

## **Hamble Primary School's Special Educational Needs and/or Disabilities Policy**

**Reviewed September 2025**

**Special Educational Needs and/or Disabilities Co-Coordinator:** Robyn Fitzgerald

**Assistant headteacher for inclusion:** Oliver Precious

**Link Governor:** Annie Yuratich

*The values of kindness and respect lie at the heart of this truly inclusive school. Leaders want all pupils to achieve their very best. They provide disadvantaged pupils, including those with special educational needs and/or disabilities (SEND), every opportunity to succeed. Ofsted, June 2023.*

*Leaders are ambitious to ensure that all pupils achieve their best in all areas. The achievement of all pupils, but especially those with SEND, is carefully monitored to decide what the next steps in learning need to be. Ofsted, June 2023.*

### **Policy Development and Implementation**

This policy should be read in conjunction with all other policies linked to Hamble Primary School, as well as the SEND Information Report. This policy has been developed by the Special Educational Needs Co-Coordinator, agreed by the Headteacher and approved by Governors. It has been shared with all staff at Hamble Primary School.

### **Policy Introduction**

The aims of our inclusion policy and practice at Hamble Primary School are:

- To provide curriculum access for all
- To secure high levels of achievement for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parents and carers
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention leads to good learning outcomes
- To ensure a high level of staff expertise to meet pupil need, through well targeted continued professional development
- To work in co-operative and productive partnership with the Local Authority and other external agencies to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners
- To “promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others” National Curriculum, 2000

The policy complies with the guidance given in the Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64). It has been written as guidance for staff, parents or carers and children. This policy, and the linked SEND Information Report, are based on the statutory ‘Special Educational Needs and Disability (SEND) Code of Practice’ (2014) and the following legislation:

- Part 3 of the Children and Families Act (2014), which sets out schools’ responsibilities for education, health and care (EHC) plans, SEN coordinators (SENDCOs) and the SEN Information Report
- ‘Ofsted Section 5 Inspection Framework’ (2019)
- ‘Ofsted SEN Review “A Statement is Not Enough”’ (2010)
- Equality Act (2010)
- Education Bill (2011)

### **Context of Our School**

Hamble Primary School is a mainstream setting, catering for a wide range of individual needs. Children at Hamble Primary School are aged between 4-11 years and there are (as of 09/09/2025) 344 children on roll.

Our children come from a range of ethnic backgrounds and speak a variety of languages, including Polish, Bengali, Hungarian and Ukrainian.

### **Our Aims and Vision**

Hamble Primary School is committed to enabling each child to reach their full potential. All children have access to a broad and balanced curriculum which centres on the skills needed for learning; no matter what the subject. The recursive nature of our foundation curriculum enables children to build upon their previous learning in order to acquire new knowledge and skills as well as overlearning the key concepts and knowledge that they have learned in their previous year groups.

We provide an atmosphere which is happy and secure, which stimulates and motivates all children to develop a love of learning. The ethos of the school encourages growth of confidence, self-discipline and respect for all members of the school and the wider community. Through a notion of collective responsibility, we believe that **despite some** barriers, there should not and will not be a ceiling on what our pupils can achieve. Leaders have set high aspirations for children across the school with a specific focus on those identified as disadvantaged. They hold all staff accountable for raising attainment, rather than accepting low aspirations and variable performance.

We believe that all children should be equally valued. The Rights of a Child from the United Nations Convention are at the centre of our behaviour policy and curriculum. We strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish. All reasonable adaptations will be made to the school site and curriculum to ensure that all children are able to participate in all activities as fully as possible.

Hamble Primary School is committed to inclusion. Part of the school's strategic planning for improvement is to further enhance cultures, policies and practices that include all learners. We aim to develop a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for, and the achievement of, different groups of learners and vulnerable pupils including:

- girls and boys
- minority ethnic and faith groups, travellers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs
- learners who are physically disabled
- learners from a disadvantaged background
- learners who are looked after by the local authority (LAC), or were previously looked after (PLAC)
- others such as those who are sick; those who are young carers; those who are in families under stress
- any learners who are at risk of disaffection and exclusion
- learners who have moved schools

We endeavour to achieve the maximum inclusion for all children, including vulnerable learners, whilst meeting their individual needs. Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school curriculum.

