



SEND Policy

Agreed by governing body – 18/11/25

Compassion
Forgiveness
Friendship
Trust

Educating for 'life in all its fullness.'

Providing opportunities for growth in mind, body and spirit through inspirational and innovative education underpinned by a deeply Christian ethos. Those who learn and work here will develop confidence, embrace creativity and enhance their knowledge and skills so that they can experience 'life in all its fullness.' (John 10:10)

Policy Rationale

At The Howard School, our approach to inclusion reflects both our Christian vision and our statutory duties under the Equality Act (2010), the Children and Families Act (2014), and the SEND Code of Practice (2015). We are committed to removing barriers to participation and achievement, ensuring that every pupil can access high-quality education and experience a genuine sense of belonging. Our policies and practice aim to promote equality of opportunity, foster positive attitudes towards diversity, and build a community where all children are able to flourish in life and learning.

Our Commitment to Inclusion

At The Howard School, inclusion is not an intervention for a few, but a lens through which we design for all. This principle underpins every aspect of school life — curriculum, pedagogy, pastoral care, and environment — ensuring that the voices and experiences of pupils facing barriers to learning and well-being inform our provision from the outset.

Rooted in our Christian foundation and our calling to educate for life in all its fullness (John 10:10), we believe that every child should experience the security, belonging, and purpose embodied in the image of the Good Shepherd. Our aim is for every pupil to be known, valued, and equipped to flourish, developing fully in mind, body, and spirit.

We recognise diversity as a strength that enriches the whole school community. We are committed to creating a culture where difference is respected, represented, and celebrated. Through early identification, high-quality teaching, and targeted support, we remove barriers to learning and promote confidence, resilience, and self-esteem in all pupils.

The school works collaboratively with parents, carers, and professional partners to ensure that the individual needs of every child are understood and addressed. We monitor the progress and attainment of pupils with additional needs or disabilities to inform our practice and raise achievement for all.

We are committed to the ongoing development of a broad, balanced, and inclusive curriculum. By making reasonable adjustments to our environment, resources, and approaches, we ensure accessibility and equity of opportunity. Through this, every learner is empowered to participate fully in school life, achieve their potential, and thrive both within and beyond the classroom.

'Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years and lead happy and fulfilled lives.' (SEND Code of Practice Jan 2015)

The Principles of the SEN Code of Practice 2014 set out the following guidance:

- A child with special educational needs should have their educational needs met
- The views of the child should be sought and taken into account during any decision making

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- The early identification of children's needs and intervention to be put into place to support them
- A greater choice and control for young people and parent's support
- Collaboration between Education Health and Social Care services to provide support
- High quality provision to meet the needs of children with SEN
- Become confident young children with a growing ability to communicate their own views and ready to make the transition into compulsory education (5:1)
- To become confident individuals living fulfilling lives

Definition of Special Education Needs and Disabilities

SEND Code of Practice 2014:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her 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

Disabilities

Many children and young people who have SEND may also have a disability. A disability is described in law (the Equality Act 2010) as 'A physical or mental impairment which has a long-term (a year or more) and substantial adverse effect on their ability to carry out normal day-to-day activities.' This includes, for example, sensory impairments such as those that affect sight and hearing, and long-term health conditions such as asthma, diabetes or epilepsy.

Equal Opportunities

At Ackworth Howard School we believe that all members of the school should be treated with respect; have provision made for their individual and diverse needs, and be given the opportunity to reach their full potential, regardless of their age, ability, religion, gender or culture.

Objectives

- To work within the guidance set out in the SEND Code of Practice 2014.
- To identify and provide for children who have special educational needs.
- To ensure that learner voice is represented within this process.
- To involve and support parents/carers at every stage in plans to meet their child's additional needs.
- To provide full access to the curriculum through quality first teaching and adapted provision.
- To operate a whole school approach to the management and provision of support for children with SEND.
- To have a child centred approach throughout the Assess, Plan, Do, Review Cycle.

Identifying Special Educational Needs

When identifying a child's needs we believe that it is essential to consider the child as a whole. Within the SEND Code of Practice there are four broad categories of need outlined, however this does not mean that we must categorise children into one of these areas. By considering each child's needs individually we may find that they fit in to several areas. All of a child's needs, both SEND related and otherwise, will be considered before planning provision/support for that child. The four main areas of need are explained in SEND Code of Practice (2014:97)

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as: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health difficulties; Sensory and/or Physical needs.

