SEND CPD for all staff
- Liaising with all staff to ensure SEND and pastoral provision is delivered effectively
- Overseeing the records of all children with special educational needs and ensuring they are up to date
- Liaising with parents/carers of children with special educational needs
- Contributing to the in-service training of staff
- Being a point of contact with external agencies, especially the local authority and its support services
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies
- Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned
- Monitoring the impact of interventions provided for pupils with SEND
- To lead on the development of high quality SEND provision as an integral part of the school improvement plan
- Working with the Headteacher and the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

### **All Teaching and Non-Teaching Staff:**

- All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs.
- Class teachers are fully involved in providing high quality teaching, scaffolded or differentiated for individual children. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable children and their knowledge of SEND.
- Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs in order to remove potential barriers to learning. This process should include working with the SENDCo to carry out a clear analysis of the pupils' needs, drawing on the teacher's assessment and experience of the pupil as well as previous progress and attainment.
- Teaching assistants will liaise with the class teacher and SENDCo on planning, on pupil response and on progress in order to contribute effectively to the graduated response, (assess, plan, do, and review).
- Teaching Assistants are recruited to work within the classroom and/or with targeted groups or individuals outside the classroom as directed by the Senior Leaders and Class teachers. The learning of **all pupils** remains the responsibility of the class teacher at all times.
- Teaching Assistants are line managed by the Headteacher or Deputy Headteacher.

### **STORING AND MANAGING INFORMATION**

- The school complies with General Data Protection Regulations (GDPR) – March 2018.
- The school uses the DfE's Data Protection: a toolkit for schools (April 2018) as guidance.
- All staff have received GDPR training and are aware of confidentiality requirements with regard information about pupils and families.
- The SENDCo understands that elements of Special Educational Needs data are sensitive and it is the school's policy to treat it with the same 'high status' as 'Special Category Personal data' set out in law. (see the school's GDPR Policy and Privacy Notices.)
- Explicit consent is always sought from parents/carers for the following:
  - Involvement of outside professionals to observe/assess or work with their child eg Educational Psychologist; Speech & Language Therapist; SEND Specialists.
  - Inclusion in the school's Pastoral programme eg 1:1 Counselling or mentoring; Play/Art Therapy; Small group therapy
- The SENDCo ensures that all sensitive personal information, about individual pupils and/or their families, eg their SEND file, is stored securely and is not freely accessible.
- The SENDCo ensures that any documents with sensitive personal information about individual pupils and their families that need to be shared with other professionals outside the school are sent through encrypted, secure e mails.
- When a pupil with SEND moves to another school, any paper SEND files are, wherever possible, delivered to the receiving school by hand and a signed file transfer receipt is required from the school. If this is not possible, the files are sent by recorded delivery post. Should the SENDCo not receive the signed receipt back from the receiving school within 10 working days, this will be followed up with a phone call to the school.
- The SENDCo ensures that no sensitive, personal data about individual pupils with SEND is visible anywhere in the school including , offices; staffroom; classrooms, unless it is required for Safeguarding eg medical needs such as allergies, in which case, explicit consent is gained.

### **REVIEWING THE SEN POLICY**

The Policy will be reviewed annually to comply with requirements for SEND.

### **ACCESSIBILITY**

Please refer to the Accessibility Plan. This can be seen on the school website.

### **DEALING WITH COMPLAINTS**

The school's standard complaints system applies. More information can be found on the school website.

### **BULLYING**

Please refer to the school's Relationships Policy which is available on the school website.

### **SAFEGUARDING**

#### Safeguarding

Children with Special Educational Needs and disabilities can face additional safeguarding challenges. All staff at Holsworthy Primary School are aware of these challenges. Further details can be found in the school's Safeguarding Policy which can be viewed on the school website.

The school's Designated Safeguarding Lead is Amy Symons, Headteacher.

# **Appendix 1.**

## **Identifying and supporting Special Educational Needs & Disabilities**

### ***Definition of SEND***

Pupils have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for him/her namely provision ***which is additional to or different from*** that normally available in a differentiated curriculum. Holsworthy C of E Primary School regards pupils as having a Special Educational Need if they:

- a) Have a significantly greater difficulty in learning than the majority of pupils of the same age, or;
- b) Have a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions
- c) A child under compulsory age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014)

Pupils must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Holsworthy C of E Primary School will have regard to the SEND Code of Practice 2014 when carrying out its duties towards all pupils with SEND and ensure that parents/carers are informed by the school that SEND provision is being made for their child.

