

Live Life in All its Fullness, John 10:10



Heartwood CE VC Primary and Nursery School
Special Educational Needs and Disabilities
(SEND) Policy

Agreed by the Governing Body: July 2026

Policy Statement

At Heartwood CE VC Primary and Nursery School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all pupils, whatever their needs or abilities. We believe that all children, including those with Special Educational Needs or Disabilities (SEND), have the same entitlement to a broad and balanced curriculum and should be fully included in all aspects of school life.

This is part of the Norfolk Local Offer for Learners with SEND and is written with reference to the following guidance and documents:

- Children and Families Act 2014
- Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years (2015)
- The Equality Act 2010
- Education Act 1996
- Working Together to Safeguard Children (March 2026)
- Keeping Children Safe in Education (July 2026)
- EYFS Framework (July 2026)
- Norfolk Provision Expected at SEN Support (PEaSS)
- The school's SEN Information Report

Definition of SEN

A pupil is considered to have SEND if they have a **learning difficulty or disability** which calls for **special educational provision** to be made. This is when a child of compulsory school age or a young person:

- Has significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders them from making use of educational facilities provided for children of the same age in mainstream schools or mainstream post-16 institutions. SEND Code of Practice (2015)

Category of Special Educational Need (SEN)

At Heartwood we categorise SEND under four broad areas of need:

- Communication and Interaction (C&I)
- Cognition and Learning (C&L)
- Social, emotional and mental health difficulties (SEMH)
- Sensory and or physical needs (S&P)

This supports us in making appropriate provision for the learner. Some learners will have needs within more than one area of need.

Supporting Children with a Disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010. A disability is '**...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities**'.

Within the definition 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial' SEND Code of Practice (2015)

At Heartwood CE VC Primary and Nursery School we ensure that all children are valued equally, regardless of disability, culture, sex or cognitive development. We provide maximum opportunities for all children and continue to have high expectations for all pupils. The primary aim is the inclusion of children with SEND so that they are integrated into the academic and social life of the school. So that all children are able to reach their full potential by accessing a curriculum that enables them to enjoy, aspire and achieve to their full potential.

At Heartwood CE VC Primary and Nursery School we view the child as a whole and promote supporting children to become well rounded members of society. We understand that all children have different strengths and we value each child as an individual. All staff have high expectations for all children and support pupils with SEND to reach their potential. We value enormously the children's voice and include them and their parents/ carers in their academic journey

Aims and Objectives

We aim to:

- Identify children with SEN as early as possible and put appropriate support into place.
- Ensure pupils with SEND are supported by our inclusive culture and are able to access the curriculum and school life as fully as possible.
- To recognise the importance of learning and development and that children develop and learn at different rates.
- To gain pupil voice from all pupils and listen to their views.
- Work in close partnership with parents/carers and ensure effective communication.
- To work in collaboration with external professionals.
- To make sure that pupils make progress from their individual starting points.
- To manage SEN provision in accordance with the Code of Practice.

Roles and Responsibilities

- SENDCo: Oversees day-to-day operation of the SEN policy, coordinates provision, liaises with staff, families, and external agencies.
- Headteacher & Governors: Ensure appropriate provision is made and that the policy is implemented effectively.
- Class Teachers: Responsible for the progress and development of all pupils, including those with SEN.

- Teaching Assistants (TAs): Support pupils under the direction of the class teacher and SENDCo.

SENDCo contact details:

Miss Marie Compton

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Headteacher contact details:

Mrs Rebecca Starman

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SEND Governor contact details:

Mr Michael Smith

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School leadership responsibilities:

- To ensure that inclusive practice is the culture and ethos of the school.
- To ensure SEND and inclusion are part of the school's improvement plan and professional development programme.
- To track and monitor the progress of all children, including those with SEND.
- To constantly review the school's curriculum to ensure children with SEND can access the same opportunities as their peers who do not have a SEN.
- To recognise the importance of mental health and well-being and the impact of this on attendance and attainment.
- To support the SENDCo to carry out the duties expected of the role.
- To include the SENDCo as a member of the leadership team in a strategic capacity.

Each class teacher is responsible and accountable for:

- The progress and development of every pupil in their class, including those identified as, or suspected as having, SEND, in line with the Teachers' Standards.
- Writing an APDR to each child on the SEND register and liaise with the SENDCo, child and parents to work collaboratively.
- Contributing to Annual Reviews for any children with EHCPs in their class.
- Ensuring all tracking documentation for children with EHCPs is kept up to date.
- Planning, assessing, implementing and reviewing SEND provision, including

interventions and sharing this with teaching assistants.

