SEND Policy

Hempstalls Primary School

Approved by:	Local Governing Body	**Date:** 18th November 2026
Last reviewed on:	18th November 2026	
Next review due by:	18th November 2027	

Definition of Special Educational Needs

- Pupils have a learning difficulty or disability. *They have significantly greater difficulty in learning than most others of the same age.*
- A child needs special educational provision to be made for him or her.

Special Educational Provision

- Provision that is additional to, or different from, that made for others of the same age in a mainstream setting in England.
- Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. ***Code of Practice 2014.***

At Hempstalls Primary School we value the abilities and achievements of all its pupils. We are committed to providing, for each pupil, the best possible environment for learning. By differentiating throughout the curriculum, using resources effectively and a wide range of teaching styles we aim to accommodate the needs of all pupils.

At Hempstalls Primary School, Miss Price is the named SEND Lead (special educational needs and disabilities lead).

They ensure that the Hempstalls Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2014), the guidelines of the Local Education Authority and other policies current within the school.

At Hempstalls it is the belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils who require provision which is 'additional to and different from' that provide within the differentiated curriculum to better respond to the four areas of need identified in the Code of Practice (September 2014).

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

This SEND policy details how, at Hempstalls, we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities together with pupils who do not have special educational needs.

Aims and Objectives

The aims of this policy are:

- To create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND
- To ensure staff are following our early identification pathway to monitor and address concerns made by staff and parents
- To request, monitor and respond to parents, carers and pupils views in order to evidence high levels of confidence and partnership
- To make clear the expectations of all partners in the process
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- To ensure support for pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals and individualised care plans and assistance if necessary
- To identify the roles and responsibilities of all staff in providing for children's special educational needs
- To enable all children, through reasonable adjustments, to have full access to all elements of the school curriculum
- To work in co-operation and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

Equal Opportunities and Inclusion

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society.

Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations
- Require different strategies for learning
- Acquire, assimilate and communicate information at different rates
- Need a range of different teaching approaches and experiences

Teachers respond to children's needs by:

- Providing support for children who need help with communication, language and literacy
- Planning to develop children’s understanding using all available senses and experiences

- Planning for children's full participation in learning, and in physical and practical activities
- Helping children to manage and own their behaviour and to take part in learning effectively and safely
- Helping children to manage their emotions, particularly trauma or stress, and to take part in learning
- Encouraging tolerance and respect of all types of diversity

Identification, Assessment and Provision

Provision for children with special educational needs is a matter for the whole school. The governing body, the school's head teacher, the SENDCo and all other members of staff, particularly class teachers and teaching assistants, who have important day–to–day responsibilities.

All teachers are teachers of children with special educational needs. The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting, previous school or local authority and the class teacher and SENDCO will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties.
- Ensure on-going observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

Within Hempstalls School Miss Price's role is to:

- Oversee the day-to-day operation of the school's SEND policy.
- Support teachers with the co-ordinating provision for children with SEND.
- Liaising with and advising fellow teachers.
- Overseeing the records of all children with SEN.
- Liaising with parents of children with SEN.
- Contributing to the in-service training of staff.
- Liaising with local high schools so that support is provided for Y6 pupils as they prepare to transfer.
- Liaising with external agencies including the LEA's support and educational psychology services, health and social services and voluntary bodies.

- Co-ordinating and developing school-based strategies for the identification and review of children with SEN.
- Making visits to classrooms to monitor the progress of children register receiving external support.
- To support members of staff in recognising and understanding disabilities
- Make referrals to external agencies and make EHC applications when appropriate.

Monitoring Pupil Progress

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENDCO to consider what else might be done. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. The key test of the need for action is that current rates of progress are inadequate.

