



Welcome to SEND at Halifax Primary School

SEND Policy & Information Report

Jan 2025 – Jan 2026

Key People



Mrs T Walker : SENDCo



**Mrs S Barnes : Learning mentor
and DSL**



Mrs K Landers: Headteacher and DSL

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You

Welcome to Halifax Primary School

Prince of Wales Road, Ipswich, IP1 8PY

Ages 4 – 11

Our welcome booklet unites our SEND Information Report and SEND policy. This makes it easier for parents and staff to find SEND information more easily. Any questions or comments, please get in touch.

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Our School

Halifax Primary School is a school for 4 to 11 year olds in the Stoke Park area of Ipswich. We are a two form entry school, Reception to Y6, with 420 children in our 14 classes.



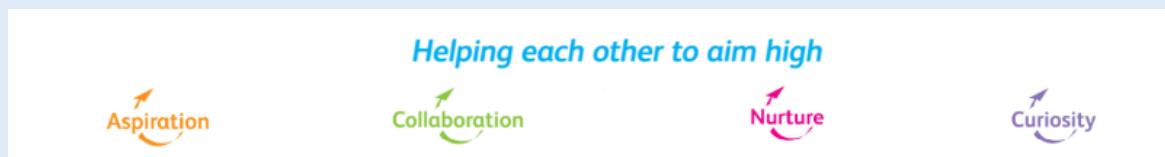
What is SEND?

A child has SEND if they have a **learning difficulty** or **disability** that we need to make **special provision** for.

Some key terms explained:

- **Learning Difficulty:** when a child finds it harder to learn than most children do.
- **Disability (that we need to make special provision for):** something that hinders a child from using our school facilities.
- **Special or additional provision:** is support that is extra or different to what is typically provided.

What are our Values?



We believe every child with SEND can thrive and be successful.

That means we:

- provide lessons that meet the needs of every child;
- make reasonable adjustments to lessons and our school environment;
- provide staff training to expand our SEND expertise.

What are our ambitions for children who have SEND?

We are ambitious for all children with SEND, we help each other to aim high, we want **all** pupils to make excellent progress. This means they will know more, remember more and be able to do more, despite their SEND.

We want to give them the knowledge and skills they need for adult life. We think about both long term and short term.

In the long term, we want our children with SEND to:

- have excellent basic skills (especially in reading, writing and maths)
- have good friends and relationships
- live a healthy and independent life in the community
- be successful in work.

What are the types of SEND?



The four categories of SEND

Schools follow the guidelines from the government's SEND Code of Practice, where SEND is broken up into four categories:

1. Cognition and Learning (C&L), including:

- Learning difficulties;
- Specific learning difficulties
- Focus, attention, or memory difficulties.

2. Communication and Interaction (C&I), including:

- Speech & language difficulties (e.g. receptive language difficulties, selective mutism, developmental language delay).
- Social communication difficulties (other than autism);
- Autism / ASD

3. Social, Emotional Mental Health (SEMH), including

- ADHD;
- Anxiety;
- Dysregulated behaviour.

4. Physical / Sensory needs, including:

- Physical needs (e.g. cerebral palsy, dyspraxia);
- Deafness or hearing difficulty;
- Blind or visually impaired.

Often children have more than one type of SEND.

We welcome children with all the above types of SEND who have applied for a place.

If a child has complex needs, an Educational Health Care Plan is in place, we consider admissions on a case-by-case basis (through an Education Health and Care plan consultation). For more information on this, please contact our SENDCo.

Identification of SEND



How do we decide if a child has SEND?

- Teachers and leaders get to know the pupils well and learning within the classroom is monitored. Alongside daily evaluation formal assessment is scheduled throughout the academic year.
- If teachers become concerned about a pupils' performance or rate of progress they refer to the SENDCo. We will assess the child, this may be using a standardized assessment or by observing the pupil in the classroom.
- Some parents give us extra information to help us make decisions. For example, this could be an eye clinic report about sight loss, or an autism diagnosis letter.