Special Educational Needs and/or Disabilities (SEND) might be an explanation for delayed or slower progress, but not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others. English as an Additional Language (EAL) is not considered a Special Educational Need and/or Disability. Differentiated tasks and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners. We focus on individual progress as the main indicator of success. We strive to make a clear distinction between "underachievement" – often caused by a

poor early experience of learning – and SEND. Some pupils in our school may be underachieving, but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils keep up and close the gaps within their learning. Other pupils will genuinely have special educational needs and this *may* lead to low-attainment (though not necessarily under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved schools budget.

### Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for 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 the majority of 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.

### Identification of SEND

A child may be identified as requiring SEND support if they have a learning difference (i.e. a significantly greater difference in learning than the majority of children of the same age, or a disability) which makes it difficult to use education facilities generally provided in school, and if that learning difficulty calls for special educational provision (i.e. provision **additional to**, or **different from**, that made generally for children of the same age in local schools). A child will be added to the SEND Register if they require support, differentiation of task or intervention that is in addition to the high-quality inclusive teaching already provided at Hamble Primary School.

The following triggers for intervention **Cause for Concern/Early Identification**, at Hamble Primary School, are when a child:

- makes little or no progress even when teaching approaches are targeted in a child's area of weakness; showing signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school, thereby impacting upon positive social interaction;
- 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 despite the provision of a differentiated curriculum.

The following triggers for intervention at **SEND Support** are suggested within the Code of Practice:

- 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 mathematics skills;
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour programme;
- 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 access to the curriculum at a level that is in-line with children of a similar age.

### Processes and Decision Making

When looking at the needs of pupils to decide whether to place them on the SEND Register, the 2014 Code of

Practice identifies four broad areas of special educational needs:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and/or Physical

Behavioural difficulties do not necessarily mean that a child or young person has SEND and should not automatically lead to a pupil being registered as having SEND.

The identification of SEND should be built into the overall approach to monitoring the progress and development of all pupils. Class and subject teachers, supported by the Leadership Team, should make regular assessments of progress for all pupils using Arbor, individual progress measures and their pupil progress meetings with senior management.

Where pupils are falling behind or making inadequate progress given their age and starting point, they should be given extra support within small groups. Where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness, the class teacher, working with the SENDCo, should assess whether the child has a significant learning difficulty. Where this is the case, then there should be agreement about the SEND support that is required to support the child.

Children who have been identified as having a special education need or disability will have an Individual Education Plan (IEP) which highlights specific and individualised provision for that child, as well as key targets. Targets will be set as often as required so ensure that progress is being made at a level that is suitable for the child. All provision will be reviewed and its impact evaluated to identify progress and next steps provision. Teachers should set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment. Individual Education Plans are shared with parents as often as they are updated.

Once a potential special educational need is identified, four types of action should be taken to put effective support in place – Assess, Plan, Do, Review. This is the graduated approach called SEND Support.

Where a child continues to make little or no progress, despite well-founded support that is matched to the child's area of need, the school will consider involving specialists, including those from outside agencies. These could include the Educational Psychologist, Primary Behaviour Support, Speech and Language Therapists and Occupational Therapists.

In agreement with outside agencies and senior staff members, if the child is still failing to make progress then an Educational Health and Care Plan (EHCP) may be applied for. There has to be significant evidence of the graduated approach over a period of time before an EHCP is applied for to prove that additional funding from the Local Authority is required. If a child receives an EHCP, they have a legal entitlement to a certain amount of specialist, funded provision (decided by and stated on their plan by the Local Authority) and an Annual Review process to make sure that provision is correct.

If a child with an EHCP is not flourishing and needs more support or a different type of specialised placement, the SENDCo may apply for this using the Annual Review process. The SENDCo and class teacher will also meet with parents at least termly and at other times deemed necessary.