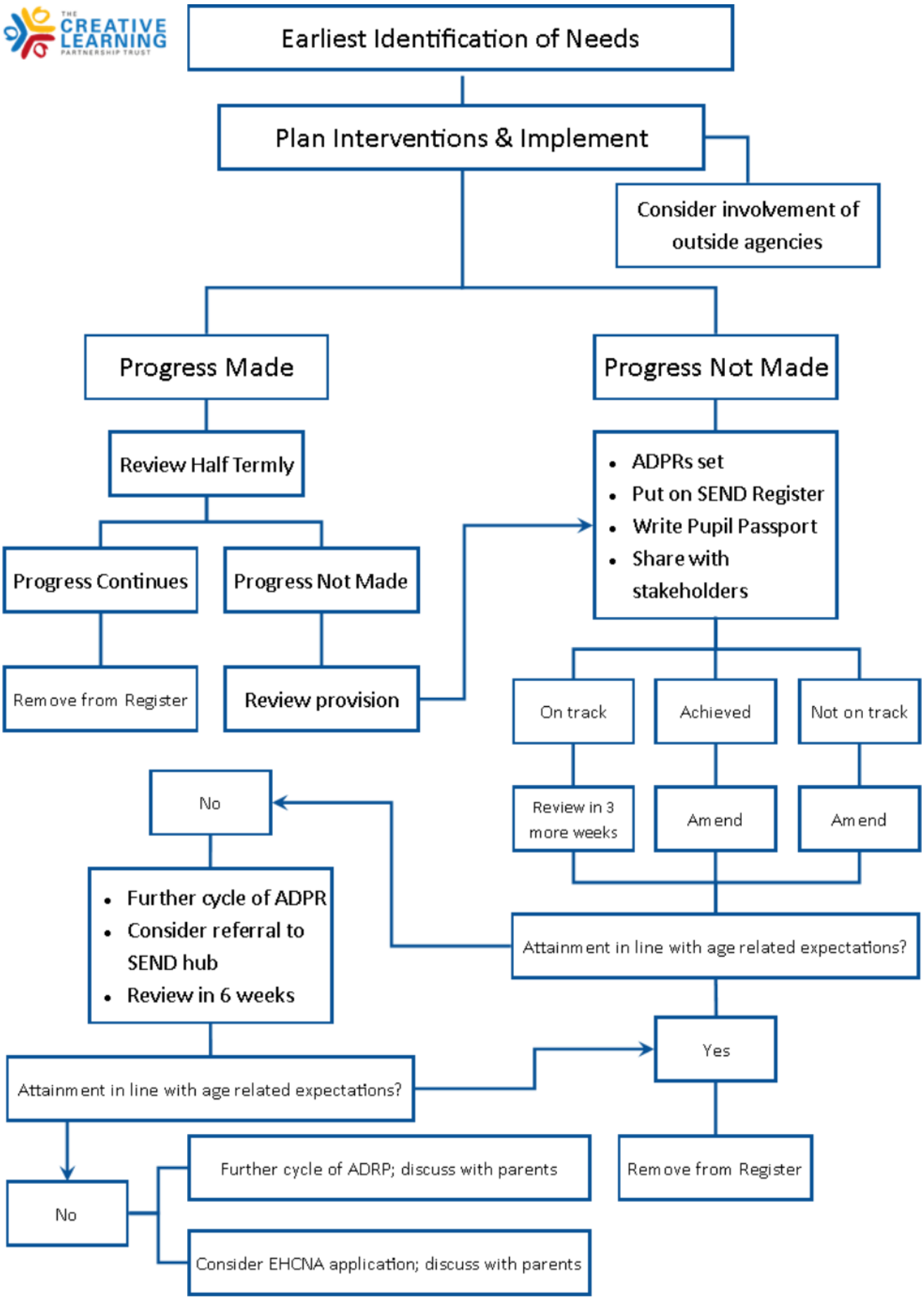
Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and his peers from widening.
- Closes the attainment gap between the child and his peers.
- Betters the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.

In order to help children with special educational needs, Hempstalls will adopt a graduated response. When any concern is initially noticed, it is the responsibility of the class teacher to take steps to address the issue. Parents may be consulted and specific intervention put in place and monitored for a period of up to 6 weeks. If interventions prove ineffective and no progress is noted after this time, an internal referral is completed, requesting support from the SENDCO. Consequently, the child may be added to the school SEN register with parental permission.

The class teacher, after discussion with the SENDCO, will then provide additional interventions that are additional to those provided as part of the school's differentiated curriculum and the child will be given individual learning targets which will be applied within the classroom. These individual targets are recorded on an APDR form (Assess, Plan, Do, Review) which can be used as evidence to support any future needs. The parents and child are encouraged to be part of setting and reviewing the APDR targets. The class teacher will record the steps taken to meet the needs of individual children using an APDR. These targets will be monitored by the class teacher and teaching assistants within the class. The SENDCO will have responsibility for ensuring that records are kept and available when needed.

The SENDCO will monitor progress made by children with additional needs half termly. If there is no or little progress following structured interventions, this may see us using specialist expertise from an external agency. If we refer a child for an Education Health and Care Plan needs assessment, we will provide the LA with a record of our work with the child to date. A child may be placed on our monitoring register, meaning the child had some identified needs however small targets of intervention or skill practice would reduce the concern of a SEN need, therefore they would not be placed on the SEN register. If no progress is made and the child still needs support, parent conversations would take place and the child would move onto the SEN register. Our SEN register consists of two types of SEN identification, the main register a child will have a pupil passport and targets set every 6 weeks to monitor progress. A child on the additional SEN register only requires an informative pupil passport to identify needs and adaptations in and around the classroom. Please see our Identification pathway below which is used across the Trust.