Sometimes our assessment might be quick. Sometimes SEND only becomes clear when we assess a child over a longer period.

When we assess, we always look out for:

- A child making less progress than their classmates;
- A child making less progress than they did before;
- A child not closing the gap between them and their peers (despite any extra help that we have given).

Sometimes, we ask outside experts to assess children and give us advice.



Is it always SEND?

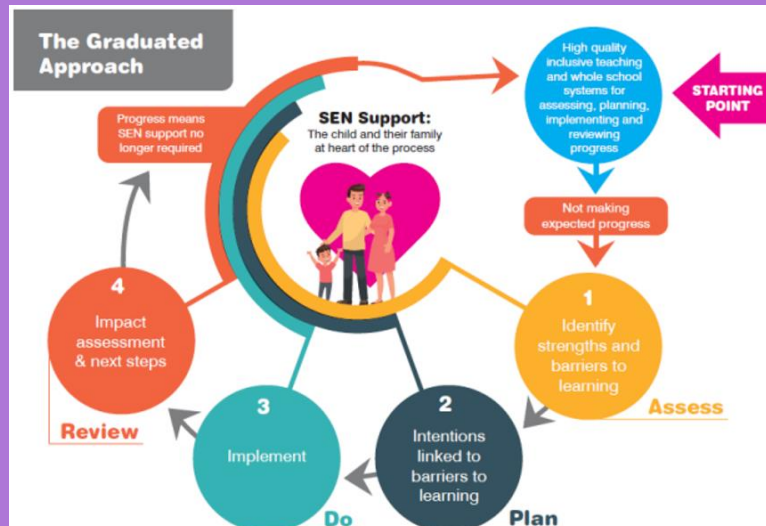
Slow progress does not always mean a child has SEND. When we are assessing whether a child has SEND, we also consider other factors such as:

- Attendance
- Events in that child's life (e.g. bereavement)
- Relationships in school (e.g. friendships)

Often teachers are able to support needs via adjustments to what is already on offer, without needing SEND provision.

A child does not have SEND just because English is not their first language (although they could have SEND as well).

How do we meet children's needs?



Overview

Pupils are treated as individuals and the adaptations and support that is put in place reflects this. Pupils do not need a diagnosis for support and adaptations to be put in place. We understand that if a pupil has a diagnosis each child is unique and again the support in place reflects this.

Teachers and the SENDCo (plus the inclusion team) work together to **identify** strengths and barriers (difficulties/needs) in learning. When barrier is identified adults in school work together to **plan** appropriate adaptations and support (this may be an intervention). Pupils engage in the adaptations/support/intervention (**do**) for a planned period of time. Adults supporting the pupil **review** progress at the agreed time, sometimes we find that the pupil no longer needs support. If a pupil needs to continue with additional support the **graduated approach** continues, and adults **plan** the next period of support.

Teachers and support staff all work at all levels of support.

Assess: We decide what the child's needs are.

Plan: We set targets. We decide how we support the child to meet these targets.

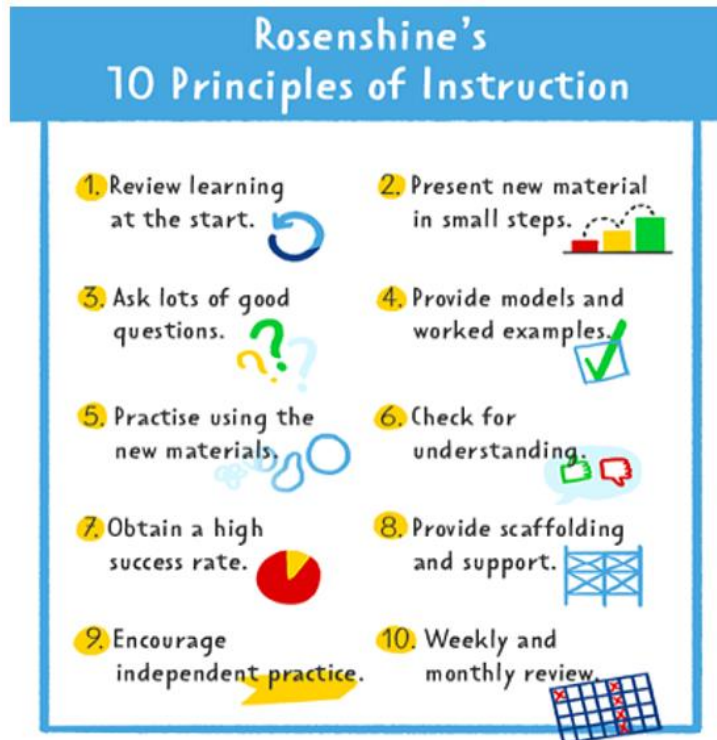
Do: Everyone follows the plans we've agreed.

