



SEND Policy

APPROVED AND ADOPTED

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HATCH WARREN JUNIOR SCHOOL

SPECIAL EDUCATION NEEDS and DISABILITIES POLICY

Introduction

At Hatch Warren Junior School, we acknowledge the policy of inclusive education. All our children are valued equally, regardless of their ability, attitude or behaviour. We aim to celebrate all achievements, whether academic or non-academic.

We recognise that all children are entitled to have access to a broad and balanced curriculum. This should be differentiated appropriately, to cater for individual needs and difficulties, thus enabling children to fulfil their potential socially and academically.

In school, we meet the needs of all children primarily through **quality first teaching: a style of teaching that emphasises high quality, inclusive teaching for all pupils in a class**. However, we recognise that there are children who require additional levels of support to meet identified needs. The table below summarises our approach in school to meeting varying needs.

Universal Provision– Quality First Teaching	Targeted Provision	SEND Support
<p>At Hatch Warren Junior school, the provision in all classes is based around quality first teaching. In each class children will encounter;</p> <ul style="list-style-type: none"> - differentiated learning opportunities to meet the needs of all children - concrete resources matched to the needs of the pupils - assessment for learning within lessons which is used to ensure that children are supported or challenged at a level appropriate to their needs - lessons which are built on prior learning - modelling of effective learning - models of work displayed on working walls - zones of regulation to identify emotional states of children - a visual timetable outlining the plan for each day - teachers and LSAs who will work together to meet the learning needs within the class - strategies to enable them to work independently <p>Children’s progress will be tracked through Pupil Progress Review Meetings which are held at least termly. Parents are kept informed through three parents’ evenings across the school year and through written reports in the summer term.</p> <p>At the end of the school year, teachers communicate with the receiving teachers about the progress and learning needs of children from across the class. As</p>	<p>In lessons, the use of assessment for learning will enable the teacher to identify children who need additional input or support. These needs could be met during the lesson either by the teacher or the LSA through small group input, individual support, directed questioning or teacher modelling. Small groupings will often be identified using marking from previous sessions and the provision adapted to meet the groups’ emerging needs. This could include pre-teaching of concepts or over learning. Identified children may be offered small social skills or friendship groups to help cater for</p>	<p>Children with identified specific needs will have a Progress of Provision record which will include the specific provision for this child. Academic targets are recorded on a Small Steps of Learning record. Children and staff will work towards these. In order to enable the children to meet these targets, intervention programs may be used. Children and staff may also be supported by outside agencies (see page 4). Parents will always be consulted before referrals to outside agencies. Children with EHCPs will have targets that address their specified outcomes.</p>

<p>part of this process, transition meetings are held with infant and secondary colleagues when children change school. As part of the tracking process, all children will undertake testing in spelling, reading and maths at least annually. All pupils will be tracked against the identified curriculum objectives; for some children the objectives on which they are working will be outside their current year group.</p>	<p>their individual wellbeing. These groups are provided either by the ELSA or run under the ELSA's direction by another member of staff.</p>	<p>Identified children may also receive specific support in school related to their behavioural or medical needs (further information can be found in <i>Supporting Pupils with Medical Conditions Policy</i>). This may include adapting the school's approach to behaviour management processes to meet the needs of individual children with SEND.</p>
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Definition of Special Educational Needs

Children with Special Educational Needs and Disabilities (SEND) have learning difficulties that call for special provision to be made. All children could have a special need at some time in their lives which may be a short or long term need.

According to the SEND code of practice 2015;

“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*
- *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 or mainstream post-16 institutions”*

“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.”

To identify, assess and support children with SEND effectively, the school follows the guidelines set out in the Special Educational Needs and Disability Code of Practice (January 2015; updated 30th April 2020)

Identification of needs and analysis of results

The identification of any child with SEND can take place through several routes:

- Parental concern
- Transferred information from KS1 or other previous schools including academic outcomes at the end of key stage milestones
- Class teacher observation
- Internal assessment
- Following a referral from an outside agency including:
 - E.P service
 - Solent NHS Trust Children's Therapy Service

Primary Behaviour Service
Child and Adolescent Mental Health Service (CAMHS)
EMTAS (Ethnic Minority and Traveller Achievement Service)

Once a concern is raised, the class teacher and SENDCo are involved in a 'Graduated Approach to SEND', as detailed in the Code of Practice 2015. This involves them in a process of planning a change to support the child's learning, taking action to implement that change and reviewing the implications the change has made. Parents can discuss this through meetings with the class teacher or SENDCo.

The identification should take place as early as possible in their school life, but we take into account and recognise that some children's difficulties do not become evident until later on in their education. As a result, the needs of children can be reviewed at any time during the school year.

If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. This level of support is called SEND support.

SEND support takes the form of a four-part process:

- Assess
- Plan
- Do
- Review.

This is an on-going cycle to enable outcomes and support to be refined and revisited as the understanding of the needs of the pupil grows. The cycle enables the identification of the most effective support strategies and interventions to ensure good progress and positive outcomes.

