

SEND Policy and Information Report

Holden Clough Primary School



**Holden
Clough**

Approved by:

Date:

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1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Holden Clough Community Primary School is a mainstream school. We operate a policy of inclusion, recognising that all children are entitled to equal access to the curriculum. The admission of a child with SEND is considered in line with our Local Authority (Tameside) admissions policy, which relates equally to all children.

We also recognise that some children may have needs beyond those which we cater for. We work with parents/carers and specialists to facilitate the appropriate placement of children with SEND.

SEND and provision can be considered as falling under four broad areas:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

We try our best to ensure that necessary provision is made for any individual who has special educational needs in cooperation with our Local Authority. We consider each child as an individual and try to identify what they might need which is additional and different in order to access the curriculum. We make reasonable adjustments to ensure that SEND children are not at a substantial disadvantage compared with their peers. We strive to improve the accessibility of our school and curriculum.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEND information report

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind 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 by mainstream schools.

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO, **Miss Boulton**, will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school.

- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND governor

The SEND governor, **Mr Basharat**, will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school

4.3 The Head Teacher

The head teacher, **Mr Porter**, will:

- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, Autistic Spectrum Condition (ASC), Speech and Language difficulties
- Cognition and learning, for example, Dyslexia, Dyspraxia
- Social, Emotional and Mental Health difficulties, for example, attention deficit hyperactivity disorder (ADHD), Anxiety
- Sensory and/or physical needs, for example, visual impairments, hearing impairments

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We know that parents/carers know their children best and therefore listen when they express concerns about their child's development. We also listen to any concerns raised by children themselves. If parents are concerned, they need not wait for school to identify their child's needs. In the first instance of raising a concern, parents are encouraged to communicate with the class teacher. Where necessary, a phone call or meeting with the SENDCo can be arranged.

When needs are identified, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and offered to parents. We will notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

Children who have been accessing our ordinarily available provision in Wave 1 but who still need further support/alternative approaches to support their learning will be identified as needing additional support, and will then be part of our **'assess, plan, do, and review' cycle**. This is where we create and monitor Support Plans/4+1 for children to set targets, desired outcomes, and provision to help us achieve these. Support Plans/4+1 are then reviewed 3 times annually, or more frequently if deemed appropriate and necessary. These reviews include the teacher, parent/carers and the pupil. The SENDCo may also attend.

This approach will draw upon:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

By including pupils in our Support Plan/4+1 meetings we are using a person centred planning (PCP) approach. PCP is about changing the way we support SEND children and makes them a part of the process rather than being something that is done to them. PCP also takes the time to celebrate positives instead of solely focusing on what the child can't do and ensures the child's voice is heard. Part of our Support Plan is a one page profile detailing a child's needs in the classroom. This includes:

- What is important to me now and in the future
- What a great day in school looks like for me
- What my needs look like at home and in school
- What I need to be able to learn and to be happy in school
- What I can do to help myself
- What my parents want you to know about me and how they support me at home

5.5 Supporting pupils moving between phases and preparing for adulthood

We encourage all families to visit our school for a tour before joining, whether that is before your child's first day in Nursery or Reception or when transferring to us from another school.

We liaise with children's current school/nursery settings to obtain information about children's achievements and needs. Similarly, we will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Home visits are undertaken for all pupils starting in our nursery by EYFS staff. We visit children starting in our Reception at their nursery setting or complete a home visit if they are not attending a nursery. These visits are for us to meet the children in their own environment and to find out about each child before they start in our school.

All pupils have a phased start on entry to nursery or/and reception. We start with 10 children per class then increase to the full intake over 10 days in reception and over 3 weeks in nursery.

Where a child is coming to our school with already identified SEN needs, the SENDCo and EYFS lead will arrange a meeting with parents for further details and/or observe the child on an individual basis in their current setting. This is so we can plan provision for them and arranged a heightened transition if required.

Transition between year groups:

- Staff take part in transition meetings to pass on information about the cohort
- Pupils take part in transition days/sessions to meet their new teacher and see their new classroom
- Pupil Passports are reviewed at the end of a school year and discussed with the new staff who will be working with the pupil next.