### **Responsibilities**

The following people are responsible for the co-ordination of SEND provision at Hamble Primary School:

#### *The Headteacher*

- The Headteacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn
- The Headteacher and the Governing Body will delegate the day-to-day implementation of this policy to the Special Educational Needs and/or Disabilities Co-Ordinator

- The Headteacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through: analysis of the whole-school pupil progress tracking system - Arbor;
- analysis of a whole-school provision map for vulnerable learners;
- pupil progress meetings with individual teachers;
- regular meetings with the SENDCo and the Assistant Headteacher for Inclusion
- discussions with pupils and parents.

*The Assistant Headteacher, responsible for inclusion*

- maintenance and analysis of a whole-school provision map for vulnerable learners;
- regular meetings with the SENDCo;
- discussions with pupils and parents;
- identifying on this provision map a staged list of pupils with special educational needs – those in receipt of additional SEND support from the schools devolved budget, and those with statements of Special Educational Need or Education Health and Care plans;
- co-ordinating provision for children with SEND;
- liaising with and advising teachers;
- managing other classroom staff involved in supporting vulnerable learners;
- overseeing the records on all children with SEND;
- contributing to the in-service training of staff;
- overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils on the vulnerable learners' provision map;
- monitoring the school's system for planning provision and impact and personal action plans;
- evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with SEND);
- onsite resource provision and intervention implementation, including in-service training of appropriate staff;
- liaising sensitively with parents and families of pupils on the SEND Register, keeping them informed of progress and listening to their views of progress.

*The SENDCo*

In line with the recommendations in the SEN Code of Practice 2014, the SENDCo will oversee the day- to-day operation of this policy in the following ways:

- Working with the Assistant Headteacher for Inclusion in identifying on the provision map a staged list of pupils with special educational needs – those in receipt of additional SEND support from the schools devolved budget, and those with statements of Special Educational Need or Education Health and Care plans;
- co-ordinating provision for children with SEND;
- liaising with and advising teachers;
- overseeing the records on all children with SEND;
- liaising with parents of children with SEND, in conjunction with class teachers;
- contributing to the in-service training of staff;
- implementing a programme of Annual Review for all pupils with an Education, Health and Care Plan;
- complying with requests from an Education Health and Care Plan Co-ordinator to participate in a review;
- carrying out referral procedures to the Local Authority to request an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEND support from devolved budget), that a pupil may have a special educational need which will require significant support;
- evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with SEND);
- liaising sensitively with parents and families of pupils on the SEND Register, keeping them informed of progress and listening to their views of progress;

- attending area SENDCo network meetings and training as appropriate;
- liaising with the school's Inclusion/SEND Governor, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within school);
- liaising closely with a range of outside agencies to support vulnerable learners.

#### *The Class Teacher*

The Teacher's standards 2012 make it clear that it is every teacher's responsibility to *"adapt teaching to respond to the strengths and needs of all pupils."* (TS 5). The SEN Code of Practice echoes this, stating **teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.**

- be at the heart of planning and making provision;
- seek and utilise the support, guidance and leadership of the SENDCo and any specialist staff;
- demonstrate high expectations aspirations and ambition for vulnerable learners including those with SEND;
- have responsibility for all vulnerable learners including those with SEND;
- must plan for vulnerable learners, liaise with specialist staff involved with the child including the SENDCo;
- analyse and act on outcome data;
- have regular teacher/parent/pupil meetings;
- set targets and update Individual Education Plans;
- class teachers are also responsible for contributing to Annual Reviews of EHCP children and providing the relevant paper work.

#### *The Governing Body*

The Governing Body works to secure the necessary provision for any pupil identified as having special educational needs or coming from a vulnerable group. The Governors ensure that all teachers are aware of the importance of providing for these children. They consult the Local Educational Authority (LEA) and other schools when appropriate, and report annually to parents on the success of the school's policy for children with Additional Needs.