Earliest Identification of Needs
Plan Interventions & Implement
Consider involvement of outside agencies
Progress Made
Progress Not Made
Review Half Termly
Progress Continues
Progress Not Made
Remove from Register
Review provision
ADPRs set
Put on SEND Register
Write Pupil Passport
Share with stakeholders
On track
Achieved
Not on track
Review in 3 more weeks
Amend
Amend
Attainment in line with age related expectations?
No
Further cycle of ADPR
Consider referral to SEND hub
Review in 6 weeks
Yes
Attainment in line with age related expectations?
Remove from Register
No
Further cycle of ADRP; discuss with parents
Consider EHCNA application; discuss with parents

Reasons for a child being added to the SEN register may include the fact that he/she:

- Makes little or no progress, even when teaching approaches are targeted to a child's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- Has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment.
- Has communication and / or interaction difficulties and continues to make little or no progress.
- Has significant emotional/behavioural needs which impacts on their education.

Partnership with Parents

Partnership plays a key role in enabling children and young people with SEN to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners given support to play an active and valued role in their child's education.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process. The school website contains details of our policy for special educational needs, the special educational needs information report including the arrangements made for children in our school with special educational needs. At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages.

We encourage parents to make an active contribution to their child's education and have regular meetings to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child.

The Nature of Intervention

The child's class teacher and SENDCO will decide on the action needed to help the child progress in the light of earlier assessments. This may include:

- Different learning materials or specialist equipment.
- Some group or individual support, which may involve small groups of children being withdrawn to work with TA support or other interventions such as Precision Teaching
- Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness.
- Staff development and training to introduce more effective strategies.

After initial discussions with the SENDCO, the child's class teacher will be responsible for working with the child and ensuring delivery of any individualised programme in the classroom. Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action. Parents will be invited to meet regularly with the class teacher and they will have specific time slots to discuss Individual Learning targets and progress with the SENDCO.

The SENDCO will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

The use of outside agencies

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set.

The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's Individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the APDR continues to be the responsibility of the class teacher.

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels 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 regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind the level of his peers.

Meetings with parents/carers are always consulted before referrals to outside agencies are completed.

School Request for Statutory Assessment or Education Health and Care Plans (from September 2014)

A request will be made by the school to the LA if the child has demonstrated significant cause for concern. The LA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous reviewed APDR's
- Records of regular reviews and their outcomes.
- Records of the child's health and medical history where appropriate.
- National Curriculum attainment levels in English and Maths.
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist.
- Views of the parents.

The parents of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral. Children with a statement of special educational needs or Education Health Care Plan will be reviewed each term in addition to the statutory annual assessment. When this coincides with transfer to high school, the SENDCO from the high school will be informed of the outcome of the review.

Strategies employed to enable the child to progress will be recorded within an Individual Learning Plan also known as a pupil passport and APDRs (assess, plan, do, review) which will include information about:

- The child's personal details
- The area of need
- Baseline assessments of the child's current abilities
- The outcomes expected
- The small step targets used to achieve these outcomes.
- The teaching strategies to be used.
- The provision to be put in place.
- The review date.

The child's views will be sought and taken into account, as will those of the parents, whose support is vital if progress is to be achieved and maintained.

Access to the Curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs.

Lessons have clear learning objectives and staff differentiate work appropriately and use assessment to inform the next stage of learning.

Individual targets recorded on an APDR, show a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children on the special needs register have an APDR with individual targets.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

Allocation of Resources

The SENDCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education Health and Care Plans. The Headteacher/SENDCO informs the Local Governing Committee of how the funding allocated to support special educational needs has been employed.

The role of the Governing Body

The Local Governing Committee challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively. They take part in regular learning walks which keep them fully informed of provisions within the school. The Local Governing Committee has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy.

The Local Governing Committee reviews this policy annually and considers any amendments in light of the annual review findings. The Head Teacher/SENDCO reports the outcome of the review to the Local Governing Committee.

Monitoring and Evaluation

The SENDCO monitors the movement of children within the SEND system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. The SENDCO is involved in supporting teachers to create Individual Learning Plans for children. The SENDCO monitors these targets and tracks to ensure progress. The SENDCO and the head teacher hold regular meetings to review the work of the school in this area. In addition the SENCO and the named governor with responsibility for special needs also hold regular meetings.