



Pirton Hill Primary School

Special Educational Needs and Disability Policy

Originated by: Ciara Keane
Ratified by Governors: September 2025
Review date: September 2026

1. Overarching Values

Expect:

*We all **expect** to work hard, and meet our own high expectations, in a safe environment with access to high quality resources and opportunities that broaden our horizons.*

Believe:

*We all **believe** in ourselves, and each other, and know that everyone has something special to contribute.*

Achieve:

*We all have the opportunity to **achieve**, and fulfil our potential, regardless of our backgrounds.*

Enjoy:

*We all strive to develop passionate and determined life-long learners who **enjoy** learning, understand how to progress and take pleasure in succeeding.*

2. Definition

Definitions of special educational needs (SEND) taken from section 20 of the Children and Families

Act 2014. A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition of (a) or (b) above or would do so if special educational provision was not made for them. Children 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.

3. Our Aims and Objectives

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum and Foundation Stage Curriculum in line with the Special Educational Needs Code of Practice.

- Staff members will seek to identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents, education, health and care services and early year's settings prior to the child's entry into the school.

- We will monitor the progress of all pupils in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure they are able to reach their full potential. This will be overseen by the Inclusion Manager.
- We will make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be co-ordinated by the Inclusion Manager and Head teacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- We will support parents and carers to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- We will work with and in support of outside agencies when the pupils' needs cannot be met by the school alone. Some of these services include the Special Educational Needs and Assessment Team, Educational Psychology Service, Speech and Language Therapy, Children and Adolescent Mental Health Service (CAMHS) and the Behaviour Support Service.
- We will provide a school environment where pupils can contribute to their own learning.

4. Pirton Hill Primary School

4.1 This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as school council, outside visits, school plays, sports teams and play leaders in the playground.

4.2 Responsibility for the coordination of SEND provision

- The person responsible for overseeing the provision for Inclusion is Mrs Cristelle Ellis, (Deputy Headteacher and Safeguarding Lead)
- The person co-ordinating the day to day provision of education for pupils with SEND is Miss Ciara Keane (SENDCO)

4.3 Arrangements for coordinating SEND provision

The SENDCO will hold details of all SEND records for individual pupils.

4.4 All staff can access:

- The Pirton Hill Primary School SEND Policy and approach to send document
- A copy of the full SEND Register
- Guidance on identification of SEND in the Code of Practice
- Information on individual pupils' special educational needs, including pupil profiles, targets set and copies of the provision map.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through Luton's SEND Local Offer

4.5 In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils. This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEND provision.

4.6 Admission arrangements

Please refer to the information contained in our school prospectus. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

4.7 Specialist SEND provision

We are committed to whole school inclusion. In our school we support children with a range of special educational needs. We will seek specialist SEND provision and training from SEND services where necessary.

5. Facilities for Pupils with SEND

The school complies with all relevant accessibility requirements. For the year we have established an alternative provision called 'The Hive'. This provision is adapted in line with individual children's EHCPs and will be reviewed frequently depending on individual pupil needs. Please refer to school's Hive Policy.

5.1 Identification of Pupils Needs

- a) We will closely monitor any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries.
- b) Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENDCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
- g) Parents or carers will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents in an arranged meeting.

5.2 Where it is determined that a pupil may have SEND, a meeting with parents/carers will be arranged and the pupil's name will be added to the SEND register. The aim of formally identifying a pupil with SEND is ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

5.2.1 Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant,

advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Children who are not yet accessing the national curriculum objectives will be assessed using the grids in appendix 1. The outcomes on these grids have been taken from STA guidance and the Rochford report. Their progress will be measured considering their smart plan targets, professional agency reports and EHCP plan targets.

5.2.2 Plan

Planning will involve consultation between the teacher, SENDCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

5.2.3 Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCO.

