Holly Grove Primary Academy

Special Educational Needs and Disability (SEND) Policy 2026–27

Compliance

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0–25 and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for Schools (DfE)
- SEND Code of Practice 0–25
- School SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions
- The National Curriculum in England
- Safeguarding and Child Protection Policy
- Teachers' Standards

Holly Grove Primary Academy has a named Special Educational Needs and Disabilities Coordinator (SENDCo) who has undertaken the National Award for SEN Coordination (NASENCO).
The school's SEND Policy operates within the guidance of the SEND Code of Practice, Staffordshire Local Authority requirements, Primitas Learning Trust policies and Holly Grove Primary Academy procedures.

Vision and Ethos

At Holly Grove Primary Academy, we believe that every child has the right to a full and rounded education that enables them to achieve their potential, develop confidence and become successful learners.
We use our best endeavours to secure special educational provision for pupils who require it. This provision is additional to and different from that available through normal differentiated classroom practice and responds to the four broad areas of need identified in the SEND Code of Practice:

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

What Are Special Educational Needs?

A child or young person has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them.
A child has a learning difficulty or disability if they:

- Have significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age.

Aims and Objectives

We aim:

- To create an environment that meets the educational needs of every pupil.
- To ensure all children have equal access to a broad, balanced and ambitious curriculum.

- To identify SEND needs at the earliest opportunity.
- To remove barriers to learning through inclusive practice.
- To work in partnership with parents, carers and pupils.
- To ensure high-quality staff training and development.
- To support pupils with medical conditions.
- To clearly define staff responsibilities.
- To provide reasonable adjustments that allow full access to all aspects of school life.
- To work collaboratively with outside agencies and professionals.
- To promote independence, confidence and positive wellbeing.

Equal Opportunities and Inclusion

Through all aspects of school life, Holly Grove Primary Academy seeks to meet the needs of every learner regardless of:

- Gender
- Ethnicity
- Culture
- Religion
- Language
- Disability
- Social background
- Family circumstances

We recognise that pupils:

- Learn in different ways.
- Progress at different rates.
- Require different teaching approaches.
- Have differing educational, behavioural and emotional needs.

Staff will:

- Provide support for communication, language and literacy.
- Plan multisensory learning experiences.
- Enable full participation in practical and physical activities.
- Support positive behaviour and emotional regulation.
- Promote inclusion and participation in all areas of school life.

Quality First Teaching (QFT)

At Holly Grove Primary Academy, Quality First Teaching (QFT) forms the foundation of provision for all pupils, including those with Special Educational Needs and Disabilities (SEND). We recognise that high-quality, inclusive classroom practice is the first step in responding to individual pupil needs and is the responsibility of every teacher.

Quality First Teaching ensures that all pupils have access to a broad, balanced and ambitious curriculum through adaptive teaching approaches that remove barriers to learning and promote full participation. The progress and development of all pupils, including those who access additional support, remain the responsibility of the class teacher.

Quality First Teaching includes:

- High expectations for all pupils.
- Carefully planned lessons that build upon prior learning.
- Adaptive teaching strategies to meet individual needs.

- Clear learning objectives and success criteria.
- Appropriate scaffolding and support.
- Visual aids, practical resources and multisensory approaches.
- Effective questioning and modelling.
- Ongoing assessment for learning.
- Opportunities for repetition, reinforcement and overlearning.
- Consistent classroom routines and expectations.
- Reasonable adjustments to learning environments and resources.
- A nurturing and inclusive classroom ethos.

How Quality First Teaching Supports Pupils with SEND

Quality First Teaching supports pupils with SEND by reducing barriers to learning and enabling access to the curriculum through effective classroom practice.

QFT supports SEND pupils by:

- Providing inclusive learning opportunities.
- Adapting teaching methods to suit different learning styles.
- Breaking learning into manageable steps.
- Using clear explanations, modelling and repetition.
- Providing visual supports and scaffolds.
- Offering assistive technology where appropriate.
- Monitoring progress regularly and responding quickly to difficulties.
- Supporting language and communication development.
- Promoting positive relationships and emotional wellbeing.
- Encouraging independence and resilience.
- Maintaining high aspirations and expectations.