Review: We look at how well the plans worked. We agree what to do next.

High Quality Teaching

This is quality teaching lead by the class teacher. It includes:

- ✓ Teachers who are ambitious for all their children.
- ✓ Well planned lessons that follow Rosenshine's 10 principles of Instruction:



- ✓ Resources that help all children succeed (e.g. writing frames, number lines).
- ✓ Opportunities for children to practice and use their learning in different situations.
- ✓ Teachers assessing children to help them know when to move on and what to teach next.
- ✓ Behaviour and reward systems that motivate children.

Targeted support

This is for children who need extra support to catch up with their peers. It is often small group work, either in the classroom or elsewhere in school. For example:

- ✓ Booster classes for English or maths.
- ✓ Extra teaching assistant support in lessons.
- ✓ Extra Read Write Inc phonics sessions (small group/1:1).
- ✓ Social skills groups.
- ✓ Pre-teaching (vocabulary, times tables, spellings)
- ✓ Extra reading sessions
- ✓ Prescriptions: short sessions to address misconceptions identified in a lesson

Intervention

This means personalised SEND interventions. For example:

- ✓ 1:1 or small group RWI phonics
- ✓ Literacy intervention: Beat dyslexia, Catch-up literacy, Harberton reading
- ✓ Work to help fine motor skills (e.g. doing buttons, hand strength exercises).
- ✓ 1:1 speech therapy work.
- ✓ Social Stories.
- ✓ An individual positive behaviour programme.
- ✓ Physiotherapy work.
- ✓ ELSA (Emotional Literacy Support Assistant)
- ✓ Clicker 8
- ✓ Gym trail

Assess, Plan, Do, Review

All our SEND support fits into a four-part cycle called *Assess, Plan, Do, Review*.

Targets



Individual Provision Records (IPR)

We set targets for children with SEND so that staff, parents, and children know what we are all working towards. These targets are on a document called an Individual Provision Record (IPR), this is reviewed every term.

We involve pupils in setting targets by asking:

*Things that make me happy

*This term I have improved at.....

*I would like to learn to get better at.....

Parental Involvement

For ease of reading, this booklet uses the term “parents” to mean anyone who acts in the role of parent. This can include carers, other family members and, for children who are “looked after”, the local council.



Teamwork with Parents and Families

Parents are a vital to the success of children with SEND:

- Their knowledge helps us to get a complete view of a child's SEND.
- Parents attend termly SEND Reviews so we can review their child's progress as a team.
- Parents share useful information with us to help us meet the child's SEND (e.g. clinic reports).
- Parents use ideas from school to help the child at home.

When we think a child might have SEND, we discuss this with parents. This is so that we can:

- Find out more about the parent's views;
- Chat about what the next steps might be (this might include setting targets);

Teamwork between us and parents is very important to us.

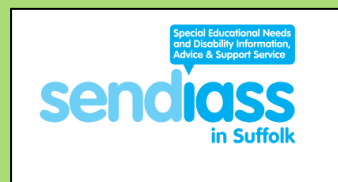
Pupils with an Education Health Care Plan

-The pupil and parent voice is important in the annual review process, this is a meeting that happens once a year.

-If parents have concerns regarding their child's progress they are able to request an early annual review.

Support for Parents

SENDIASS



SENDIASS is the **Independent Advice and Support Service** for parents.