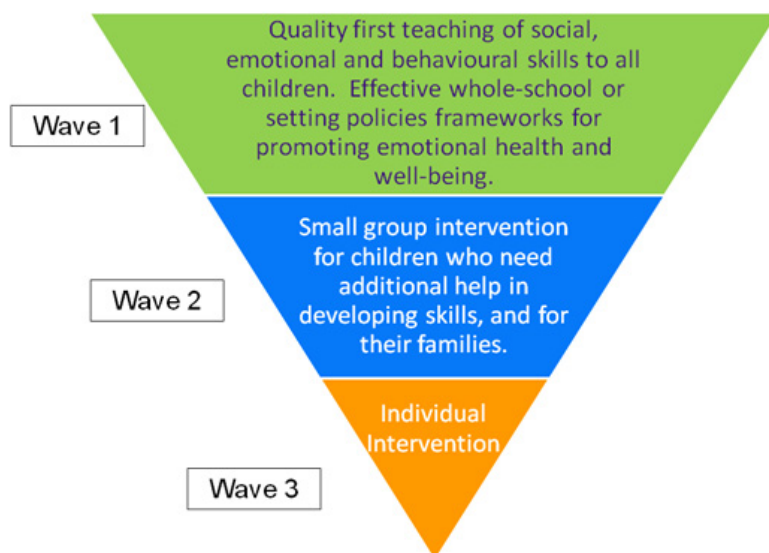
Where pupils need heightened transitions we will collaborate with the next phase, parents and the pupils to help achieve this. This may include:

- transition booklets so that pupils have a visual reference of where they will be moving on to
- an increased number of visits to their new setting
- opportunities to build relationships with new staff

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

We use a graduated approach to the support we offer pupils in our school. These are in 3 waves of support we offer:



Wave 1: This is our universal, inclusive offer received by all pupils in our school. Quality first teaching is at the forefront of our provision for SEN and non-SEN pupils. At Holden Clough quality first teaching includes but is not limited to:

- Well organised classrooms with labelled resources,
- A visual timetable in every classroom and individual visual timetables where needed,
- Clear behaviour expectations,
- Easily accessible equipment to promote independence,
- Movement breaks/fidget toys used appropriately where needed,
- Timers used where needed,
- Cooperative learning strategies used so all pupils can answer questions rather than just one – e.g. all write answers on whiteboards and hold up
- Carefully considered seating plans taking into consideration the needs of individuals,
- Following advice from external services,
- Planned lessons which are adapted to challenge all learners,
- TAs planned for and used to maximise learning,
- Pre-teaches and 'hot spots' to help pupils feel prepared to learn a new concept, to consolidate and reinforce prior learning or to overcome misconceptions,
- Clear lesson structure with learning objectives and success criteria clearly displayed and orally discussed,
- Instructions given in small chunks with visual cues to support them,
- Pupils understanding of instructions checked by asking them to explain what they have been asked to do,
- A range of groupings within the class for different tasks,

- Specific praise, and clear next steps for learning,
- Multisensory learning approaches including the simultaneous use of the senses where possible: audio (listening), visual (looking), kinesthetic (movement & touch),
- The use of symbols, pictures, concrete apparatus, artefacts or role play to support spoken language,
- Modelling and demonstrating used so that pupils can see examples of what is expected,
- Working walls used to help pupils remember where we are up to with our learning and reinforce vocabulary knowledge,
- Scaffolding and writing frames/story maps to help organise and sequence writing,
- Check lists and task lists to help pupils break tasks down and clearly understand the order,
- Opportunities to present work in different ways
- Use of Tales Toolkit in EYFS.
- Use of First Class Phonics
- The use of The Zones of Regulation as a whole school approach

Wave 2: These are interventions which offer additional and different support from Wave 1. They are used to close gaps and to support pupils in meeting more specific targets. Our Wave 2 interventions are delivered in small groups of pupils with similar needs and are planned for by class teachers in phases (EYFS, KS1 lower KS2 and upper KS2). Some of the interventions we have available in school are:

Communication & Interaction:

- Talkabout: Friendship Skills
- Talkabout: Developing Social Skills
- Speech Leap: Speech Sound Therapy
- Narrative Group
- Colourful Semantics
- Vocabulary Building Group
- Attention & Listening Group

Cognition & Learning:

- First Class Phonics Smaller Group
- Additional Guided Read
- Echo Reading
- Precision Teaching
- Colourful Semantics Writing Group
- Working Memory Group
- Numicon
- Dyscalculia Toolkit

Social, Emotional & Mental Health

- Zones of Regulation
- Hotshots
- Family Hotshots
- Educational Mental Health Practitioner: direct work with pupils or parents/ group work on anxiety, behaviour, transitions, simple phobias.