- Acting on information provided to them to support a child with SEND.
- Working with the SENCO to review each pupil's progress and development.
- Notifying the SENDCo of any potential SEND concerns relating to a child.

Strategies to Support SEND and Training Needs

At Heartwood CE VC Primary and Nursery School, high-quality teaching strategies are used to support all learners, including those with SEND. These strategies are part of our universal offer and include:

- Communication Aids
- Dyslexia, ADHD and Autism friendly classrooms
- Visual timetables
- 'My turn your turn' vocabulary recall
- Widget Symbols to support learning
- Manipulatives and physical representations in maths
- Chunking of learning, over-learning facts, concepts and vocabulary
- Writing frames and sentence starters
- Using short, clear instructions
- I-pads, laptops or other alternative recording devices
- Positive behaviour rewards system

Our schools **graduated provision map** outlines more of the quality-first teaching strategies used in our school.

We have support staff trained in specific interventions that enables them to lead small group or 1-1 interventions, specific to an area of need. Currently have members of staff trained in:

- Talk Boost, WellComm, Attention Autism
- THRIVE, ADHD, Sensory Circuits, Norfolk Steps, Trauma and Attachment
- Beat Dyslexia, Colourful Semantics, Precision Teaching, The TEACCH Approach

Future training will continue to be linked to the emerging needs of the school.

Alongside this on-going professional development occurs for all staff throughout the year. This is biased on the schools current profile of need and areas to address.

- All Learning Support Assistants are encouraged to undertake SEND training or observe other members of staff in school.
- Yearly performance management for all staff reviews SEND training and support.
- When necessary staff are trained to support specific SEND and/or medical needs.
- The SENDCo attends training in order to maintain an up-to-date knowledge of current issues.
- The SENDCo attends the termly SEND forum and cluster ZIP meetings and key information is shared with staff.

Transitions at Heartwood

Supporting pupils moving between phases and schools:

We will share information with the school or other setting that the pupil is moving to. We will agree with parents and pupils which information will be shared as part of the transition.

For year six pupils moving to high school, transition days will be arranged and additional visits sought for any SEND child requiring further support or reassurance. The SENCO will meet with parents and the new school to support the transition process. School also provide additional transition support for pupils with SEND through the Schools and Community Team.

Where a change of school occurs the SENDCo, together with the Head Teacher, will be responsible for ensuring the transfer of all relevant documentation and information. When transferring between years within Heartwood CE VC Primary and Nursery School both class teachers will meet and discuss the needs of every child. The SENDCo may also attend these meetings to discuss specific needs and how to meet them.

When pupils transition to a new class at Heartwood, we ensure the teacher meets with the children before and spends time in the classroom getting to know them. We provide the children with transition booklets, which include photos of the new classroom, adults and other areas of the environment. At the end of July the children will have transition days where they spend the day in their new classroom with their teacher.

EYFS arrangements:

All teachers and learning support assistants are involved in the development of the school's Special Educational Needs & Disability policy and are fully aware of the school's procedures for identifying, assessing and making provision for pupils with special educational needs.

All teachers are teachers of children with special educational needs and need to have regard to the statutory inclusion statement making use of the wide range of strategies and resources to make transition/ the start of school as smooth as possible for children with special educational needs.

In EYFS, Nursery home visits take place before any child starts with us. This allows the development of close home school relations and individual needs to be discussed. For children starting in our Reception class, the children will be invited to stay and play sessions in school. Both the SENDCo and the Early Years Teachers will have meetings with preschool providers and parents to discuss any possible needs. Transition meetings with parents/ carers are also arranged, where possible, prior to their child starting school to ensure strong home school relations.

Identification and assessment

Depending on who raises the initial concern, the following process is followed to identify pupils with SEN:

Class teacher raises a concern- If the class teacher has concerns they will complete an internal referral form and discuss with the SENCO.

Member of staff has a concern- if any member of staff including support staff or midday supervisors have a concern they will speak to the class teacher in the first instance. If the class teacher agrees or has concerns they will complete an internal referral form for the SENCO.

SENCO raises a concern – through learning walks, pupil progress meetings, book looks and observations the SENCO will identify behaviours or needs of a child that require further investigation.

Parents/carer raises a concern - please speak to your child's class teacher or the Key Stage Lead regarding your thoughts in the first instance. This information will be passed to the SENCO and Family Support Worker where necessary.