5.2.4 Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENDCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

6. Referral for an Education, Health and Care Plan

6.1 If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review. The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCO
- Social Care
- Health professionals
- Educational professionals

6.2 Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. 6.3 Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

7. Education, Health and Care Plans [EHC Plans]

7.1 Following a Statutory Assessment, if it is decided that the child's needs are not being met by the support that is ordinarily available, an EHC Plan will be provided by Luton Borough Council. The school and the child's parents will be involved developing and producing the plan. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

7.2 Further information about EHC Plans can found via the SEND Local Offer:

<http://directory.luton.gov.uk/kb5/luton/directory/family.page?familychannel=11>

or by contacting:

- Parent Partnership Service: Parent partnership office, Futures House, The Moakes, Marsh Farm, Luton, Bedfordshire, LU3 3QB

Tel: Parent Partnership Officers 01582 548156 or 01525 719754 / Parent Partnership Admin 01582 548094

- SENAT Luton: 01582 548132, sendat@luton.gov.uk

8. Access to the Curriculum, Information and Associated Services

Pupils with SEND will be given access to the curriculum through an inclusive provision as is necessary and as far as possible, taking into account the wishes of their parents and the needs of the individual. Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the Headteacher and Inclusion lead will consult with the child's parents for other flexible arrangements to be made. Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided both in school and across the family of schools. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND. In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision. We set appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels. Some pupils on the SEND register will have a SMART plan, where these targets are recorded. Not every child will need a SMART plan as their needs may be being met through the provision map, adaptive teaching and interventions. Progress levels will be monitored by their Class Teacher and the SENDCO.

At Pirton Hill we expect all children to complete homework and have access to reading books at home. The expectations of this will be adapted to match the child's specific needs. If a child is not able to take part in our school's accelerated reader programme, a parent or carer is expected to read a book to (or with) their child daily and sign in their reading record. This will be monitored by their class teacher and reported to the English team. Class teachers are responsible for ensuring all children within their classroom are accessing homework and reading books to their level.

9. Inclusion of Pupils with SEND

The Headteacher and SENDCO oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school. The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom. The school will seek advice, as appropriate, around individual pupils, from external support services through the local authority Special Educational Needs and Assessment Team. Advice may be sought from the West Area Behaviour Partnership for children who have behavioural concerns. Some pupils may access part of their learning within 'The Hive provision'. Please refer to Hive policy for procedures in place for these pupils.

10. Evaluating the Success of Provision

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent and pupil questionnaire, discussion and through progress meetings with parents. Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice. SEND provision and interventions are recorded on a provision map, which is updated each half term. These are updated by the class teacher and are monitored by the SENDCO. These reflect information passed on by the SENDCO at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated termly by the SENDCO and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective and track the progress of SEND pupils.

11. Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child an appointment can be made by them to speak to the Headteacher or SENDCO, who will be able to advise on formal procedures for complaint.

12. Continuous Professional Development

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The SENDCO attends relevant SEND courses, Local authority SENDCO meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff. The SENDCO, with the SENDIor leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

13. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENDCO who will then inform the child's parents or carers.

14. Working in Partnerships with Parents

14.1 Pirton Hill Primary School believes that a close working relationship with parents is vital in order to ensure

- a) early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively

14.2 In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENDCO may also signpost parents of pupils with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required. If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEND governor may be contacted at any time in relation to SEND matters.

15. Links with Other Schools

The school works in partnership with the other schools in West Area Partnership. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

16. Links with Other Agencies

16.1 Pirton Hill Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENDCo is the designated person responsible for liaising with the following:

- Luton Education Psychology Service
- Behaviour Support Service
- Social Services (Family and Community Manager also liaises)
- Speech and Language Service (Class teacher also liaises)
- Learning Support Service
- School Nursing Service
- Specialist Outreach Services

16.2 In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency and only with parental permission.

This policy will be reviewed annually by the Headteacher, Deputy Headteacher and SENDCo in line with the SEND Code of Practice 2014.