The service is free.

They offer a range of help:

- Info on local groups and services
- Info on SEND laws
- Info on local council procedures for SEND
- Help to prepare for meetings (so you have your say and feel heard).

How can parents access SENDIAS?

Parents don't need anyone to refer them to SENDIAS. They can just get in touch:

- Tel: 01473 265210
- Email: enquires@suffolksendiass.co.uk
- Web: suffolksendiass.co.uk

The Local offer: [Home - Suffolk SEND Local Offer \(suffolklocaloffer.org.uk\)](http://suffolklocaloffer.org.uk)

The Local Offer is a website that is written for parents and families. It helps them know 'what is out there' for youngsters with SEND in our local area. It includes:

- Education
- Health and wellbeing
- Social care
- Preparing for adulthood
- Advice and support
- Short breaks and leisure



Norfolk and Suffolk NHS Foundation Trust

Offer a range of free parent workshops covering: anxiety, sleep, low mood, managing big feelings, self-harm, understanding the teenage brain, supporting self-harm, managing challenging behaviour and Tourette's syndrome.

[Parent workshops | Norfolk and Suffolk NHS \(nsft.nhs.uk\)](http://nsft.nhs.uk)

The Role of Children



The role of children is to **do their very best** so that they **learn more, remember more** and **can do more** for the rest of their lives!

It is also important that adults listen to the views of children with SEND. The child's input can help us unlock extra progress. Collecting child views may include:

- The child adding their views to the IPR
- Asking or observing the child.
- The child completing a survey.
- The child self-assessing their behaviour targets.
- The child coming to their SEND review meeting.



How we collect child views depends on the child's age and development.

Can a child with SEND join in day trips, residential trips, after school clubs?



Yes – we make reasonable adjustments so that children who have SEND can join in all of school life.

Staff may need to talk to parents to plan adjustments, or, a parent can talk to their class teacher or a SENDCo about if they are worried that their child might need adjustments to be successful.

It is very rare that we must make the hard decision for a child to not attend – in the very small number of occasions this is due to safety, wellbeing, or both.

Our Team: Who's Who?

Meet our SENDCo: Mrs T Walker



- I oversee and co-ordinate SEND provision for children with SEND.
- I support and guide staff and parents so that children with SEND have both high-quality teaching and ambitious support.
- I work with the head teacher to plan how we will enhance our SEND work.
- I work with the Headship team to identify training needs and make sure that SEND CPD enhances staff skills.
- I liaise with Early Years settings, High Schools and other settings to help a smooth transition both in and out of our school.
- I am the key contact for external SEND support services.

Meet our Learning mentor: Mrs S Barnes



- I welcome pupils every morning.
- I meet with parents, support the CAF process, work with families and other agencies.
- I support pupils and their families with attendance.
- I work with the SENDCo as part of the assessment process
- I am a designated Safeguarding Lead (DSL)

Meet our Headteacher: Mrs K Landers



- I set an inclusive ethos for the school.
- I lead and manage the staff team, including the SENDCo.
- I check on the quality of education. This includes SEND provision.
- I am the lead Designated Safeguarding Lead (DSL)

*We all work with children to support emotional/ social needs in a responsive, restorative manner.

More about our Team

“Every teacher is a teacher of SEND”



“Every teacher is a teacher of SEND”

What do our teachers do for SEND?

- Teachers are responsible for the development of *every* child they teach.
- Teachers work closely with support staff to plan and review support.
- Teachers adjust lessons to make them accessible for every child.
- Teachers use assessments to plan inclusive lessons.
- Teachers follow advice from any support services.
- Teachers review each child’s progress and plan the next steps.

What do support staff, including teaching assistants, do?

Support staff are a key part of helping children ‘aim high’. They support children during lessons and also lead both SEND groups and 1:1 work inside and outside of the classroom.

Our Governors

All our governors all must “think SEND” when making decisions so that we become even more inclusive. We have one governor who has extra responsibilities – this is our SEND governor.

Staff Training

Our team have lots of SEND expertise. However, it is important we refresh and develop our learning and further develop our skills.

