



Special Educational Needs and Disability Policy

Written by: Katy Angio (SENDCo)

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HAMBLEDON PRIAMRY SCHOOL SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

SEND CODE OF PRACTICE (National Context)

The revised Code of Practice, published in January 2015, provides a framework for developing strong partnerships between parents, schools, Local Authorities (LAs) and health and social care. It promotes a consistent approach to meeting children's Special Educational Needs and Disability (SEND) and places the rights of children at the heart of the process, allowing them to be heard and to take part in the decision making process whenever possible. The focus is on ensuring that SEND are identified as quickly as possible.

The Code is informed by general principles and should be read with them clearly in mind:

- A child with special needs should have his or her needs met;
- The special needs of children will normally be met in mainstream schools;
- The views of children should be sought and taken into account;
- Parents have a vital role to play in supporting their child's education;
- Children with SEND should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the Early Years Foundation Stage (EYFS) and the National Curriculum (NC).

The Governing Body has important statutory duties towards pupils with SEND. The main ones are as follows:

- To decide the school's SEND policy and approach, setting up appropriate staffing and funding arrangements and oversee the school's work;
- To do its best to ensure that the necessary provision is made for any pupil who has a special need;
- To ensure that teachers in the school are aware of the importance of identifying and providing for those pupils who have SEND;
- To ensure that a pupil with SEND joins in the activities of the school, together with pupils who do not have SEND, as far as is reasonably practical and compatible with the child receiving the SEND provision, their learning needs call for the most effective education of the pupils with whom they are educated and the efficient use of resources;
- To report to parents on the implementation of the school's policy for pupils with SEND and notify them when SEND provision is being made for their child (through Learning Passports);
- To have regard to the Code of Practice when carrying out duties towards all pupils with SEND;
- To appoint a designated teacher, (Director of Vulnerable Children), who is responsible for the day-to-day operation of the school's SEND policy. He or she will co-ordinate provision for pupils with SEND and liaise with parents, staff and external agencies.

DEFINITION OF INCLUSION

Inclusion is fundamentally an issue of Equality of Opportunity for all. The aim is to ensure that all children and young people fulfil their potential as citizens within their local community. Inclusion is the process of enabling all children and young people to be present, participating and achieving. To achieve this we need to develop flexible systems of learning and teaching in suitably resourced settings that remove barriers to full participation. Through valuing diversity and meeting a wide range of needs, the achievements of all children and young people will be enhanced.

A DEFINITION OF SEND

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. 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 facilities of a kind generally provided for others of the same age in mainstream schools.

We believe all pupils with SEND must have those needs addressed, via a broad and balanced education. In most cases, it is the pupil's mainstream school that will make this provision.

AIMS FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS

Our aims for pupils with special educational needs are:-

1. To identify their needs as soon as possible.
2. To match their needs with the criteria set by Hampshire Local Authority.
3. To make arrangements for their needs to be met so that they have the greatest possible access to the National Curriculum.
4. To record and review their progress regularly.
5. To take into account pupils' opinions at informal interviews.
6. To involve the parents from the onset and in regular meetings for target setting and reviews.
7. To make full use of the outside agencies which are available and become involved with the school.

OBJECTIVES

1. To ensure that all staff are aware of the principles of the Code of Practice and the recommendations for good practice contained in the code.
2. To give guidance to all staff concerning special needs identification, criteria, planning consultation and record keeping.
3. To implement the Special Educational Needs and Disability Code of Practice ensuring that the special educational needs of all pupils are identified, assessed and provision made to meet such needs.
4. To ensure effective assessment and provision through partnership with parents and pupils; the LA; support services and outside agencies at each stage of the process.
5. To ensure access to the National Curriculum and a broad and balanced education, which meets the special educational needs of all identified pupils.
6. To implement the LA policy and follow associated procedures.

ADMISSION ARRANGEMENTS

Admission arrangements for all pupils to our school are established through Hampshire Admissions Service at the Local Authority.

Children who have been identified as having SEND have a carefully managed transition and discussion with relevant parties should be open and honest.

ARRANGEMENTS FOR CO-ORDINATING SEND

All teaching staff have a responsibility for identifying and responding to pupils with special educational needs.

It is the responsibility of the Special Educational Needs and Disability Co-ordinator to:

- Oversee the day-to-day operation of the school's SEND policy.
- Coordinate provision for children with special educational needs and monitor the progress of children with SEND.
- Liaise with and advise fellow teachers.
- Manage learning support assistants.
- Oversee the records of all children with special educational needs.
- Liaise with parents of children with special educational needs.
- Contribute to the in-service training of staff.
- Liaise with external agencies including the LA's support and educational psychology services, health and social care, and voluntary bodies.