Through Quality First Teaching, teachers identify needs early and respond appropriately before considering additional SEND interventions. QFT is the first stage of the Graduated Response and underpins all SEND provision.

All teachers are responsible and accountable for the progress and development of every pupil in their class, including those receiving additional support.

Identification, Assessment and Provision

At Holly Grove Primary Academy, we firmly believe that all teachers are teachers of children with special educational needs.
Provision for pupils with SEND is a whole-school responsibility involving:

- The Governing Body
- Headteacher
- SENDCo
- Class Teachers
- Teaching Assistants
- Nursery Staff

Assessment and ongoing monitoring help identify pupils who may require additional support.
Where concerns arise, the school will:

- Assess needs.
- Consult with parents/carers.
- Implement Quality First Teaching strategies.

- Monitor progress.
- Consider additional SEND support if required.

Particular care is taken when assessing pupils whose first language is not English to ensure language acquisition needs are not confused with SEND.

The Graduated Response

The school follows the graduated approach outlined in the SEND Code of Practice:

Assess

Identify barriers to learning and gather information.

Plan

Agree outcomes, support strategies and interventions.

Do

Implement support and interventions.

Review

Evaluate impact and determine next steps.
Quality First Teaching remains at the centre of this process.

Where concerns persist despite effective classroom practice, targeted SEND provision may be introduced and monitored through provision mapping and Individual Learning Plans (ILPs).

Monitoring Pupil Progress

Progress is monitored through:

- Daily classroom assessment.
- Pupil progress meetings.
- Formal assessments.
- Observations.
- Learning walks.
- Reviews with parents and pupils.

Adequate progress may include:

- Closing attainment gaps.
- Improved rates of progress.
- Improved confidence and independence.
- Better social and emotional outcomes.
- Greater participation in learning.

The Role of the SENDCo

The SENDCo is responsible for:

- Overseeing the day-to-day operation of the SEND policy.
- Coordinating SEND provision.
- Advising and supporting staff.
- Maintaining SEND records.
- Liaising with parents and carers.
- Coordinating reviews and assessments.
- Working with external agencies.
- Supporting transition arrangements.
- Monitoring pupil progress.

- Leading staff training and development.
- Maintaining Holly Grove's Dyslexia Friendly status.
- Monitoring the effectiveness of SEND provision.

Partnership with Parents and Pupils

We value parents and carers as equal partners in their child's education.
We will:

- Listen to parental views.
- Involve parents in decision-making.
- Share progress regularly.
- Hold review meetings.
- Provide information on available support.
- Encourage active participation in planning outcomes.

Pupils will be encouraged to:

- Share their views.
- Contribute to target-setting.
- Reflect on their progress.
- Participate in review meetings where appropriate.

Nature of Intervention

Additional support may include:

- Adapted resources.
- Specialist equipment.
- Small-group interventions.
- One-to-one support.
- Social skills programmes.
- Emotional literacy support.
- Speech and language activities.
- Motor skills programmes.

Any intervention provided will complement and not replace Quality First Teaching.

Social, Emotional and Mental Health (SEMH)

The school recognises that SEMH is a significant area of need.
Support may include:

- ELSA interventions.
- Nurture provision.
- Forest Schools.
- The Hub.
- Behaviour support.
- Educational Psychology involvement.
- CAMHS referrals.

Use of Outside Agencies

External agencies may become involved when:

- Progress remains limited despite intervention.

- Needs become increasingly complex.
- Specialist advice is required.

Agencies may include:

- Educational Psychology Service
- Speech and Language Therapy
- Occupational Therapy
- CAMHS
- SEND and Inclusion Hub
- Health Services
- Social Care Services

Individual Learning Plans (ILPs)

Where appropriate, an Individual Learning Plan will include:

- Short-term targets.
- Strategies and interventions.
- Named adults responsible.
- Frequency and duration of support.
- Review dates.
- Pupil voice.
- Parent involvement and agreement.

