



SEN Policy

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At Phillimore we believe that every child has an equal right to access the full curriculum, whatever their individual needs might be, and that equal opportunities to achieve are presented within this curriculum. We acknowledge that every teacher is a teacher of each child in their care, including those with Special Educational Needs or disability.

This policy has been developed in consultation with colleagues from our Locality Schools (SSELP), which includes the schools in our academy trust (SSET) as well as staff within the school and other agencies involved with our pupils, in order to clarify our response to the expectations of the 2014 SEND code of practice.

1. AIMS AND OBJECTIVES

We aim to ensure that all pupils are fully included in well-taught and stimulating lessons, so that their potential can be fully realised. As pupils with Special Educational Needs require a different level or style of provision at times, we strive to ensure that this provision is clearly matched to their needs, and focuses on challenging but achievable outcomes.

- All pupils, including those with SEND, have access to a well-planned, broad and sequential curriculum.
- Pupils who need extra help will be identified and provided for.
- All staff working with pupils with Special Educational Needs will be provided with the necessary support and advice.
- The school will work within the guidance of the SEND Code of Practice (2014)*.
- Quality First Teaching will be the first step in ensuring that pupils are given great opportunities to learn.
- The SENCos will liaise with parents, pupils, staff, leadership, governors and external agencies so that a coherent approach to identification, provision and inclusion is maintained.
- Pupils with SEN will have access to resources, assessment and motivational systems which recognise and reward their achievements.
- Parents will be kept informed of changes to SEN on a school or national level through letters, School Communication Systems (e.g. ClassDojo) or meetings.
- Pupils with SEND will play a full part in the life of the school.

2. IDENTIFICATION OF SPECIAL EDUCATIONAL NEEDS

The Code of Practice describes four broad categories of Special Educational Need:

- Cognition and Learning
- Communication and interaction
- Social, Emotional and Mental Health
- Sensory and/or Physical

These give an overview of the range of needs that the school is equipped to plan for. Early identification of these needs is critical in determining what actions the school needs to take. We seek the support of parents in helping with identification, and consider the needs of the 'whole' child rather than solely his or her special educational needs.

Other factors which may impact on progress and attainment could be:

- Disability
- Attendance and Punctuality
- Health, Welfare and Adverse Childhood Experiences
- English as an Additional Language
- Eligibility for a Pupil Premium Grant
- Being a Looked After Child

3. PROCESSES

Before any child is placed on the school's Special Educational Needs register, there are a number of criteria that must have been fulfilled:

- Their teachers will have provided them with Quality First Teaching. The Code of Practice states that the class teacher is responsible and accountable for the progress and development of all pupils in the class, whether or not the pupil accesses extra support from teaching assistants or specialist staff. Quality First Teaching is teaching which is carefully adapted and scaffolded in such a way as to allow all pupils equal opportunities to access their learning, and should give most pupils the best chance of making progress.
- Additional intervention and support cannot compensate for a lack of good quality teaching, but where this teaching has not worked there may be some adjustments or interventions employed at certain times.
- Teachers will have followed advice from the SENCos or other professionals in exploring ways to adapt their teaching still further, including different groupings, adapted or additional resources, or classroom support.
- Parents will have been involved in consultations with school staff at each stage of concern, and will have been given fair opportunities to contribute to the personalised learning experience.
- [Assessments will generally place the child at Level 3 or above on the Sheffield Support Grid. If the child has needs in multiple areas then they may be placed on the SEND register at Level 2.](#)

At Phillimore we regularly review the quality of teaching for all pupils and, where necessary, provide training or advice which improves teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the most common Special Educational Needs.

Where progress is still inadequate, the teacher and SENCos consider any information and data that can be gathered concerning the pupil's progress in comparison to national [and age-related](#) expectations, using effective tracking systems and assessment materials. If it is clear that the pupil is not making the expected level of progress, an extra package of intervention/ adaptation will be put in place. This is known as SEN Support. [Following the introduction of the revised Sheffield Support Grid in 2025, pupils at SEN Support Levels will generally have needs assessed at 3 or above on the grid, unless they have multiple area of need scoring 2.](#) Parents will be consulted again before the pupil is placed on the Special Educational Needs Register.