Physical and/or Sensory

- Motor skills United
- Dough Disco

- Access to audio books
- Equipment and/or resources recommended by the Sensory Support Team

Wave 3: These are 1:1 or very small group interventions which target specific children. They are tailored to an individual's specific needs. They are planned for by class teachers and/or the SENDCo. Some of the wave 3 interventions we currently deliver in school are:

Communication & Interaction:

- Lego Therapy
- The Incredible 5 Point Scale
- 1:1 programmes advised by NHS Speech & Language Service
- Speech Leap 1:1 support

Cognition & Learning:

- Lexia
- Nessy

Social, Emotional & Mental Health

- The Ideal Self (self-esteem) with 1 pupil
- Starving the Anxiety Gremlin
- 1:1 interventions as advised by external professionals/EHCP

Physical and/or Sensory

- Equipment and/or resources recommended by the Sensory Support Team
- Physiotherapy exercises

5.7 Adaptations to the curriculum and learning environment

We endeavour to enable children with SEND and their families to access all our facilities. The school is wheelchair accessible. There is a disabled toilet large enough to accommodate changing in both the main school building and the EYFS unit. There is a lift to access KS2 on the first floor. For further information please see our [Accessibility Plan](#).

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work (where funding allows), teaching style, content of the lesson, etc.
- Adapting our resources and staffing – we look at the levels of need in each class before allocating teaching assistant support.
- Using recommended aids, such as laptops, visual timetables, larger font, etc.
- See 5.6 – for further adaptations.

5.8 Additional support for learning

We have teaching assistants who are trained to deliver the interventions listed under 5.6.

Teaching assistants will support pupils on a 1:1 basis for wave 3 interventions or for a short time to help support a child in class. A teaching assistant will support a child 1:1 longer term and for more hours of the school day if that child has an EHCP and this is the support needed as stated in that plan.

Teaching assistants will support pupils in small groups in order to deliver wave 2 interventions and to support learning in the classroom. They will help the teacher to deliver adapted sessions and may be used to support learners who need more resources and scaffolding or to challenge learners further.

We work with a number of external agencies to provide support for pupils with SEND, including, but not exclusive to:

- Educational Psychology
- TSOSS – Tameside Specialist Outreach Support Service
- ISCAN - Integrated Service for Children with Additional Needs
- SALT - Speech and Language Therapy
- CAMHS - Children's and Adolescent's Mental Health Service
- School Nursing Team

5.9 Expertise and training of staff

Our SENDCO, Miss Boulton, has over 5 years experience in this role and has completed the NASENDCo Award which is a legal requirement for any SENDCO new to the role. This is a Masters level qualification which provides training for effective leadership of SEND. Miss Boulton has always taken a keen interest in supporting SEND pupils and has taught for 6 years prior to the SENDCO role in KS1. Miss Boulton is allocated 1.5 days per week to manage SEND provision.

We have a team of teaching assistants trained to support learning within the classroom, using a range of adaptive teaching strategies to help children access whole class learning at Wave 1 level. Our Tas are also trained to deliver targeted interventions during the afternoons as part of our Wave 2 and 3 provision. They are a key part of the Assess Plan, Do, Review process.

School works with an Educational Mental Health Practitioner, Holly Hines, who carries out direct work with pupils and their families, small group work and whole class workshops to help support those with Social, Emotional and/or Mental Health needs amongst other avenues of support for our children and their families. Parental consent will be sought for these interventions.

School employs a speech and language therapist from Speech Leap for half a day per week. Leah Nolan screens and assesses children who require more help with their communication and interaction. She then targets support, usually in small groups focusing on topics such as speech sounds, narrative, social communication. Parental consent will be sought for Speech Leap interventions.

This year, 2025/26, all teaching staff will receive the following training to refresh and extend their knowledge regarding adaptive teaching and supporting pupils with SEND:

- Colourful Semantics
- Numicon
- Social Stories

5.10 Securing equipment and facilities

Holden Clough Primary School will allocate the appropriate amount of core per-pupil funding and notional SEND budget outlined in the local offer in order to provide for SEND pupils.

We have a service level agreement in place with a private Educational Psychologist to secure our access to this service and reduce waiting times as much as we can.

All of our classrooms have a designated reading corner/quiet space and we have intervention spaces available outside of our classrooms. We also have a studio space which can be used for wellbeing interventions and larger groups, and a nurture room to provide a more relaxed, informal space to support emotional regulation.

Our SENDCO audits current resources and manages the SEND budget for purchasing any additional resources required to support pupils with SEND. We follow the recommendations of external agencies and professionals when purchasing new resources.

Our SENDCo manages EHCP personal budgets and uses the allocated funding to meet the desired outcomes outlined in the EHCP for that individual child. These budgets are allocated from the local authority's high needs funding block.

5.11 Evaluating the effectiveness of SEND provision

The effectiveness of the support and the impact on your child's progress are reviewed at least termly. This information along with the views of parents/carers and children, enables us to revise and adapt the support given. Where the SEND provision does not enable a child to make adequate progress, we work with parents/carers to request an assessment for an Educational, Health and Care Plan.