There may be times in a pupil's school career when they are identified as having a Special Educational Need.

These pupils will be provided with intervention and/or support that is 'additional to or different from' the normal differentiated curriculum. This may be on an ongoing basis or for a limited time. Many pupils with sensory and/or physical disabilities may require adaptations, made as reasonable adjustments under the Equality Act 2010.

### **Areas of Special Educational Need**

Under the SEND Code of Practice 2014 pupils identified as having a special educational need (SEN) will be considered within one or more of the following categories of need:

***Cognition and Learning;***

Children with learning needs may learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to or as a result of other special educational needs.

Children with a specific learning difficulty (SpLD) will have difficulties related to one or more of dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (co-ordination) and dysgraphia (writing).

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

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 Difficulties***

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Social, Emotional and Mental Health Difficulties include:

- ADD
- ADHD
- Attachment Disorder

### ***Communication and Interaction needs***

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or because they do not understand or use social rules of communication.

The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children with autism, including Asperger's Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Communication and Interaction needs include:

- Speech, language and communication needs (SLCN)
- Autism (including Asperger Syndrome)

### ***Sensory and/or Physical needs***

Some children require special educational provision because they have a disability and this prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children with an MSI have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Sensory and/or physical needs include:

- Visual impairment (VI)
- Hearing impairment (HI – including Deaf and hearing impairment)
- Multi-sensory impairment (MSI - sometimes referred to as Deafblind)
- Physical disability (PD).

## **Appendix 2.**

## **SEND Provisions at Holseworthy C of E Primary School**

### **Sherwood**

Sherwood is a calm, restorative space designed to support emotional regulation and readiness for learning. Children can access a known adult for mentoring, engage in sensory or physical activities, and use tools such as weighted blankets or sensory circuits to self-regulate. Sherwood offers a flexible environment for soft starts, short-term withdrawal, or focused learning when the classroom becomes overwhelming. Our vision is to provide a safe, responsive space that helps children reconnect with themselves and their learning, promoting resilience and a smooth return to the mainstream classroom.

### **The Canopy**

Our outdoor SEMH provision is a nurturing, inclusive space where pupils with complex social, emotional, and mental health needs can thrive through meaningful, nature-based experiences. Rooted in therapeutic principles and personalised support, the setting empowers children to build resilience, regulate emotions, and develop positive relationships. Through carefully structured activities and a connection to the natural world, we aim to foster confidence, independence, and a sense of belonging—ensuring every child is seen, heard, and supported to reach their full potential.

### **The Orchard**

Our KS2 specialist classroom is a nurturing and inclusive environment where pupils working well below age-related expectations can access a personalised, developmentally appropriate curriculum. Rooted in the principles of equity, dignity, and high aspiration, the provision supports each child's unique learning journey through structured routines, close adult support, and targeted learning. We aim to foster confidence, independence, and a love of learning, ensuring every pupil is empowered to make meaningful progress and feel a valued part of our school community.

## Glossary of Terms

### **SEND**

Special Educational Needs and Disabilities.

### **EHCP**

Education, Health and Care Plan – a legal document outlining support for children with complex needs.

### **My Plan**

A personalised support plan co-produced with pupils, parents, and staff to outline strengths, barriers, and targets.

### **OAIP**

Ordinarily Available Inclusive Provision – support and strategies available to all pupils within mainstream settings.

### **SEMH**

Social, Emotional and Mental Health – a category of need involving emotional regulation and mental wellbeing.

### **Cognition and Learning**

Difficulties related to acquiring knowledge and skills, including memory, reasoning, and problem-solving.

### **Communication and Interaction**

Needs involving speech, language, and social communication skills.

### **Sensory and/or Physical Needs**

Needs involving physical disabilities or sensory impairments such as vision or hearing loss.

### **SLCN**

Speech, Language and Communication Needs – difficulties with speaking, understanding, or using language.

### **SpLD**

Specific Learning Difficulties – includes dyslexia, dyscalculia, dyspraxia, and dysgraphia.

### **ASD**

Autism Spectrum Disorder – a developmental condition affecting communication, behaviour, and social interaction.

### **ADHD**

Attention Deficit Hyperactivity Disorder – a condition affecting attention, impulse control, and activity levels.

### **LAC**

Looked After Child – a child in the care of the local authority.

**DSL**

Designated Safeguarding Lead – the person responsible for child protection in the school.

**CPD**

Continuing Professional Development – training and learning activities for staff to improve their skills.

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