Education, Health and Care Plans (EHCPs)

Where a pupil's needs cannot be fully met through ordinarily available provision and SEN Support, the school may request an Education, Health and Care Needs Assessment.

Evidence provided may include:

- Previous ILPs.
- Provision maps.
- Progress data.
- Professional reports.
- Parent views.
- Medical information.

Pupils with EHCPs will receive:

- Termly reviews of targets.
- Annual Reviews in line with statutory requirements.

Access to the Curriculum

All pupils are entitled to access a broad and balanced curriculum.

We achieve this through:

- Adaptive teaching.
- Inclusive classroom practice.
- Reasonable adjustments.
- Specialist resources.
- Additional adult support where appropriate.

Where possible, pupils will remain within their classroom environment and learn alongside their peers.

Allocation of Resources

The SENDCo oversees SEND funding and resource allocation.
The Headteacher and SENDCo review:

- Staffing
- Interventions
- Specialist resources
- Training needs
- EHCP funding allocations

Resources are deployed to ensure the best outcomes for pupils.

Achievement for All – Dyslexia

Holly Grove Primary Academy maintains a Dyslexia Friendly approach in line with Staffordshire guidance.
We:

- Promote inclusive practice.
- Use dyslexia-friendly resources.
- Support literacy development.
- Train staff in appropriate teaching approaches.

Role of the Governing Body

The Governing Body:

- Monitors the effectiveness of SEND provision.
- Ensures statutory duties are met.
- Reviews policy and practice.
- Challenges and supports school leaders.
- Ensures resources are used effectively.

Admission arrangements for pupils with SEND are consistent with the school's Admissions Policy.

Complaints About SEND Provision

Parents who have concerns regarding SEND provision should:

1. Speak to the class teacher.
2. Contact the SENDCo.
3. Contact the Headteacher if concerns remain.

Formal complaints will be managed in line with the school's Complaints Policy.
Information regarding mediation and disagreement resolution services can be found through Staffordshire SENDIASS and Staffordshire Connects.

SEND Information

SEND Lead: Mrs S Barnes **Qualification:** NASENCO
EYFSSEND Lead: Miss K Marshall **Qualification:**
Training SENDCo: Miss A Edwards **Qualification:**

Policy Reviewed: September 2026
Approved by: Headteacher and Governing Body
Next Review Date: September 2027

Appendices

Appendix 1

Graduated Response Flow Chart:

- Assess
- Plan
- Do
- Review

Appendix 2

Individual Learning Plan (ILP) Template

Holly Grove SEND Graduated Response Flowchart

Quality First Teaching (QFT) for all children.

Classroom support plans for all children with an additional need to be reviewed termly by teachers.

Initial concerns in one or more of the 4 areas of SEND
Communication and Interaction – e.g. speech and language, autistic spectrum
Cognition and Learning – e.g. poor academic, listening, concentration
Sensory/Physical – e.g. hearing, visual and physical needs
Social, Emotional and Mental Health – e.g. anxiety, depression, ADHD

Discuss with SEND team and monitor for 1 cycle of assess, plan, do, review.