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions half termly
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Through SEND pupil progress meetings between the teacher, TA and SENDCo
- Holding annual reviews for pupils with statements of SEND or EHC plans

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s) to Robin Wood and London.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

In order to support pupils with SEND to access such activities, we may:

- Undertake a risk assessment for an individual child where required
- Complete pre-visits with a view to surveying the accessibility of any off-site activities
- Take advice from external agencies
- Consult with the parents of individual pupils with SEND
- Provide additional adult support
- Share information with club leaders on a need to know basis – e.g. one page profiles

For further information please see our [Accessibility Plan](#).

5.13 Support for improving emotional and social development

Our 'My Happy Mind' PSHE scheme provides a solid foundation for our pupils to develop their emotional and social development. This scheme has a 5 philosophy approach:

- Proactive not reactive
- Stigma reversing
- A systematic approach
- Fun to Learn
- Equitable access for all.

We provide support for pupils with SEND to improve their emotional and social development in the following ways

- Pupils with SEND are encouraged to be part of the school council and eco council,

- Pupils with SEND are also encouraged to participate in extra-curricular activities.
- Pupils with SEND have access to a number of SEMH interventions
- Pupils with SEND have access to a Learning Mentor

We have a zero tolerance approach to bullying and poor behaviour. For more information please see our anti-bullying policy.

5.14 Working with other agencies

We work with the external agencies outlined in 5.8 amongst others. Any staff member can consult these via the telephone for practical advice to support children in class or to ascertain whether a referral to the service would be appropriate.

Many of the agencies upon referral will arrange to come into school to meet/observe/assess the pupil and will then provide a written report and/or meet with parents and the class teacher and SENDCo to discuss their recommendations. We as a school then take these recommendations into consideration when planning provision for that child.

5.15 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENDCo or Head Teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEND

Below are just a few of the support services for parents of pupils with SEND, where parents can refer themselves. Many other services can be accessed although some require a school referral. Please contact Miss Boulton our SENDCo for any support or signposting you feel you may need. Further services can be found on the local authority website: <https://www.tameside.gov.uk/sid/support>

SENDIASS (Tameside Special Educational Needs & Disability Information, Advice and Support Service) *formerly known as Tameside Parent Partnership Service – PPS*

SENDIASS aims to encourage and develop partnership between children, young people, parents/carers, schools, the local authority and all other partners who are involved in working to identify, assess and meet the special educational needs of children and young people.

- Telephone: 0161 342 3383
- Email: sendiass@tameside.gov.uk
- Visit: <https://www.tameside.gov.uk/sendiass>

Children's Community Occupational Therapy Team

Assessment of children with additional needs and the needs of their carers. In particular ensuring safe access in the home environment to toilet, sleeping and washing facilities within the Local Authority's agreed

guidelines for provision of equipment and adaptations. Enabling optimum independence and advising carers in the provision of care.

- Telephone: 0161 366 2050

Children's Physiotherapy

A child and family centred physiotherapy service that takes place at various locations across Tameside. Please contact the service for further information.

- Telephone: 0161 366 2052
- Visit: <http://www.tamesideandglossop.nhs.uk>

Community Speech and Language Therapy

Speech and Language Therapy will assess all aspects of communication and offer advice and direct therapy. The service is for children who may have difficulties:

- Understanding spoken language
 - Speaking clearly
 - Using age appropriate spoken language
 - Interacting with others (also non- verbally)
 - Feeding and chewing
 - Stammering
 - Learning vocabulary
- Telephone: 0161 331 5156

Our Kids Eyes

Our charity provides support, advice, information and lots of activities and events throughout the year for Tameside families who have children with special needs.

Our charity is run solely by Parent Volunteers and their aim is to make Tameside the best place to raise a child with Special Needs. As a parent run charity we know first-hand the impact having a child with special needs has on the whole family, especially siblings.

OKE has over 500 families registered with us and the children have a wide variety of special needs, such as ADHD, ASD, Downs Syndrome, visual and hearing impairments, learning disabilities and physical disabilities.

Parents can also receive confidential advice and support on a whole range of subjects.

- Telephone: 0161 371 2084 or 371 2087 or 371 2066
- Fax: 0161 371 2088
- <http://www.ourkidseyes.org/>

5.18 The local authority local offer

Our contribution to the local offer is: <https://www.holdenclough.tameside.sch.uk/special-educational-needs-and-disabilities-our-loc/>

Our local authority's local offer is published here: <http://www.tameside.gov.uk/localoffer>

6. Monitoring arrangements

This policy and information report will be reviewed by Miss Boulton **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- [Accessibility plan](#)
- [Anti-Bullying Policy](#)
- [Behaviour](#)
- [Equality Policy](#)