Teaching staff will create a Progress of Provision record detailing the planned actions and the observed impact. These records will be monitored regularly and reviewed at least termly.

Children should be encouraged to become independent learners, but should also learn to recognise when they need extra help and be encouraged to be confident enough to ask for this.

Reviewing progress

If reviews identify that support is needed from outside agencies, we will consult parents/carers prior to any support being actioned. In cases when children are assessed by external support services, different or additional strategies are often suggested and can become part of the child's Progress of Provision record.

Once identified as needing SEND support, children's names are recorded in a register and their progress is tracked, analysed and reviewed. If progress has improved significantly and is sustained after a period of monitoring, a pupil can be removed from the register. Parents will be informed of this decision when this happens.

Monitoring can be carried out by using a variety of strategies:

- Analysing the impact of current provision
- End of support programme assessment
- Annual tests in reading and spelling
- Termly progress reviews for all children within the classroom
- Annual review procedure for those with an EHCP

Requesting an Education, Health and Care Needs Assessment

If a child requires additional support beyond 'SEND support', a request for an Education, Health and Care (EHC) needs assessment can be submitted to the Local Authority. This will be done in consultation with parents and in line with the submission procedures set down by the local authority. A range of written evidence about the child will support the request.

Parents can also submit such a request themselves. For further details on this, please see the 'Education, Health and Care (EHC) Needs Assessment Procedures - A Guide for Parents and Carers' publication (September 2015) at <https://documents.hants.gov.uk/childrens-services/sen-ehcassessment-procedures.pdf>

Management and Deployment of Resources

The Special Educational Needs and Disabilities Co-ordinator (SENDCo) is responsible for the operational management of special needs provision within the school, including the provision for children with Education Health and Care Plans (EHCP)

In addition to high quality teaching in the classroom, appropriate intervention programmes, which have a proven record of success, are used to support children's learning and these take into account the child's age, ability and interest.

We recognise an important resource to help teachers achieve the aims detailed above is a learning support team, which is trained and confident in the use of a variety of strategies and interventions to support children with their learning. Children's needs are primarily supported in class through quality first teaching delivered by both the class teacher and LSA. Pupils with identified SEND will have their individualised support outlined in their Progress of Provision record or in their EHCP. This support may be delivered through individual or small group work according to the level of need, type of need and the nature of the provision. Class teachers are accountable for the progress of children in their class and will maintain an overview of the programmes that are being accessed by the children in their class.

Communication between all involved parties

The school will establish a communication network with all parties through;

- An open-door policy for all parents, but especially for those whose children have SEND and who may feel anxious about their child's progress
- Home-school communication books where appropriate
- Records of outside agency support and involvement
- Termly parents' evenings where Progress of Provision records and targets are discussed
- Class teacher/LSA liaison with parents
- Opportunities for parents of children with SEND to meet with the SENDCo as part of the parents' evening meeting process

Staff training

The school will provide appropriate training aimed at developing the skills and expertise necessary for all teachers to become confident teachers of SEND. This is updated regularly to provide the best

support and intervention strategies. Staff workshop sessions are allocated to pass on ideas and strategies to both teaching staff and learning support staff. The learning support team are encouraged to seek further training through local courses and also receive input from the SENDCo on new strategies to support the children.

Funding

All money received from the local authority for SEND is used solely for providing an appropriate level of support. The criteria for allocating resources is based upon individual and class needs. This resource allocation is flexible and regular reviews are held and changes made as appropriate. The SEND element within the main budget is used for funding the SEND staffing. There is additional funding from the local authority for some pupils issued with an EHCP. The LA determines the level of this funding based on need. Governors may add more money from the main budget at their discretion.

Reporting

In July each year, a report will be provided to Governors on all aspects of special educational needs. This will include a breakdown of the pupils with SEND, a report on staff training, a review of accessibility issues, a report on funding and a summary of outcomes for pupils.

What steps can I take if I have a concern about the school's provision for special educational needs and disabilities?

- If parents wish to discuss a matter about their child's special educational needs, the first point of contact is the class teacher.
- The class teacher or parent may then decide that contact with the SENDCo would be beneficial and the SENDCo would make contact with the parent.
- If there is a complex matter to be discussed or the concern cannot be resolved, the SENDCo will involve the head teacher who will then arrange to meet with the parent. At all stages, the aim is to resolve any issue as quickly as possible and to the satisfaction of all parties.
- If the matter cannot be resolved, the school's Complaints Procedure may be invoked.
- If any parents have concerns about the statutory assessments of special educational needs, these should be raised directly with the local authority. Contact can be made via the website <https://www.hampshiresendiass.co.uk> or via email at info@hampshiresendiass.co.uk or telephone: 0808 164 5504.
- Parents may also contact Support for SEND via the website Independent Provider of Special Education Advice (IPSEA) - www.ipsea.org.uk

Policy Review

The policy will be reviewed annually.