IDENTIFICATION PROCEDURES AND PRACTICES

Children who end their academic year working two years below the expected standard for their own year group may be highlighted as having SEND, pending further investigation. In addition any child who requires additional support in order to access the curriculum may be highlighted as having SEND.

Teaching pupils with SEND is a whole school responsibility. Central to the work of every class and every subject is a continuous cycle of assessing, planning, implementing and reviewing.

The majority of pupils will learn and progress within these arrangements. Teachers should deliver the NC programme of study in ways that meet the particular learning requirements of pupils, ensuring Quality First Inclusive Teaching.

PRE-SEND TEACHER CONCERNS

Progress of all pupils is monitored closely by class teachers and the Senior Leadership Team (SLT) using Insight, provision maps and pupil progress meetings. Where progress has not been evident, teachers will consider further strategies/ resources or interventions with support from the SENDCo where necessary. Success of this support will be evidenced through pupil conferencing, work samples and observations. The planning and implementation will be reviewed regularly and the strategies will be updated accordingly.

Using this evidence it may be decided that the strategies used are not allowing the child to learn as effectively as possible and to make sufficient progress. In these circumstances, the SENDCO may be

consulted. A review of the strategies used will take place which could lead to the conclusion that the pupil requires help over and above that which is normally available in class. Consideration is then given to recording the child as having SEND until such a time as progress is accelerated.

At this point the school has a duty to inform the child's parents that special educational provision is being sought for their child.

INTERVENTION THROUGH SCHOOL ACTION

When a class teacher or the SENDCO identifies a child with SEND the class teacher should provide interventions or support strategies that are additional to or different from those provided as part of the school's usual differentiated curriculum and strategies.

The triggers for considering interventions or additional support strategies could be the teacher's or others' concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

- makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness;
- shows signs of difficulty in developing literacy or mathematical skills resulting in poor attainment in some curriculum areas;
- presents persistent emotional or behavioural difficulties despite techniques usually employed in school;
- has sensory or physical problems and makes little progress despite specialist equipment;
- has communication/interaction difficulties and makes little progress despite the provision of a differentiated curriculum.

The child's class teacher should remain responsible for planning for and teaching the child on a daily basis. The SENDCO can provide further assessment of the child's particular strengths and weaknesses, planning future support for the child in discussion with colleagues and monitoring with the class teacher.

Parents should always be consulted and kept informed of the action taken to help the child, and of the outcome of this action. This will be done by way of an Assess, plan, do review tracking sheet, a one page profile and communication (e mails or written reports from verbal discussions)

NATURE OF INTERVENTION

The SENDCO and the child's class teacher should decide on the action needed to help the child to progress in the light of their earlier assessment.

This could take the form of:

- deployment of extra staff to enable one to one tuition (this will depend on financial resources and staff availability);
- provision of different learning materials or special equipment;
- introduction of some group or individual support;
- SENDCO time spent on devising the nature of the planned intervention and to monitoring its effectiveness ;
- staff development and training to introduce more effective strategies;
- one-off or occasional advice from the LA support services.

APDR AND ONE PAGE PROFILES.

Once class teachers have met with the parents and agreed further action (with support from SENDCo as required), they are responsible for mapping the provision using an APDR sheet which is shared with parents and pupils. This document will provide information about:

- the short-term targets set for or by the child;
- the teaching strategies to be put in place;
- the provision to be put in place;
- Assessment throughout the year
- Termly review of targets shared with parents and reviewed with SLT during pupil progress meetings
- outcomes

Children placed on our SEND register will also complete a one- page profile which shares their strengths, things they like, areas they find difficult, things they/ class teacher/ parents feel will help them and also their aspirations for the future. Parents' views on the child's progress should be sought and they should be consulted as part of the review process. The interventions continue to be the responsibility of the class teacher, with support from SLT and SENDCo.

ACCESSING ADVICE & SUPPORT FROM EXTERNAL SPECIALIST AGENCIES

A request for help from external services is likely to follow a decision taken by the SENDCO and colleagues, in consultation with parents, at a meeting to review the child's targets and progress.