A child has SEND when their learning difficulty or disability calls for special educational provision, namely provision and/or interventions is different from or additional to that normally available to children of the same age. This means provision that goes beyond the adapted approaches and learning arrangements normally provided as part of high quality, personalised teaching. Consideration will also be made to needs that are not SEND but may impact on progress and attainment.

- Disability (the Code of Practice outlines the “reasonable adjustment“ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)
- Attendance and punctuality
- Health and Welfare
- EAL
- Being in receipt of Child Premium Grant
- Being a Looked After Child
- Being a Child of a Serviceman/woman.

Children identified as having a SEND will be added to a register kept by the SENDCo. Being added to the register does not mean that the child will always remain on the register but will be monitored closely and removed if/when their progress deems this to be appropriate (see the graduated approach).

Children on the register will be classified in two main ways: SEND support or requiring an Education and Health Care Plan (EHCP). Both designations allow learners with differing levels of need to access learning within a mainstream classroom or setting and promote supported and independent learning.

A graduated approach to SEND support

The School has a graduated approach to meeting children’s educational needs. There are three waves of provision that can be provided to meet these needs:

Wave 1 or Universal Support

Quality First Teaching

Teachers are responsible and accountable for the progress and development of all the children in their class, including where children access support from teaching assistants or specialist staff in or outside of the classroom. This, for the majority of children, will be sufficient provision for them to make good progress.

Wave 2 or Targeted Support

Those making less than expected progress, given their age and individual circumstances, are identified. This can be characterised by progress which is:

- Significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child’s previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

These children will require adapted work or teaching methods within quality first wave teaching in order to make work accessible to them. This could take the form of more scaffolding in work, adaptations to meet individual learning style, additional adult support during the lesson or

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quality first teaching during 'catch up' based interventions aimed to close the gap in attainment between specific children and the age-related expectations.

Support may include some guidance from external agencies.

Wave 3 or Specialist Support

Few children will require work to be planned that is significantly different from their peers in difficulty or approach to teaching. These may require additional resources- both physical and/or human in order to make progress. All waves of provision are monitored regularly.

Support will include guidance and intervention from outside agencies.

Managing the needs of children with SEND

The School follows the 'assess, plan, do, review' process. Simply, this means we assess a child's needs through discussion and observation, we then plan a strategy to meet their need and set a time scale in which we hope to see an impact. The strategy is implemented with the child and after the set time scale the impact is reviewed.

Ackworth Howard SEND Graduated Response

Identification & Monitoring

- Staff identify learners who need additional support or who are not meeting age related expectations.
 - Staff discuss concerns with inclusion team who will recommend the strategies or next steps



Short Term Intervention (targeted support)

- Introduce a specific short term intervention to address needs, this will include an initial and final assessment to determine the impact of the intervention. This is recorded in the class intervention log and monitored by the inclusion team on a termly basis.



Learner Profile (LP)

- A one page document which captures a learner's essential needs and provides basic information for staff to enable them to support a child through quality first teaching level (whole class level).
- An opportunity to gather and document learner, family and school views.
- Reviewed when there is a significant change or at parent consultation meeting.



Supporting Me to Learn Plan (SMtLP)

- A document providing a child centred response including **short term targets*** to address identified needs of the learner and the subsequent review or progress made towards these targets.
- An opportunity to gather and document learner, family and school views.
- A record of strategies provided by school to support need and details of how parents can support at home.
- Advice from external agencies
- Reviewed termly

*Short term targets (linked to achieving the long-term outcomes if learner has MSP or EHCP)



My Support Plan (MSP)/Education Health and Care Plan (EHCP)

- A document providing a child centred response including **long term outcomes*** to address identified needs of the learner.
- A comprehensive description of the learner views, parent views, school views strengths, needs and support
- Advice from external agencies
- Reviewed annually

*Long term outcomes **must** follow the Wakefield Model (time frame¹, SMART² (Specific, Measurable, Achievable, Realistic, Time Limited), benefit³ (what will this enable the learner to do)

For example: By the end of the first term¹ Charlie will be able to write a sentence using a noun, an adjective and a verb² in order to work towards being able to write three short sentences on his own and be increasingly independent in lessons by the end of Key Stage 2³.

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Step One: Identification and Monitoring

In deciding whether to make special educational provision, the teacher, parents and SENDCo will consider all of the information gathered from within the school about the child's progress. Children are only identified as potentially having SEND if they do not make adequate progress once they have had all the intervention, adjustments and good quality personalised teaching. When it is decided that a child does have SEND, the decision is recorded in the schools SEND register and the child's parents are informed that special educational provision is being made.