Once a child is placed on the SEND register, the support they are given is subject to an ASSESS - PLAN - DO - REVIEW cycle. Parents will be invited to contribute to a set of outcomes for their child, whose content may also have been recommended by external agencies and by teachers' understanding of the child. The Birmingham Toolkit has also been adopted for some pupils at Phillimore, and is a way of pinpointing learning needs and guiding staff to the most appropriate targets and support. After the assessments described above, there are a number of ways in which a personalised learning program is planned and reviewed. These are:

- Pupil Progress/Intervention Meetings, attended by teachers, teaching assistants, the SENCos, Head Teacher and Inclusion Manager. Any pupils whose progress is unsatisfactory are considered in terms of their needs, and a suitable intervention or classroom support is put into place. There are clear expected outcomes, and progress is reviewed after ten weeks.
- SEN Review meetings, held termly and attended by parents, teaching assistants, the SENCos, class teachers and, where appropriate, the pupils themselves and outside agencies. At such meetings, the advice of all those involved is considered, and suitable measures are put into place. Often these meetings will lead to an SEN Support Plan or Extended Support Plan. The Support Plan and EXSP both contain a set of outcomes which the Class Teachers, SENCos and parents feel are appropriate to the needs of the pupil. In some cases, outside agencies, such as Fusion (Learning Support), Speech Therapists, and Educational Psychologists will attend meetings or consult with personnel from school in order to support with composing these outcomes.
- Teachers and/or Teaching Assistants are asked to revisit these plans with a pupil at around half time between one review and the next. This ensures that outcomes already met are updated, and that extra impetus is put into helping the child to achieve the ones they are finding most difficult.
- Conferences with the pupil. The class teacher, teaching assistant or SENCos will meet with the pupil in order to ascertain his or her own views on progress made so far against expected outcomes. Pupils may also highlight where support has been particularly helpful, or where they feel extra help is needed. These meetings are held in the weeks leading up to an SEN Review meeting, and in cases where it may not be appropriate for the pupil to attend a review**, the notes will inform the 'Pupil Voice' part of the meeting.
- Quality First Teaching and Intervention monitoring. The SENCo, [Assistant SENCo](#) and/or Learning Support Teacher monitor the success of classroom support mechanisms and resources on a rolling program throughout the year.
- Inclusion team meetings. These are held every week and provide an opportunity for the needs of more vulnerable pupils to be discussed and reviewed.
- Pupils whose progress is insufficient to show using the school's assessment systems may have additional finely tuned assessment documents in order to monitor their small steps of progress.
- Some pupils' needs are assessed using the Birmingham Toolkit. This also guides staff in the use and form of adaptations and interventions that will help the pupil. Pupils assessed using this toolkit have an Individual Teaching Plan with a number of targets linked to their learning needs.

Parents or carers are informed of the date and time of review meetings between 1-2 weeks prior to the engagement, and are asked to inform their child's teacher if they would like to make alternative arrangements. The SENCos and teachers will seek to give some parents a reminder about meetings through informal conversations at the beginning and end of school, and all parents and carers are sent a text message to remind them about appointments at the start of the day on which the meeting will take place.

Sometimes a pupil will fail to make satisfactory progress even after professional advice has been sought and followed, and teaching and provision for him/ her has been adjudged to be inclusive and skilfully personalised. At this stage steps are put in place towards requesting to have the pupil assessed for an Education, Health and care Plan (EHCP), which is a legal document describing a pupil's needs in full, together with the level and type of support they will need throughout their educational career.

When pupils are identified, either through school or via outside agencies, to be likely to require an EHC Plan in the future, an Extended Support Plan is set up which sets out SMART outcomes and requires provision in a similar way to the statutory EHC Plan. This is done in close partnership with the pupil and/or parents and is designed to smooth the transition to an EHC Plan at such time as the need for this arises. Other agencies may also be involved at this point.

For families whose child has this level of Special Educational Needs, Annual Review meetings are held in addition to termly reviews, and to which any agencies involved with the child are invited to attend or contribute. The purpose of these reviews is to assess the validity of the recommendations of the EHCP in the light of the pupil's progress or development, and in terms of the most appropriate ways to support his/ her needs.

Any child whose needs exceed those met by Quality First Teaching and regular school interventions will have their levels of support identified on the Sheffield Support Grid. The positioning of pupils on this grid is moderated both Locality and citywide as it is used to determine the amount of funding allocated to [the child's Special Educational Needs](#).

4. MANAGING PUPILS' NEEDS

Since September 2014, SEN review meetings have been led by the class teachers as well as the SENCos, as they hold the responsibility for evidencing progress against the expected outcomes of the plan.

Where outside agencies are involved with a child, parents and carers are always consulted.

The agencies employed by the school and their role within the school forms part of Phillimore's contribution to the **Local Offer**. This is a document compiled by the Local Authority explaining to parents and other partners what each educational setting can offer in terms of support for children with Special Educational Needs or Disability.

All services involved with a child are invited to annual reviews, and will feed into termly reviews through reports, discussions with the SENCos or class teachers, or personal attendance.

The level of involvement of these agencies is as follows:

- **FUSION SEND HUB (formally Learning Support) / Early Years Inclusion Service:** The Learning Support teacher visits school approximately twenty times per school year. She is involved in planning and delivery of training events for staff, advising the SENCos, class teachers and teaching assistants, monitoring the use and effectiveness of interventions and support, and assessing and monitoring of pupils in terms of their areas of need. These will normally be around Cognition and Learning or Communication and Interaction. She provides detailed reports which specify needs and severity of needs, with clear advice on how these can best be met within school. She also provides resources to support the realisation of the advice given.