Next step following an initial concern:

The SENCO will look at the child's attainment and progress data then have a conversation with the class teacher and or parents/carer about the child. Afterwards, the SENCO will complete an in-class observation of the child and the class teacher will complete an INDES form.

Final step:

Once all the information is gathered, the SENCO will discuss findings with the teacher, parents/carers to make an informed decision about whether their child's needs require them to be added to the school's SEN register. The SENCO may decide that the child would benefit from being closely monitored for a period of time before going on to the SEN register. Where it is necessary, external services such as Educational Psychology are accessed through the SEND and Inclusion Team.

The SEND Code of Practice states that, for learners identified as having additional needs, teachers are required to remove barriers to learning and put effective special educational provision in place through SEN support. We follow the graduated approach, **Assess-Plan-Do-Review** cycle to ensure effective provision and review.

The SEN support plan is drafted by the class teacher, with support from the SENCO. Support plans are then discussed and edited with parents/carers and pupils before they are finalised. The targets on the Support Plan are reviewed termly, with involvement from the class teacher, pupils, parents/carers and any other relevant professions detailed on the plan.

For a small number of pupils, where additional support is needed beyond SEN Support, the school may request an **Education, Health and Care Needs Assessment** from the Local Authority. If agreed, an EHCP will set out the child's needs and provision required.

If a child has an Education Health and Care Plan (EHC plan) the same termly review meetings take place, but the EHCP will also be formally reviewed annually. The SENDCo will keep records of every child with SEN in the school. All children are assessed once a term (3 times a year) however children with SEN may be assessed more frequently. Once an assessment has taken place the SENDCo will be informed of the outcome and next steps are discussed.

Funding

Heartwood CE VE Primary and Nursery School receives funding directly to the school from the Local Authority to support the needs of learners with SEN. The amount provided can be seen in the schools SEN memorandum. The Inclusion and SEND team oversees the allocation of Element 3 **SEN funding for schools** from the high needs block. For pupils in Reception and above schools can now apply to the Local Authority for any additional funding by submitting an INDES and the schools Graduated Provision Map. The INDES are a framework of standardised terms, co-produced and facilitated by the Inclusion and SEND team, breaking down the broad areas of SEND into seven specific sections which describe need. More information can be found at

<https://www.schools.norfolk.gov.uk/pupil-needs/special-educational-needs-and-disabilities/identification-of-need-and-inclusive-provision/identification-of-needs-descriptors-educational-settings>

For children in our Nursery we can apply for EYFS SENIF funding on a termly basis. Funding will be allocated depending on the need of the child.

Links with Support Services and Outside Agencies

The SENCO liaises with professional from outside agencies regularly, for advice and support. When further support or advice around the specific needs of a child is required, the school will meet and discuss this with the parents/carers in the first instance. If parents give consent, the SENDCo will complete all relevant paperwork for the referral, alongside the class teacher. Parents/carers or the class teacher will discuss this with the child, where appropriate.

Over the last year this has included:

- Education services: Virtual School Sensory Support, Virtual School Looked After Children, Educational Psychology Specialist Support, SEND and Inclusion Team, Dyslexia Outreach Service, Specialist Resource Base outreach services, Access Through Technology, Schools and Community Team.
- Health services: Just One Norfolk, NHS Speech and Language Therapy Service, Occupational Therapy, Supporting Smiles, Ormiston Families, Mental Health Support Teams and School Nurse.
- Social care services: Early Help, Early Childhood and Family Support Service, Family Support Process.
- Third sector services: Benjamin Foundation, Nelson's Journey, The Matthew Project, Family Action.

Complaints from parents of pupils with SEND

Any parental concerns or complaints should follow the **school's complaints procedure** and be discussed with your child's class teacher in the first instance. Following this concerns or complaints about SEN provision should be made to the SENDCo Miss Compton. This can be done in person, in writing or by telephone.

If unresolved, the school's complaints policy should be followed and the complaint passed on to the Headteacher Mrs Starman who may involve Governors in line with the school's Complaints Procedure. A copy is available from the school website.

Related policies

- SEN Information Report
- Supporting pupils with medical conditions
- Children with health needs who cannot attend school
- Accessibility Plan
- Behaviour and Relationship Policy
- Intimate Care Policy
- Allergy Safety Policy

Monitoring

The Special Educational Needs and Disability policy is monitored, evaluated and reviewed annually by all staff and Governors alongside the Local Offer.

Date policy was written: July 2026

Review date: July 2027