External support services, both those provided by the LA and by outside agencies, will usually see the child, in school if that is appropriate and practical, so that they can advise teachers on targets and accompanying strategies, provide more specialist assessments that can inform planning and the measurements of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

The triggers for requesting external support could be that, despite receiving an individualised programme and/or concentrated support through school based resources, the child:

- continues to make little or no progress in specific areas over a long period;
- continues working at a standard substantially below that expected of children of a similar age;
- continues to have difficulty in developing literacy and mathematical skills;
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class or group;
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service;
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

SCHOOL REQUEST FOR AN EDUCATION HEALTH AND CARE PLAN (EHCP) ASSESSMENT

Where a request for an EHCP assessment is made by a school to an LA, the child will have demonstrated significant cause for concern.

The school should be able to provide written evidence of or information about:

- the school's action through school based and external support;
- APDRs and one- page profiles;
- records of regular reviews and their outcomes;
- the pupil's health including the child's medical history where relevant;
- information regarding attainment across the curriculum;
- educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist;
- views of the parents and of the child;
- involvement of other professionals;
- any involvement with social care or the education welfare service.

If the LA's support services and, in particular, the LA's educational psychologists have already been involved in assessing the child and reviewing provision, the LA should be able to decide relatively quickly whether a statutory assessment is necessary.

WORKING WITH CHILDREN WITH EDUCATION HEALTH AND CARE PLANS (EHCP)

All children with an EHCP should have both long and short-term targets set. In the majority of cases the strategies to meet these targets will be set out in the EHCP and supported by specific targets set out in the provision map and one- page profiles.

ACCESS TO THE NATIONAL CURRICULUM AND INTEGRATION INTO THE SCHOOL

All pupils with SEND are based in mixed ability classes and take part in normal classroom activities. Class teachers provide a variety of differentiated tasks to match the abilities of all pupils including those with SEND. Where appropriate there is provision of different learning materials and additional support is given to these pupils by TAs.

Children may also receive further support on a 1:1 basis or in small groups. This support should focus on specific personalised targets. This is set out in the EHCP and is based upon the banding the child has secured through their EHCP. Unless specifically stated, children will have additional 1:1 support or small group work with an adult for the interventions set out in section F of their EHCP. It will mean that they do not have a 1:1 throughout as a key aim is to develop the independence and resilience of our children with SEND. Children with an EHCP who are supported by a TA will sometimes work in the classroom and at other times will be withdrawn to work with their TA if this is the most appropriate way of meeting their needs. Each child is with their TA for the allocated provision to them by the LA but whether this time is used for support in the classroom or for withdrawal is at the discretion of the class teacher in conjunction with the TA and the SENDCO and is always in the best interests of the child, ensuring that the child has the best possible access to the National Curriculum.

ARRANGEMENTS FOR PARTNERSHIP WITH PARENTS

Parents will be involved at all stages of the process. The school is open to expressions of concern by parents. Parents' concerns will be followed up by assessment by class teachers and SENDCO. Parents will be involved in review meetings. Reviews will be discussed as part of Parents' Evening.

The SENDCO is available to see any concerned parent. An appointment should be made for a mutually convenient time through the school office.

The school has a Home-School Agreement.

If a parent is not satisfied then there is a designated complaints procedure.

They are invited to take the following steps:-

- a) Arrange to discuss the complaint informally with the class teacher, SENDCO or Headteacher;
- b) Make an appointment to discuss the matter formally with the Headteacher;
- c) Put their case to the Governing Body by writing to the Chairperson of the Governing Body;
- e) Contact, by letter or telephone the Principal Officer for Special Needs at Hampshire Education Authority;
- f) Write to The Secretary of State for Education;
- g) If they disagree with an EHCP issued for their child, then they have the right of appeal to the SEN tribunal. Further details of which can be obtained from the Education Offices or school.

Records of meetings with parents are kept in the child's special needs file.

LINKS WITH OTHER SCHOOLS AND TRANSITION ARRANGEMENTS

The SENDCO is fully involved in the transfer of pupils from Primary to Secondary school. She is available to discuss the various options available for children with special educational needs. Towards the end of the Summer term, before the child moves to secondary school, the SENDCO meets with the SENDCO of the appropriate secondary schools, or makes contact by phone, and discusses the needs of all children transferring to that school. It is important to note that any child with an EHCP should be considering secondary options from year 5 (or 4 in the case of decelerated children who will be expected to return to their chronological age if they wish to transfer to a specialist school.)

All relevant documentation from the child's special needs file is forwarded to their new school. This ensures the best possible continuity.

Special arrangements can be made when children with specific needs transfer between year groups/key stages.