



HONINGTON CEVCP SCHOOL

Special Educational Needs and Disability Policy

Vision and Ethos:

Policy and Procedures Strategy

Our vision is underpinned by two key phrases:

‘Aspiration for All’ and ‘Live life in all its fullness’ (John 10:10)

At Honington CEVCP School we are committed to our ethos as a warm, welcoming, nurturing school where we recognise and develop the unique gifts and personal qualities of all.

We offer a Christian approach to learning which is underpinned by our motto, ‘Aspiration for All,’ and, from the Bible, ‘Live life in all its fullness.’ (John 10:10)

We aim to provide an excellent education for everyone, so that all pupils will flourish in childhood and on into adolescence and adulthood.

We aim to equip all members of our school community with the knowledge, skills, personal resilience, creativity, emotional intelligence and social skills that give them every opportunity to experience lifelong success and happiness.

We believe it is important that we devise and approve Policy and Procedure documents with these key aims at the forefront of our minds. Therefore, all such documents will be prefaced by this statement.

Our Vision

At Honington CEVC Primary School we welcome everybody into our school community. The staff, governors, pupils, and parents work together to make our school a happy, welcoming place where children and adults can achieve their full potential and develop as confident individuals. This means that equality of opportunity must be a reality for our children. We make this happen through the attention we pay to the different groups of children in our school and providing a learning environment that enables ALL pupils to make the greatest progress and achieve their full potential in a caring, supportive, and fully inclusive environment.

We are committed to narrowing the gap between SEND and non-SEND pupils. All SEND children and those identified as ‘vulnerable’ or at risk of not making at least expected progress are supported through School Support Plans which set out targets which are reviewed and celebrated as necessary, and which identify specific areas for development for each child.

The school's motto of 'aspiration for all' and from the Bible 'Live life in all its fullness' John 10:10 is achieved through our values: respect, friendship, and excellence and this enables all our pupils to become highly effective learners.

1 Introduction

1.1 Honington CEVCP School provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. A minority of children have learning and assessment requirements that could create barriers to learning.

1.2 These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

1.3 Children may have special educational needs either throughout, or at any time during, their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

2 Aims and objectives

2.1 The aims of this policy are:

- to create an environment that meets the special educational needs of each child.
- to ensure that the special educational needs of children are identified, assessed, and provided for.
- to make clear the expectations of all partners in the process.
- to identify the roles and responsibilities of staff in providing for children's special educational needs.

- to enable all children to have full access to all elements of the school curriculum.

3 Educational inclusion

3.1 Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations.
- require different strategies for learning.
- acquire, assimilate, and communicate information at different rates.
- need a range of different teaching approaches and experiences.

3.2 Teachers respond to children's needs by:

- providing support for children who need help with communication, language, and literacy.
- planning to develop children's understanding using all available senses and experiences.

- planning for children’s full participation in learning, and in physical and practical activities.
- helping children to manage their behaviour and to take part in learning effectively and safely.
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.
- ensuring children on the SEN register are given equal opportunity to take part in all school activities and to have equal access to positions of responsibility, such as sitting on the School Council.

4 Special educational needs

4.1 Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives.

4.2 In our school the Special Educational Needs and Disability Co-ordinator (SENDCO) supports class teachers in the following activities:

- managing the day-to-day operation of the policy.
- coordinating the provision for and managing the responses to children’s special needs.
- maintaining the school’s SEN register.
- producing and managing the records of all children with special educational needs.
- managing the school-based assessment for children with SEN and completing the documentation required by outside agencies and the LEA.
- setting up links with parents.
- maintaining resources and a range of teaching materials to enable appropriate provision to be made.
- maintaining links with external agencies and other support agencies.
- monitoring and evaluating the special educational needs provision and reporting to the governing body.
- managing a range of resources, human and material, linked to children with special educational needs.
- planning the timetable for SEN support and coordinating the use of teaching assistants’ time for SEN support activities.

5 The role of the Governing Body

5.1 The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. The governing body receives regular reports from the Headteacher on the progress of children on the SEN register and on the effectiveness of the intervention strategies.

5.2 The governing body has decided that children with special educational needs will be admitted to the school in line with the school’s agreed admissions policy

6 Allocation of resources

The SENDCO and Assistant SENDCo liaises with class teachers over the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs

6.2 The Headteacher informs the governing body of how the funding allocated to support special educational needs has been deployed.

6.1 The Headteacher, SENDCO and Assistant SENDCo liaise with class teachers to decide how to use funds related to Education, Health, and Care Plans and how to resource other areas of SEN provision in the school.

7 Assessment

7.1 The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

7.2 The class teachers assess and monitor the children's progress in line with existing school practices, following guidance and support from the SENDCO and Assistant SENDCo. The school has a range of diagnostic and screening materials to help identify needs and also a range of specialist materials to support intervention.

7.3 The SENDCO and Assistant SENDCo is available to advise class teachers and (where necessary) parents when planning an appropriate programme of intervention and support.

7.4 The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENDCO or Assistant SENDCo can break down the assessment into smaller steps to aid progress and provide detailed and accurate indicators.

7.5 The school uses a five-stage model to respond to children's special educational needs:

- Stage 1: the class teacher identifies a need for discussion at termly Pupil Progress Meetings.
- Stage 2: the SENDCO or Assistant SENDCo is available to assist and guide the class teacher in gathering information, coordinating the provision in school, and ensuring the teacher writes the child's School Support Plan (SSP); (School Support)
- Stage 3: the teacher and the SENDCO or Assistant SENDCo are supported by outside agency involvement.
- Stage 4: the LEA considers the need for statutory assessment and may order multi-disciplinary assessment.
- Stage 5: the LEA may issue an Education, Health, and Care Plan (EHCP)

7.6 The LEA seeks a range of advice before making a formal decision on whether to issue an EHCP. The needs of the child are paramount in this.

8 Access to the curriculum

8.1 All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- understand the relevance and purpose of learning activities.
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

8.2 Teachers use a range of strategies to meet children’s special educational needs. Lessons have clear learning objectives; work is differentiated appropriately, and assessment is used to inform the next stage of learning.

8.3 School Support Plans, which employ a small-steps approach, feature significantly in the provision that is made in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. Children on the special needs register may have an SSP, if appropriate for their needs. SSP’s are written by the class teacher and teaching assistants working together and are reviewed when necessary. The SENDCO or Assistant SENDCo provides advice on the writing of an SSP, ensures they are reviewed regularly and that parents receive copies.

8.4 We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible pupils are provided with support within the classroom. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

9 **Partnership with parents**

9.1 At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings, and knowledge of parents at all stages. We encourage parents to make an active contribution to their child’s education.

9.2 We have regular meetings to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

10 **Monitoring and evaluation**

10.1 The SENDCO monitors the movement of children within the SEN system in school. The SENDCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

10.2 The Governing Body reviews this policy annually and considers any amendments considering the annual review findings. The SENDCO reports the outcome of the review to the full governing body.

Policy reviewed May 2025

D Sparkes