To train and develop our team, we use:

- Staff meeting and INSET day training
- Staff supporting each other
- Online courses and webinars
- Support and advice from Suffolks Specialist Education Service (SES)
- Online information
 - e.g. NASEN



What training have we had?

Examples of training for our staff in the past 3 years includes:

Cognition and Learning

- Read, Write Inc
- Curriculum planning
- Dyslexia friendly school
- Clicker 8
- Rosenshine's 10 principles
- Mastery in maths

Communication & Interaction

- Blank level questioning
- Talk partners
- Lego therapy
- Oracy

Social, Emotional & Mental Health

- Adverse Childhood Experiences
- Anxiety (Bugs or Butterflies) (Orchid or Dandelion)
- Resilience (Orchid or Dandelion)
- Zones of regulation

Other

- Epilepsy
- Writing Individual Learning Plans (targets)

If there's something that's not on this list, please ask. As this list does not cover every single training session, it's possible that we have staff trained in the area that you are interested in.

Can school access specialist help?

Yes. Some students have needs that are very specific or complex. Therefore, we work with support services to benefit from specialist advice. You may sometimes hear us refer to these support services as “external agencies”.

Support Services we work with include:

- Educational Psychology Service (EPS)
- CAMHS
- Specialist Education Services (SES)
- Occupational Therapy (OT)
- Communicate (speech and language)
- Deaf and HI Team / VI Team
- Early Help
- Educational Welfare Officer (EWO)



For most children, we meet their SEND without needing support services. This is because our staff have training and skills to **adapt classrooms and lessons** to meet their needs.

If we think we need extra advice from a SEND support service, we discuss this with the student’s parent. The parent makes the final decision.

Support services advise teachers and the SENDCo. Teachers make sure advice is followed and the SENDCo monitors this.

Our Buildings: Indoor and Outdoor (Accessibility)



Our school is a single story building, there are different levels within, there are 4 lifts in school to ensure all areas are accessible.

Our Reception (EYFS) and KS1 area has:

- Steps to access from the playground but also a slope
- Reception classrooms are open plan (two classrooms open up to be a large space), there is an outside area with access to a large outdoor space which include climbing equipment.
- An accessible toilet

Our KS2 area has:

- Entry to classrooms via doors leading to outside areas
- Inside the KS2 area there are different levels, lifts are available to make classrooms accessible.

The school site is surrounded by fences and electronic gates.

Swimming pool

We are fortunate to have a swimming pool on site (this is not accessible all year long). **All** pupils are supported to use the facility with reasonable adaptations put in place.

The pool area has a private cubicle for changing.

Accessibility for visual/ hearing impairment

We work with the support and guidance of external agencies.

Your Questions Answered

1. Does a child need a diagnosis in order to have SEND?

No. Some children do have a diagnosis (e.g. autism, ADHD), but we can address a child's SEND even if they don't have a diagnosis.

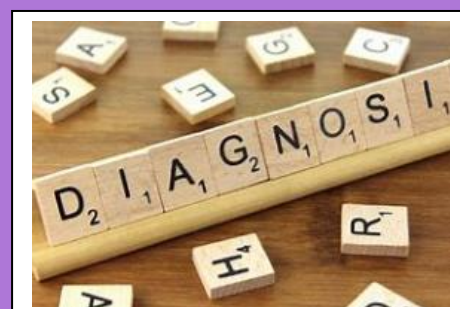
It is important that we help the child as soon as we can – so we don't need to wait for a diagnosis to make adjustments for a child. We understand that some families want diagnosis so that they can be sure what is going on for their child.

2. What is an EHCP?

EHCP is short for *Education, Health and Care Plan*. This is like a contract between a local council, school and parents.

Most children's SEND can be met without an EHCP

A small number of children with more complex SEND have an EHCP (about 2% of all children). Some of these children are in special schools and some are in mainstream schools.



