



Highbury Primary and Nursery School

‘Valued as Individuals, Inspired and Nurtured as Learners’

Respect, Resilience, Confidence, Kindness, Inclusive, Aspiration

Inclusion and Special Educational Needs and Disability Policy

Highbury Primary and Nursery School’s mission is:

- To be an inclusive, safe and caring community where each member is equally valued and nurtured to develop their potential.
- To achieve academic excellence by ensuring each pupil performs to the best of their ability.
- To work together as a team with parents and carers within the community to promote respect responsibility for the benefit of all.

Jo Watson, Headteacher

Lyndsey Knight, Assistant Headteacher and Inclusion Leader (SENDCO)

Incorporating Special Educational Needs Information

in compliance with Statutory Instrument : Special Educational Needs (Information) Regulations (Clause 65) and the Special Educational Needs and Disability Code of Practice (2015)

Legislative Compliance

This policy complies with the guidance given in Statutory Instrument: *Special Educational Needs (Information) Regulations (Clause 65)*. It has been written as guidance for staff, parents or carers, and children, with reference to the following legislation and statutory guidance:

- SEND Code of Practice (0–25 years), last updated September 2024
- Special Educational Needs and Disability (Amendment) Regulations 2024 – revised SENCO qualification requirements, effective 1 September 2024
- Children and Families Act 2014
- Equality Act 2010
- Ofsted Education Inspection Framework – July 2022
- Ofsted SEND Review (Right support, right place, right time) – 2022
- High Needs Funding Operational Guidance (DfE, updated annually; latest 2025–26 guidance)

We are also mindful of forthcoming SEND reforms proposed in the Schools White Paper (expected 2025). This policy will be reviewed in light of any new legislation or statutory guidance once enacted.

1. Basic Information

This policy is in keeping with the school's aims, its teaching and learning policy and its policy of equal opportunity.

The Governing Body and staff of the school ensure that Highbury Primary offers children the opportunity to thrive, with access to the right support, in the right place, and at the right time, so they can fulfil their potential and lead happy, healthy and productive adult lives. (SEN review 2022)

We have the same academic, technical or vocational ambitions for almost all of our learners. Where this is not practical – for example, for some learners with high levels of SEND – our curriculum is designed to be ambitious and to meet their needs.

2. Inclusion Statement

We endeavour to achieve maximum inclusion of all children whilst meeting their individual needs.

Teachers present subject matter clearly, promote appropriate discussion about the subject matter, check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. They respond and adapt their teaching as necessary. (Ofsted Framework, 2022)

Every effort is made to narrow the gap in attainment between vulnerable groups of learners, including those with SEND, and others.

English as an Additional Language (EAL) is not considered a Special Educational Need. Differentiated work and individual learning opportunities and resources are provided for children who are learning EAL.

3. Key Principles

In carrying out their functions under the Children and Families Act 2014, local authorities must have regard to:

- The views, wishes and feelings of the child or young person, and their parents
- The importance of the child or young person, and their parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation
- The need to support the child or young person, and their parent, in order to facilitate development and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood

We ensure our teaching is matched to pupils' learning and that all learners experience a broad and balanced curriculum. High-quality, adaptive, personalised teaching meets the needs of the majority of children and young people. Some need educational provision that is additional to or different from this. This constitutes special educational provision under Section 21 of the Children and Families Act 2014.

4. Aims and Objectives

The aims of our inclusion policy and practice are:

- To provide curriculum access for all
- To secure high levels of achievement for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parents and carers
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention lead to good outcomes
- To ensure a high level of staff expertise to meet pupil need, through well targeted professional development
- To work in partnership with the Local Authority and other agencies to ensure a multi-professional approach
- To promote children's self-esteem and emotional well-being and help them form and maintain worthwhile relationships based on respect for themselves and others.
(National Curriculum, 2014)

This policy will be reviewed in light of statutory changes following SEND reforms expected from the Schools White Paper 2025 or subsequent legislation.