Step Two: SEND Support (Learner Profile/Supporting Me to Learn Plan)

All children on the SEND register who do not have a statement or EHCP will be classified as SEND Support in accordance with the SEND Code of Practice 2014. They will either be placed on a Learner Profile or a Supporting Me to Learn Plan at the discretion of their needs.

A Learner Profile may be used if a child doesn't necessarily have learning difficulties but may have behavioural or emotional and/or mental health needs. This profile outlines what works best for a child and how they are best supported in and around the classroom.

A Supporting Me to Learn Plan is a termly target record that specifies specific targets for a child with SEND needs to work towards. These steps are usually smaller to allow for the child to practice and apply these skills with independence. The Supporting Me to Learn Plan is reviewed termly (three times a year) and new targets are written, shared and agreed with the parents and learners. Children may access external support where their targets can be written in collaboration with the specialists involved.

SEND Support explained further

As part of the process of managing the level of support needed for children at SEND Support the school has two to three planning meetings each year with a representative from WISENDSS (Wakefield Inclusion and Special Educational Needs and Disabilities Support Service). Planning meetings are an opportunity to discuss children in school and their needs with a view to potentially needing specific individual support from an outside agency. It is an opportunity for the SENDCo and class teachers to gather information and advice that can feed into their planning to meet a child's needs. All external agencies will offer strategies to use and monitor. It is good practice for schools to discuss learners with outside agencies. The expectation is that learners will have been discussed on at least 2 prior occasions with outside agencies before support can be accessed, however, in urgent cases support can be accessed more swiftly.

If the strategy has not had the desired impact on the child's progress, and no circumstances can explain this, then the process will be repeated again with a new strategy. At this point it may be that the strategy is from the next wave of the graduated approach.

All children at SEND support are monitored closely to check the provision planned by the class teacher is having a positive and significant impact on their progress. The Learner Profile/Supporting Me to Learn Plan reviews outline the level of success and need for the individual child.

Step Three: My Support Plan

Children at SEND support, who have particularly complex needs, may have lots of different outside agencies involved in planning their provision and therefore may require a `My Support Plan` completed over the next year in line with Wakefield Authorities SEND model of support. These will be completed through collaboration of the SENDCo, the parents/guardians, the child and specialist advice and involvement. If a child requires additional support then the

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decision to seek additional support would be agreed. The process for statutory assessment of an EHCP would begin.

Step Four: Education Health and Care Plan (EHCP)

A small number of children, whose needs are complex and long term, may require a greater level of support. Where, despite a school having taken the relevant action to identify, assess and meet the needs of a child, the child has not made expected progress the school and parents/carers should consider applying for an EHCP. For these children a request will be made to SENART (Special Education Needs Assessment and Review Team) to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being provided. This brings together the child's health and social care needs as well as their Special Educational Needs and/or Disability.

The decision to apply to SENART for an EHCP will usually take place at a 'My Support Plan' meeting in school. During these meetings agreed long term outcomes are identified and these are monitored and regularly reviewed. The evidence collected through My Support Plan forms the basis for applying for an EHCP if necessary.

EHCPs are used to actively monitor children's progress towards their outcomes and longer-term aspirations. They must be reviewed by the local authority, as a minimum, every 12 months.

Children with an EHCP

All children with an EHCP will receive an annual review of that plan in a review meeting chaired by the SENDCo. All parties involved with assessing, planning, implementing or reviewing the child's needs will be invited to the meeting by the SENDCo. In the review, the child's current needs will be discussed and documented. Both long-term outcomes and short-term targets will be reviewed and new targets set. The 'assess / plan / do/ review' cycle will still continue, and further agencies and professionals may get involved. These will be noted on their Supporting Me to Learn Plan. This will outline key short-term targets for the following term set through collaboration with the class teacher, the parents/carers and the child. Targets will be based on the long-term outcomes identified in the child's EHCP, they will relate to the child's needs not just academic progress. Where possible, these will be reviewed at 3 points during the year. Parents are invited to be part of this process.

For learners transferring from Y6 to Y7 and moving to another setting for the next phase in their education, the annual review cycle must be completed earlier in the year and before 31st October (during Autumn Term 1).

Criteria for exiting the SEND register

The SEND register is a flexible register. If children, when having received appropriate identified support, begin to make good progress and close the gap with their peers, they can, in consultation with parents, come off the SEND register. If the child's needs are being managed successfully within the classroom with no additional support then the child no longer needs to be classed as SEND Support.

Supporting children and families

The schools SEND Information Report (Local Offer) is available on our website for parents to access, it also provides a variety of useful information and relevant policies.

School have links with other agencies which support the family and child.