Referrals are usually made at the request of the class teacher, parents or SENCos, and following initial assessments, monitoring appointments are planned whenever progress continues to be slow or other concerns are identified.

- **SPEECH AND LANGUAGE SERVICES:** Phillimore buy in additional Speech and Language Therapy time which augments the NHS entitlement which equates to approximately one visit per half term. With the bought in time the school gets Speech and Language expertise on a [twice-weekly](#) basis. Our therapist's role is, at times, to follow up concerns expressed by school or parents/ carers regarding a child's lack of communication, speech or language skills. Following initial assessments, she will set up a program of support with the SENCos, class teacher or teaching assistant, as well as a communication plan detailing strategies and materials which will help the child to progress. There is usually also advice sent home suggesting ways in which parents can help develop their children's communication skills. Parents and carers are also invited to follow-up appointments either at home or at school. At other times she will lead therapy sessions or interventions herself. Speech Therapists will at times also advise parents if their assessments suggest Social Communication difficulties, and may refer the child for assessments for conditions such as Autism Spectrum Condition or ADHD. Our Speech and language Assistant may follow up these recommendations, and run or model suitable strategies and resources.

All new pupils are screened for Speech and Communication Needs within six months of entry to the Foundation stage, and where the level of need is high, extra Speech and Language Therapy [early interventions are employed](#) by the school in order to tackle this early and reduce the incidence and impact of Speech and Language Needs higher up the school.

- **AUTISM SERVICES (ASCETS):** The Autism Team visit at the request of school in order to support the needs of pupils with Autistic Spectrum Disorders (ASD). The team supports the school through advice, especially for new admissions or over transition periods, and by setting up social groups and other interventions. Personnel pay follow-up visits to monitor the success of recommended strategies and advise on ways they can evolve. The Autism Team may also provide an Outreach service from one of the city's Specialist Schools where a pupils needs are particularly challenging.
- **EDUCATIONAL PSYCHOLOGY SERVICES:**

A Local Authority Educational Psychologist is allocated to the school, and has Yearly planning meetings to prioritise work around pupils with high needs or important transitions. She also undertakes statutory assessment work to inform Education, Health and Care Plans when these have been agreed by the Local Authority.
- **VISUAL/ HEARING SUPPORT SERVICES:** These services support the inclusion and education of pupils with visual or hearing impairment through advice on strategies, resources to use or adapt and, when needed, programs of support that will help the child as the impairment develops or other situations change (e.g. transition). School can request the involvement of these services to carry out initial screening for any issues when there is a concern, especially when a new pupil arrives who seems to have an unidentified hearing or vision issue. Pupils will then be referred on to clinic for further investigation when this is deemed necessary.

As and when required support from other agencies, such as CAMHS (mental health), Occupational Therapy, FIS (pupil or family support) will be sought and guidance followed.

Once the level of need and type and quantity of support is identified, the SENCOs will liaise with the Inclusion Manager to facilitate this provision.

This may lead to adaptations to learning within the classroom, or individual or small group interventions outside of the classroom. Sometimes pupils with high levels of need may require access to bespoke provisions throughout a greater portion of the day.

Since September 2024, Phillimore has run an Integrated Resource, funded through the Local Authority, for up to ten children with EHCPs for Social Communication Needs or Autism. This is staffed by a qualified teacher, and up to three additional Teaching Assistants. Pupils within this resource may attend throughout the day, or only at certain times if they are able to access parts of the day within the mainstream classrooms.

A further 'Hub' resource, staffed by a qualified teacher and a Teaching Assistant, is provided in the mornings for pupils whose Special Educational Needs are linked to

poor progress in Cognition and Learning, as identified using the Birmingham Toolkit Assessments.

Both provisions are Quality Assured via liaison with agencies operating in school, and regular networking meetings.

5. REMOVAL FROM THE REGISTER FOR SPECIAL EDUCATIONAL NEEDS

When a pupil accessing SEN Support is deemed to no longer need this level of intervention, as a result of progress which 'closes the gap' in attainment to his peers, he/ she may be removed from the SEN Register following discussion and agreement between parent/ carers, the school, other agencies and where appropriate, the pupil. When this happens, the pupil will continue to be closely monitored by the school through the appropriate reviewing processes explained in Section 3.

6. SUPPORTING PUPILS AND FAMILIES

Our local offer is located here:

https://search3.openobjects.com/kb5/sheffield/fsd/organisation.page?id=cTOhp_178o0&newfamilychannel=0

We ensure that pupils with Special Educational Needs are able to access any test or exams that are appropriate to their level of attainment. In order to do this we use adapted test papers as provided by the Standards and Testing Agency. We also assess pupils in order to determine whether or not they qualify for extra time in tests, use of readers, use of scribes or other special arrangements. We then ensure that these adaptations are applied in a sensitive manner, using staff who are used to working with the pupils.