Roles and Responsibilities

Identification of Pupils with SEND

The Code of Practice requires schools to make early identification of children with special educational needs, although we are mindful that children in early years develop at different rates from each other. At Highbury:

- We monitor our children's progress throughout the school.
- We encourage parents to contribute their knowledge and understanding of their child and to raise any concerns they may have about their child's needs and the provision that is being made for them.
- Ongoing difficulties may indicate the need for a level of help above that which is normally available for children in that class.
- In identifying a child as needing SEN support, the teacher should establish a clear analysis of the pupil's needs. This should draw on:
 - ✓ teacher's assessment and experience of the pupil, information from pupil progress, attainment, and behaviour.
 - ✓ individual's development in comparison to their peers, the views and experience of parents,
 - ✓ the child's own views (as appropriate)
 - ✓ and, if relevant, advice from external support services.
- If a child is not making the expected progress, the class teacher will devise interventions that are additional to, or different from those provided as part of the class's usual curriculum and strategies
- If the teacher, in consultation with parents, decides that a child may need further support beyond this to help them progress, they should seek the help of the SENCO.
- Strategies employed to enable the child to progress will be recorded.
- Some children will be identified as needing the involvement of external support services who can help with advice on new targets, provide more specialists assessments, give advice on strategies and materials, and in some cases provide support for particular activities.

Assessing and Reviewing Pupils' Progress

Depending upon the stage of support as outlined above, the progress of our pupils will be assessed and reviewed through

- Daily monitoring and assessment
- Half termly Pupil Progress meetings with Head teacher / Deputy Head teacher / class teachers and year leaders
- Half termly evaluation of the effectiveness of interventions on the provision map.
- At least half termly evaluation of whether pupils in receipt of High Needs Funding and/or with Education Health and Care Plans are meeting their individual targets which have been written to address their underlying special educational need.

- Half termly reviews, followed by at least termly reviews with Parents / Carers of those pupils on SEN Support Plans when the Class Teacher can discuss in detail the nature of the child's needs and the provision being made to meet those needs.
- Annual review of Education Health and Care Plans

In the reviews we will consider:

1. The progress made by the pupil.
2. The parent's views – parents will have the opportunity to discuss the targets at Parents Evenings (or any other convenient time) with the Class Teacher and/or a member of the Senior Leadership Team.
3. The principles of pupil participation – the views of the SEND child will be given due weight according to the age, maturity and capability of the child.
4. The effectiveness of the current targets.
5. Any updated information and advice.
6. Future action including changes to targets and strategies, addressing particular identified issues and whether there is a need for more information or advice and how to access it.

If at any stage of SEND support the child makes significant progress, they may revert to the previous support level. If a child is no longer considered to have special educational needs, extra support can cease and the child is taken off the SEND register.

Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- Classroom observation by the Inclusion leader, other senior leaders and outside professionals such as governors and Leaders of Academy Improvement (LAI)
- Ongoing assessment of progress made by intervention groups
- Triangulation of work sampling, classroom observation and planning scrutiny
- Professional dialogue between teachers and the Inclusion leader/EMAS co-ordinator
- Gathering of pupil voice
- Pupil progress tracking using assessment data (whole-school processes)
- Monitoring Pupil Passports, evaluating the impact of Pupil Passports on pupils' progress.
- Attendance records and liaison with the Attendance Officer
- Regular meetings about pupils' progress between the Inclusion Leader/EMAS co-ordinator and the Head teacher
- Inclusion Audit Tool
- Headteacher's report to governors
- SEND governor visits alongside Inclusion Leader.

SEN Information Report

Details of support services for parents, including arrangements made under clause 32, are available on the Portsmouth Local Offer website:

www.portsmouthlocaloffer.org

The SEN Information Report is published annually on the school website and can be found here: [Highbury Primary School - SEND Provision](#)

Self-evaluation and Monitoring

We are committed to ongoing self-review of inclusive practice using Portsmouth LA arrangements alongside the Leaders of Academy Improvements (LAIs) within the Academy Trust. This process also takes account of the latest DfE High Needs Funding operational guidance.

Complaints

Complaints relating to this policy will be addressed under the school's normal complaints procedure.

Approved by Governing Body: October 2025

Review date: September 2026, or sooner if required by new SEND legislation.