Improvement?
Continue with QFT

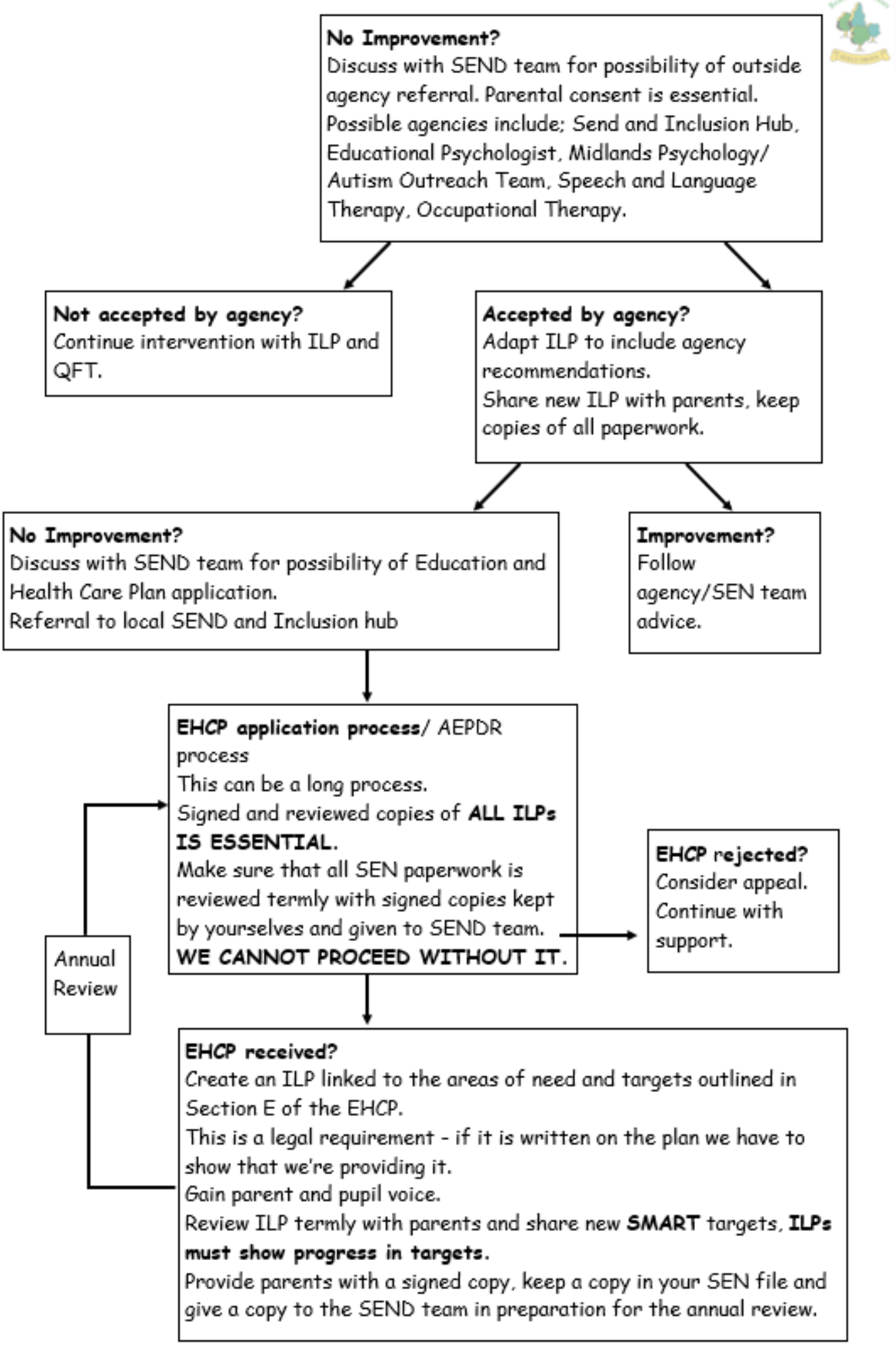
No improvement?
Intervention needed. Begin an initial concerns graduated response form.
Gain parent and pupil views.
Place child on provision map.
Meet termly with parents to review and share new targets, parents to sign to accept new targets.
Keep in SEN file and give signed copies to parents.

No improvement?
After 2 cycles of assess, plan, do, review move to an Individual Learning Plan (ILP) with clear **SMART** targets in areas of need.
Gain parent and pupil views.
Meet termly with parents to review and share new targets. **ILPs must show progress in targets.**
Parents sign, keep in pink file and give signed copies to parents and SEN team.