Special Provision is put in place at times of transition. These include transferral from Foundation Stage to Key Stage 1, Key Stage 1 to Key Stage 2 and then transition to Secondary school. This provision includes extra visits to the new class and from the class teacher and other personnel, communication passports and preparatory projects, as well as built-in time for key personnel to meet, discuss and prepare for meeting the child's needs.

In Year 5, pupils with an Education and Health Care Plan have a transition review meeting. This assembles all the agencies and individuals working with a child, plus parents and carers, with the aim of discussing the pupil's needs beyond Year 6 and into Secondary School. This gives parents and carers time to weigh up the options and make informed choices about their children's future education.

When pupils arrive at Phillimore with apparent or identified Special Educational Needs, any available information is sought from their previous school as soon as possible, and where possible prior to their arrival, in order that suitable provision can be put in place straight away.

Since March 2020 and the Covid-19 virus, there has been an increasing need for schools to be well-equipped to provide high quality home or remote learning in the event of school or class closures or a need for pupils to isolate. Should such a situation arise again, school will maintain a high level of contact with parents of pupils with Special Educational Needs, and learning will be adapted to pupils' needs. Where other agencies are involved, they will also contact parents and offer additional guidance or resources if pupils are required to be absent for more than a few days. Pupils with EHCPs will be offered places in school, as will those who have other barriers to engagement with learning at home.

7. SUPPORTING PUPILS IN SCHOOL WITH MEDICAL CONDITIONS

The school ensures that pupils with medical conditions are included in educational visits and physical education. When children have a disability the school complies with its duties in line with the Equality Act 2010.

Care plans are written for pupils whose medical conditions require monitoring or medicating within the school day, and plans are shared with all who work with the child, through the class overview. (See First Aid Policy)

Specialist diets are requested for children with allergies and intolerances as Benedicts Law: New Allergy Requirements 2026 for Schools states and training for staff has been completed.

8. MONITORING AND EVALUATING PROVISION FOR PUPILS WITH SEND

The SENCos and members of the Senior Leadership Team regularly and carefully monitor the provision for pupils with SEND. The SENCos and Inclusion Leader monitor the value and delivery of interventions within the ten week intervention cycle, and the implementation of Quality First Teaching termly in each class. The Fusion Teacher and Speech and Language Therapist may also be involved in this process.

The in-class provision of Quality First Teaching is also monitored by drop-ins and Book Looks conducted by the SENCos, Learning Support Teacher or members of the Senior Leadership Team.

Staff leading interventions use intervention specific or alternative in/out assessments in order to assess the impact of their intervention, as well as identifying any gaps that need addressing. These are shared at SEND Review meetings and Intervention/Pupil Progress Meetings.

These meetings also provide an opportunity to evaluate the effectiveness of interventions and strategies, and help to identify training needs for professionals in order for them to make the best use of their time.

Through SEN review and pre-review interviews parents, carers and pupils are able to contribute to the evaluation process.

These arrangements contribute to an active process of continual review and improvement of provision.

9. TRAINING AND RESOURCES

Training needs for staff are identified through a robust process of Performance Management. Furthermore, the regular monitoring of SEN provision as detailed above highlights where training needs arise. Staff are encouraged and given opportunities to share knowledge and expertise, to improve their capacity to support a wide range of needs.

The Fusion SEND hub teacher supports the SENCo in providing refresher training in the use of well-proven or new strategies which support the learning of Pupils with SEN.

The SENCos regularly attend network meetings with SENCos from other schools in the area, and keeps up to date with changes in policy through SENCo briefings and conferences.

The Locality (SSELP) provides a wide range of free training to staff in all areas of SEND, and especially Sensory issues, Autism and Mental Health.

Resources for SEN are generally kept in the rooms where pupils are typically educated, though additional resources for specific areas of need are kept in the SEN office or [KS1 breakout space](#), and many sensory resources are kept in the Narnia or Hogwarts intervention spaces.

10. STORING AND MANAGING INFORMATION

Confidential information is kept in a lockable filing cabinet in a lockable room. Class SEN files are kept in lockable wall cupboards.

11. REVIEWING THE POLICY

This policy will be reviewed annually.

12. OTHER DOCUMENTS TO BE USED ALONGSIDE THIS POLICY

- Policy for Accessibility
- Policy for managing pupils with medical needs
- Inclusion Policy
- School visits policy
- Safeguarding Policy
- Bullying Policy

- First Aid Policy
- Behaviour Policy

*Subject to change when the Government White Paper for SEND becomes statutory.

**For example if the child is too young or finds it difficult to express him/herself in a formalised setting