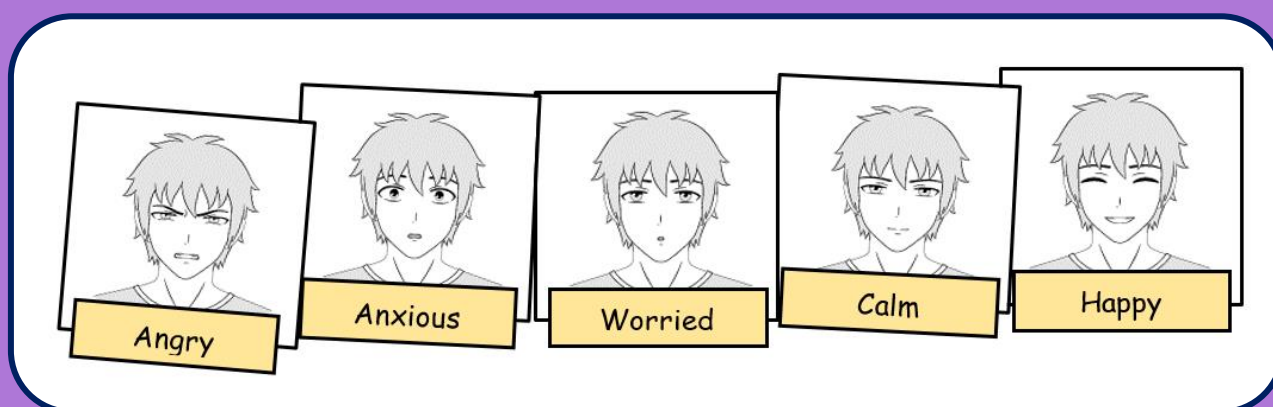
More information on EHCPs can be found on the Local Offer website

3. Are emotional difficulties always SEND?

No. Some children have time when they are withdrawn or sad (e.g. because of a death of a family member or loved pet).

When a child is distressed, this is often short term. We have a range of emotional support we can offer, depending on a child's difficulties.

Some adverse experiences lead to longer term or more severe emotional issues. If so, the child's difficulties might be assessed a SEND.



A Five Point Scale to help children learn about emotions.

Want to read more?

If you want to read more, these are the key SEND rules and laws:

SEND Code of Practice

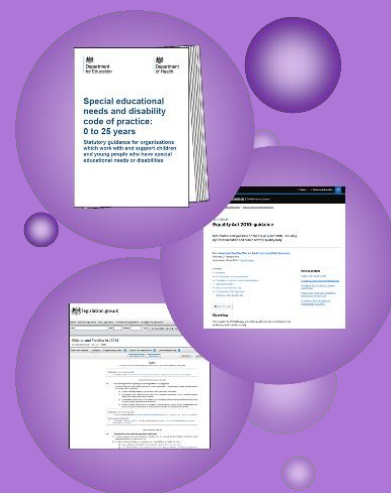
- This is the Government's SEND rulebook.
[SEND code of practice: 0 to 25 years - GOV.UK](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/363272/sedp-0-25-years.pdf)
(www.gov.uk)

Equality Act

- This 2010 law outlines our duties to make reasonable adjustments and not discriminate.

The Children & Families Act

- This 2014 law outlines our duties for children with SEND.



Status of our SEND Policy

This policy is statutory. That means that the law says schools must have a SEND policy and a SEND information report. The DfE say that these can be a single document.

We use a single document so that it is easier to find out about our SEND work. This booklet has all the essential parts of both the SEND Information Report and SEND Policy.

Evaluating our SEND Policy

The SENDCo and other school leaders have five key ways to check how well our SEND policy is working:

1. Monitoring how much progress children have made.
2. Monitoring how well children with SEND are meeting their targets.
3. Regular reviews of interventions with teachers and support staff.
4. School leaders visit classrooms to observe, or looking through workbooks.
5. Asking parents and children about SEND in our school.

Reviewing this policy

We review this policy every 12 months.

We hope you found this SEND document helpful. Thank you for reading.

We welcome questions and comments – please get in touch with our SENDCo.

“No child left behind...

No barrier that can't be
overcome...”