Improvement?
Discontinue intervention.
Continue with QFT

Improvement?
Discontinue intervention.
Continue with QFT

No Improvement?
Discuss with SEND team for possibility of outside agency referral.
Continued over…


No Improvement?
Discuss with SEND team for possibility of outside agency referral. Parental consent is essential.
Possible agencies include; Send and Inclusion Hub, Educational Psychologist, Midlands Psychology/ Autism Outreach Team, Speech and Language Therapy, Occupational Therapy.
Not accepted by agency?
Continue intervention with ILP and QFT.
Accepted by agency?
Adapt ILP to include agency recommendations.
Share new ILP with parents, keep copies of all paperwork.
No Improvement?
Discuss with SEND team for possibility of Education and Health Care Plan application.
Referral to local SEND and Inclusion hub
Improvement?
Follow agency/SEN team advice.
EHCP application process/ AEPDR process
This can be a long process.
Signed and reviewed copies of ALL ILPs IS ESSENTIAL.
Make sure that all SEN paperwork is reviewed termly with signed copies kept by yourselves and given to SEND team.
WE CANNOT PROCEED WITHOUT IT.
EHCP rejected?
Consider appeal.
Continue with support.
Annual Review
EHCP received?
Create an ILP linked to the areas of need and targets outlined in Section E of the EHCP.
This is a legal requirement - if it is written on the plan we have to show that we're providing it.
Gain parent and pupil voice.
Review ILP termly with parents and share new SMART targets, ILPs must show progress in targets.
Provide parents with a signed copy, keep a copy in your SEN file and give a copy to the SEND team in preparation for the annual review.

Appendix 2

Holly Grove Primary Academy Individual Learning Plan

Name:	Stage:	Term:	School Year:
	M(monitoring) K(outside agencies) EHCP(Education, Health Care Plan)	Autumn Spring Summer	

Date of Birth:	Year 2	Class Teacher:	Other Teaching staff:

Area of Need	Aims (for the year)	Targets (half-termly)	Intervention (who? /when?)	Strategies/Resources
Cognition and learning	To improve retention of letter sounds to increase fluency in reading To improve retention and instant recall of high frequency/ common exception words To improve grapheme to phoneme correspondence	To read on sight common words and improve fluency e.g. are, of, on , that, it, and, he, was, is, have To complete blend sounds to read words at speed e.g. if, in, an, on, as, it, up, To blend all phase 2 words with increasing fluency and accuracy or reading text (95%) Phase 2 set 2books. To independently use phonics to write all sounds in words e.g. if, on, an, as, at, on, it, up,	3x 15 mins weekly EPATT 5x5 mins weekly owl readers 1x 45 mins whole class reading (bi-weekly) 4x 30 mins phonics weekly Reading at home at least 5 times weekly for 10mins Spelling at home at least 5 times per week for 10 mins Small group work in English lessons 3 x weekly	EPATT Positive reward chart Peer/Partner work Dojo Points Tricky word and Grapheme charts available within writing sessions Hold a sentence Partner work Magnetic word/sentence building Daily home reading and spelling practice Reading owls book and

Holly Grove Primary Academy Individual Learning Plan

				record
	To be able to increase fluency in number	To be able to know place value e.g. 12 is 1 ten and 2 ones To be able to count in 2's accurately up to 30	4x 1 hour weekly small group maths work 2x 30 minutes weekly Mastering number 3x 5 minutes weekly Maths intervention TA	5 minute box manipulatives
Communication and Interaction	To be able to understand instructions/ activities	To repeat back instructions/ activity steps so that he understands his task and next steps.	5 minutes each lesson - repeat tasks	timer
Sensory and/ or physical	To coordinate and orientate numbers and letters correctly	To form and orientate numbers 2 and 5 To form and orientate letters c,a,m,h,b,g (and capitals R, N, M, H, B, P)	Warm up activities Daily hand exercises 1x 15 mins handwriting intervention TA 1x 30 mins handwriting whole class	White board and pen Finger gym exercises Grapheme chart mat for handwriting
	To support with toileting needs	Encourage to use wipes and spare clothes to remain hygienic	As and when needed To use a side toilet and be supported by staff First Aid App	Provided by home: wipes, spare clothing, plastic bag First Aid App

Child's Views:	Parents Views

Dates Parents consulted: Child consulted: Review Date: