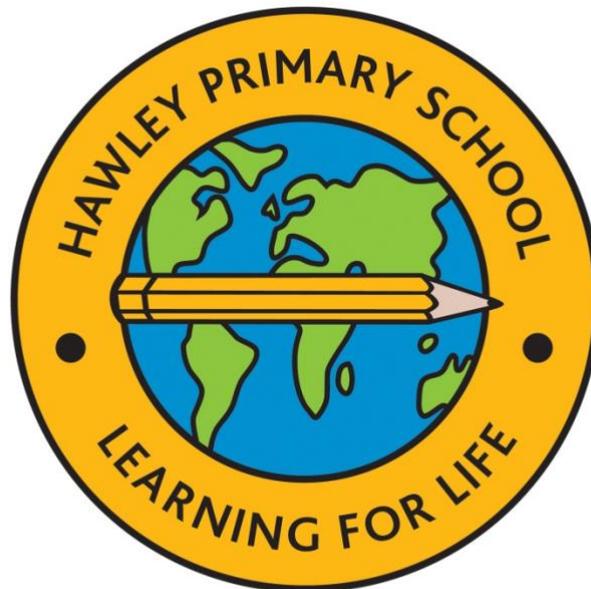


# HAWLEY PRIMARY SCHOOL



## SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

**AGREED BY GOVERNORS:** Summer 2025

**LATEST REVIEW:** Summer 2025

**NEXT REVIEW:** Summer 2026

# HAWLEY PRIMARY SCHOOL

## SPECIAL EDUCATIONAL NEEDS POLICY

### Definition of Special Educational Needs and Disabilities (SEND)

The Special Needs and Disabilities Code of Practice 2014 defines a special educational need as follows, 'A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.' p. 94 Special Educational Codes and Disabilities Code of Practice 0-25, 2014.

### Aims

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure Hawley Primary school fully implements national legislation and guidance regarding pupils with SEND
- Set out how our school will:
  - Support and make provision for pupils with special educational needs and disabilities
  - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
  - Help pupils with SEND fulfil their aspirations and achieve their best
  - Help pupils with SEND become confident individuals living fulfilling lives
  - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff

At Hawley Primary School school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

### Objectives

At Hawley Primary School our objectives are to:

- identify needs and provide support for pupils who have special educational needs and disabilities.
- foster a supportive learning environment for pupils with SEND by providing support and advice to all staff.
- work within the guidance provided in the SEND Code of Practice 2014.

### Definitions

#### Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

**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 by mainstream schools.

### Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

### **Identification of Pupils with Special Educational Needs**

#### Why do we identify Pupils with Special Educational Needs?

The purpose of identifying a pupil with Special Educational Needs is to enable teachers and support staff to provide suitable learning programmes which will help pupils to make progress and achieve the best possible learning outcomes during their time at Hawley. In so doing we aim to consider the needs of the whole child in the provision offered.

#### How do we identify pupils with Special Educational Needs?

For a pupil to be identified with Special Educational Needs, the difficulties will have been long term and affecting overall attainment and progress. In all cases the guidance provided by Hampshire LA and external agencies is used to support the identification of pupils with SEND and assess the level of need and the support required.

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment; for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Class teachers are responsible for providing appropriately differentiated teaching for all the pupils in their class. If a pupil's attainment or rate of progress gives cause for concern they will, in the first instance, be provided with additional support either within the class or in a small group or 1:1 setting. Support outside the class may then be given by the Teacher or Teaching Assistant as appropriate to need.

The SENDCo may undertake observations or assessments to support the provision of specific learning programmes as well as supporting with ongoing advice for the Class Teacher.

Parents are informed of any cause for concern and of any additional support provided.

If the pupil is still making insufficient progress after additional support has been put in place and following consideration of the child's progress, attainment and assessment information, they will be placed on the Schools Special Needs Register as needing Special Needs Support.

### The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> <li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li> <li>• Moderate learning difficulties</li> <li>• Severe learning difficulties</li> <li>• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</li> </ul>
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> <li>• Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>• Suffered adverse childhood experiences</li> </ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment</li> </ul> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

### Provision

Children placed on the Special Educational Needs Register will be given an individual Passport to Success. This will list specific targets and give details on how the pupil will be working to achieve them. The plan will be shared with pupils and parents and will be reviewed and updated three times a year.

Most pupils will have three targets on their Passport to Success which will be worked on in class with the class teacher. Some targets may be worked towards in a small group or in a 1:1 setting out of the classroom.

Before setting targets for a passport, the child is given the opportunity to provide their view. This asks the child what they consider to be their strengths, their barriers, what they think their next steps are and their hopes/dreams for the future. This information is then used towards target setting. Class teachers will always ensure that at least one of the child's identified next steps is included within their passport.

For some pupils the school may ask for assessments and advice to be provided by a Speech and Language Therapist, an Occupational Therapist, a physiotherapist or the Educational Psychologist. Some pupils can be referred to medical services through the school nurse. Parents can also choose to seek support through their GP. The school will respond to requests for information from other professionals as appropriate. Parents are involved in all decisions made in relation to referral to outside agencies.

All additional provision follows the process of *Assess, Plan, Do and Review* cycle.

### **The graduated approach to SEN support**

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

#### **1. Assess**

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents/carers will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

#### **2. Plan**

In consultation with the parents/carers and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, Arbor, and will be made accessible to staff in a Passport to Success

Parents/carers will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

#### **3. Do**

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

#### **4. Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents/carers and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents/carers.

### **Interventions**

The school has a number of interventions available for supporting pupils in Literacy and Maths. These include Wave 3 Literacy and Maths programmes which are chosen according to pupils' individual needs and will be delivered over a set period of time,

usually a term. These will be carried out either individually or in a small group. The school will also provide support for pupils who require Speech and Language Therapy, Occupational Therapy or Physiotherapy by carrying out programmes of activities provided by the relevant Therapists.

The school uses DEST testing to identify children who may be at risk of Dyslexia. This is used when children reach the summer term of EYFS and upon teacher request as they move through the Infant and Junior phases of the school. Alongside this, the school has access to Language Link for both Infant and Junior, AcceleRead AcceleWrite, Cued Spelling and SYDNEY. These interventions are organised by the Special Educational Needs Coordinator, in conjunction with class teachers, alongside other intervention programmes.

The Special Educational Needs Coordinator reviews the programme for interventions on a termly basis, meeting with the relevant members of staff to discuss impact and progress. The next term's interventions are organised and timetabled by the Special Educational Needs Coordinator, in conjunction with the Phase Leaders for each key stage. Planning and preparation time for interventions is provided across the course of the week and key members of staff that deliver specific interventions regularly communicate with the school's SENDCo.

Each term, the Special Educational Needs Coordinator organises SEND Surgeries to provide teachers with the opportunity to discuss the children in their class whom are on the SEND register and the additional support they are receiving. This also provides teachers with the opportunity to raise any children that are causing concern in the classroom and share ideas for best practice and next steps. The Special Educational Needs Coordinator keeps a log of these conversations to monitor support provided and children whom may need to be observed or in the near future. These meetings also allow the Special Educational Needs Coordinator to discuss the assessment and progress of children on the SEND Register using the school's brick wall assessment system.

### **Assessment**

All pupils' work is assessed regularly against school based and national targets and benchmarks. Targets are evaluated at least three times a year as part of a review of the ongoing progress within the Passport to Successes. The school documents children's progress using summative assessments on Arbor. Each teacher assesses the children against yearly outcomes and objectives, which allows both class teachers and the SENDCo to see the exact point in the National Curriculum that each child is currently working. Teachers are asked to review and update these on a termly basis, in line with whole school data collection points. The Special Educational Needs Coordinator will analyse children's progress each term and discuss any concerns with teachers during pupil progress meetings and SEND surgeries, deciding on appropriate next steps if progress remains limited.

The Class Teacher is responsible for producing and reviewing the Passport to Success in consultation with the SENDCo. Parents are invited to the review meetings with the Class Teacher and as appropriate with the SENDCo and Head Teacher. The Head Teacher and SENDCo is also available at Parent Evenings to talk to parents.

In addition Standardised Tests for Reading and Maths are used to evaluate the impact of support. These are conducted at the start of each academic year for all children on the SEND register and again at the end of the academic year. These may be used mid-year to evaluate the impact of specific interventions when the programme for delivery has finished.

In some cases where it seems as if a pupil has particular needs and requires support that is additional to that already provided by the school, school or parents may apply to Hampshire Education Authority for an Education, Health and Care Plan (EHCP).

All children in receipt of an Education, Health and Care Plan receive additional funding which is outlined in Section I of their final plan. These plans run alongside the child's Passport to Success and focus on long term outcomes and objectives. These objectives are broken down into smaller steps for the child's termly Passport to Success. Education, Health and Care Plans are reviewed on a yearly basis at an *Annual Review* with the SENDCo, Class Teacher and Parents. The child is also involved in the review, completing a one page profile to share their view and where appropriate, attending reviews to discuss their views. New objectives or outcomes are decided upon at the Annual Review and put forward to Hampshire Education Authority. They will assess the information provided and decide whether the child's EHCP will remain in place for the following year, as well as whether a change of provision or placement is required. All changes to a child's EHCP have to be agreed by parents and the school.

Alongside this, Hawley Primary School recognises the challenges parents face in seeking external agency assessments and support due to nationwide issues with wait times. Therefore, the school will facilitate and support any parental requests for privately funded assessments during the course of the school day. These must be organised in conjunction with the SENDCo and/or Head teacher due to the impact on staff time and workload. All visitors on site will be supervised by the SENDCo during

the course of their visit. Privately arranged therapy or support sessions, following assessments, need to be discussed with the SENDCo and/or Head teacher and any absence from school will be authorised in line with the school's attendance policy.

### **Education, Health and Care Plans**

Pupils with an Education Health and Care Plan will have an Annual Review of their plan. (Biannually if under 5). Our school will comply with all local arrangements and procedures when applying for:

- An Education Health and Care Plan
- Referrals to external agencies

Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice (2015). Particularly regarding the timescales set out within the process. We invite parents to the reviews and always try to involve the child in the review and will do this by discussion prior to the meeting.

### **Roles and Responsibilities**

#### **The Special Educational Needs and Disabilities Coordinator (SENDCo)**

The SENDCo is responsible for overseeing the education of pupils with Special Educational Needs. The SENDCo at Hawley Primary School is Francesca Smith, [f.smith@hawley.hants.sch.uk](mailto:f.smith@hawley.hants.sch.uk). She will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching
- Working closely with the Pupils, Class Teachers, Support staff, Parents, the Head Teacher, the Senior Leadership Team, the SEND Governor and all relevant outside agencies.
- Ensuring the implementation of the National Special Needs Code of Practice 2014, which emphasises the importance of providing effective learning opportunities for all pupils and offers three key principles for inclusion: Setting suitable learning challenges, responding to pupils' diverse needs and Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

- Monitoring the quality of provision and progress of children with SEND and tracks pupils' progress, identifying those in need of Wave 2 or 3 provision for Literacy and Numeracy.
- Working closely with staff to support colleagues with best practice in the preparation of 'Passport to Success' and lesson differentiation to ensure the needs of pupils are met.
- Liaising with pre-school provision, Key Stage 1, Key Stage 2 and Key Stage 3 teachers/schools to ensure a smooth transition for pupils, in conjunction with appropriate Outside Agencies and the LA.
- Working in partnership with parents to ensure the best educational provision, practice and support.

### **The Governing Body**

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents/carers when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents/carers on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in an SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

### **The SEND link governor**

The SEND link governor is Chris Mackinlay

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

### **The Headteacher**

The headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register

- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

### **Class teachers**

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents/carers regularly to:
  - Set clear outcomes and review progress towards them
  - Discuss the activities and support that will help achieve the set outcomes
  - Identify the responsibilities of the parent, the pupil and the school
  - Listen to the parents'/carers' concerns and agree their aspirations for the pupil

### **Parents or carers**

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Involved in termly discussions to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parents or carers in any decisions made about the pupil.

### **The pupil**

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

- **The school's Emotional Literacy Support Assistants (ELSAs)** are responsible for working with pupils who are undergoing emotional difficulties. Children can be referred to the ELSAs by Class Teachers. Both of the ELSAs will liaise with the Headteacher and Special Educational Needs Coordinator about the provision on offer and review the impact of sessions for children they have been working with. These meetings take place on a termly basis. ELSA sessions are provided in 6 week blocks followed by a review of impact.

- **The School's Mediated Learning Support Assistant (MeLSA)** is trained in the mediated learning approach and can deliver individual, small group and whole-school interventions with the aim of facilitating accelerated progress in struggling learners whilst developing learner independence.

### **External Agencies**

The school is supported by HCC specialist agencies. These include an Educational Psychologist, Speech and Language Therapists, Occupational Therapists and Physiotherapists. The school also has support from Specialist Teacher Advisors where necessary.

### **Partnership with Parents**

The school aims to have a close relationship with all parents, including those with children who have Special Educational Needs. Parents will be involved in any decision to identify a child as having special educational needs or to refer a child to an external support agency. Parents will be informed about any additional support their children may be receiving and the effectiveness of the intervention. Parents will be given the opportunity to review the progress of their child on a termly basis with the class teacher, when the targets on the pupil's Passport to Success' are evaluated and new targets are chosen.

The SENDCo is available to talk to parents about any concerns and is able to attend review meetings when required.

Parents and other family members are encouraged to make use of the Hampshire Local Offer which is found on the website: [www.hantslocaloffer.info](http://www.hantslocaloffer.info). This lists the services available for children with Special Educational Needs and Disabilities. Parents are also advised to read the school's Special Needs Information Report which can be found on the school website and is updated on a yearly basis.

### **Safeguarding**

Hawley Primary school recognises that evidence shows pupils with SEND are at a greater risk of abuse and maltreatment, so will ensure that staff are aware that pupils with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including child-on-child abuse, neglect, and sexual violence and harassment.

The school recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers include, but are not limited to:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration.
- These pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.
- The potential for pupils with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.

The headteacher and Governing Body will ensure that the school's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse. When using physical intervention and reasonable force in response to risks presented by incidents involving pupils with SEND, staff will have due regard for the procedures outlined in the school's Positive Handling Policy. Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the Inclusion Leader.

Many pupils with SEND also face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support.

Our approach to supporting pupils who are absent from school due to their SEND is set out in our attendance policy.

### **Related Policies**

Other relevant school policies and documents to consider in conjunction with the SEND Policy are:

- Special Educational Needs Information Report for Parents
- Inclusion Policy
- Behaviour Management Policy
- Equalities Policy
- Accessibility Plan
- Medicines Policy

## Monitoring and Evaluation

This policy is monitored and evaluated through the achievements of pupils with Special Educational Needs. Pupil progress is monitored through the evaluation of individual targets, the outcomes of the Passport to Success and comparison of pupil attainment against the pupils' peer group. All pupil progress is monitored by the Class Teacher and discussed at Pupil Progress meetings held with the Senior Leadership Team and the SENDCo.

The Head Teacher and the Senior Leadership Team regularly monitor the provision for pupils with Special Educational Needs through lesson observations, learning walks and book scrutiny. All this information is shared with the teaching staff and Governors to ensure continuous improvement as required.

## Legislation and guidance

This is based on the statutory guidance [Special Educational Needs and Disability \(SEND\) Code of Practice](#), [Keeping Children Safe in Education](#) and [working together to improve school attendance](#).

This policy is also based on the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The governance guide for [maintained schools](#) which sets out governors' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

## Reviewing the Policy for Special Educational Needs

The Special Educational Needs Policy will be reviewed annually.