A transition process takes place for those children moving into school, moving between classes and into secondary school. Arrangements are made for all children but additional

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arrangements are put in place for those children who have special educational needs, these are adapted to the needs of the child.

The Local Authority has a Parent Partnership Service for the parents/carers of any child with SEND that provides advice and information about matters relating to those special educational needs and disabilities. Parents can also access support through the local offer website.

Supporting children with medical needs

The School recognises that children 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.

Some may also have special educational needs (SEND) and may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Specific personalised arrangements are put in place in school to support children with medical conditions.

Monitoring and assessment

Class teachers, supported by the Senior Leadership Team, assess progress of all children termly. The Senior Leadership Team regularly and carefully review the quality of teaching for all, including those at risk of under achievement through learning walks, classroom observations, book scrutiny, assessments and by talking to the children themselves.

Responsibilities

The Governing Body

The named SEND governor is Mr Richard Wilkinson.

The Governing Body, in consultation with the Head Teacher, determines the school's policy and approach to provision for learners with special educational needs, establishes the appropriate staffing and funding arrangements and maintains a general overview of the school's work. They support the aims of the policy by making resources available wherever possible. The Governing Body delegates the responsibility for implementing policies and guidelines to the Head Teacher.

The Governing Body, having regard to the Code of Practice will:

- Ensure appropriate provision is made for any child with SEND
- Ensure all children, including those with SEND have access to a broad, balanced and appropriately adapted curriculum
- Appoint a representative of the Governing Body to oversee SEND provision
- Ensure discussions with parents regarding SEND matters at relevant meetings
- Ensure that learners with SEND are fully involved with school activities
- Ensure they are fully involved in developing and reviewing the SEND Policy

The Headteacher:

The Headteacher is Mr Michael Walker.

The Head Teacher is responsible for the day-to-day management of all aspects of the school including quality first teaching and the provision for special educational needs and disabilities. The Head Teacher keeps the Governing Body informed of all developments with regard to SEND. He liaises with the SENDCo and ensures that SEND provision meets the requirements of the Code of Practice and School Improvement Plan.

The Special Educational Needs and Disabilities Coordinator (SENDCo)

The SENDCo is Mrs Rachel Longfield.

The Code of Practice states that the role of a SENDCo is:

- Overseeing the day-to-day operation of the school's SEND policy
- Coordinating provision for children with SEND
- Liaising with the relevant Designated Teacher where a looked after child has SEND
- Advising a on graduated approach to providing SEND Support
- Liaising with parents of children with SEND
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the LA and LA support services
- Liaising with potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned
- Working with the head teacher and school governors that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensure that the school keeps the records of all children with SEND up to date.

The SENDCo must be a qualified teacher and hold the NASEN qualification for SENDCo.

Teachers

The professional with the main responsibility for children with SEND is their class teacher. They will:

- Be responsible for delivering Quality First Teaching to all children
- Ensure that Teaching Assistants are fully informed about planning, targets and the expectations for each child.
- Deploy Class Teaching Assistants to support children in areas of identified need.
- Be aware of the school's procedures for the identification, assessment of, and subsequent provision for, learners with SEN
- Work with the SENDCo to decide the action required to assist each child to make progress
- Work with the SENDCo to collect all available information on each child
- Develop and review support plans for learners and allow them to participate in decision making.
- Meet with parents and carers to create and then regularly update My Support Plans (MSP) and keep parents informed about their child's progress.
- Work with children with SEND on a daily basis to work towards the targets set out on the Supporting Me to Learn Plan/My Support Plan/Education Health Care Plans
- Continuously assess learner progress and identify the next steps of learning
- Work with the SENDCo to identify their own training needs around SEND
- Be responsible for the assessment of individual SEND learners

Class Professionals:

- Ensure they have accessed planning and know the targets for each child
- Provide marking and feedback to help each child make progress
- Provide relevant support to identified learners
- Develop positive working relationships with parents and professionals
- Assist with the recording, monitoring and evaluation of learners' progress
- Assist with the identification and effective provision of appropriate resources
- Undertake appropriate training
- Work alongside the SENDCo and teaching staff in the preparation of Supporting Me to Learn Plan/My Support Plans/Education, Health and Care Plans

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Data Protection

Data Protection law changed on 25th May 2018 when the General Data Protection Regulations (GDPR) come into force. The school will:

- Comply with data protection law and follow good practice.
- Protect the rights of members of the school community.
- Be open about how it stores and processes individuals' data.
- Protect itself from the risks of a data breach.

The school will also uphold and share the Special Educational Needs Assessment and Review (SENART) Transparency Notice. This is available on our school website.