#### **Partnership with Parents/Carers**

The school has an 'Open Door' policy for parents and carers. They can approach the school whenever they have a concern and make an appointment to see the class teacher, SENDCo or Head Teacher. It is through this process that issues concerning provision are dealt with.

The school aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting children and their parents;
- giving parents and carers opportunities to play an active and valued role in their child's education;
- making parents and carers feel welcome;
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing;
- instilling confidence that the school will listen and act appropriately;
- focusing on the child's strengths as well as areas of additional need;
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child;
- keeping parents and carers informed and giving support during assessment and any related decision-making process;
- making parents and carers aware of Parent Partnership services;
- providing all information in an accessible way, including, where necessary.

#### **Partnership with Pupils**

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of layered targets.

We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning;
- identify their own needs and learn about learning;
- share in individual target setting across the curriculum so that they know what their targets are and why they have them.

As it is essential that our arrangements allow for children with SEND to be consulted about what they would like to see happen and thereby ‘involve them in their education’ with the emphasis on person-centred planning. The ‘My Views’ process would be a good way of opening this dialogue, whilst playing a key part in saying what they think helps and what doesn’t. Of course, parents – via the structured conversation approach – must be part of this, if successful outcomes are likely to happen.

### **Partnership with Outside Agencies**

Hamble Primary School works closely with a large number of outside agencies and recognises the important contribution they make to supporting children with additional educational needs.

These include:

- The Educational Psychologist
- Speech and Language, Occupational Therapy, Physiotherapy
- Primary Behaviour Service (PBS)
- Child Adolescent and Mental Health Service (CAMHS)
- Hearing Impaired Service
- Visual Impairment Services
- Specialist Advisory Teachers
- Medical practitioners, including the School Nursing Team
- Locality Team
- Children’s Services
- Early Help Hub
- Outreach Services

### **Admission Arrangements**

Children with Special Educational Needs are considered for admission to the school on exactly the same basis as for children without Special Educational Needs. There are two reception classes; pupils are allocated to each class by age and gender to ensure that there is parity between both classes. Children identified, prior to joining our school, as having additional needs will also be matched to each class to ensure a balance of both provision and opportunity. Prior to starting school, parents/carers of children with an EHCP or an EHCP pending will be invited to discuss the provision that can be made to meet their identified needs.

If a child with an EHCP is wishing to join Hamble Primary School in any year group, their admissions application will be through the SEN Team responsible for the EHCP rather than the standard admissions route through the Local Authority, as schools will be asked to consult as to whether they can meet the needs and provision stated in the EHCP.

### **Links with Other Schools**

Reception (Early Years Foundation Stage) staff will meet with staff from partner nursery schools prior to pupils starting school to ensure for a smooth transition into primary school. Concerns about particular needs will be brought to the attention of the SENDCo after this meeting. Where necessary the SENDCo will arrange a further meeting.

Class teachers of children joining from other schools will receive information from the previous school; if there is a SEND issue, the SENDCo will telephone to further discuss the child’s needs. Children transferring from Hamble Primary to new schools will have their records sent on. In addition, specific arrangements and meetings can be set up to make transition easier for vulnerable pupils in Year 6. The SENDCo will discuss these children with other schools on request.

### **Monitoring and Evaluating the Policy**

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

- classroom observation by the SENDCo and Leadership Team;
- ongoing assessment of progress made by intervention groups;
- work sampling on a termly basis;
- scrutiny of planning through discussion with class teachers;
- teacher pupil progress interviews with the SENDCo/Leadership Team;
- informal feedback from all staff;
- pupil interviews;
- pupil progress tracking using assessment data (whole-school processes);
- monitoring Additional Provision Maps and individual targets, evaluating the impact on pupils' progress;
- attendance records;
- regular meetings about pupils' progress between the SENDCo and the Head teacher.

The Assistant Headteacher and SENDCo will provide information to the Governing Body as to the numbers of pupils receiving additional educational provision. The Assistant Headteacher for Inclusion will report on any whole school developments in relation to inclusion, and will ensure that Governors are kept up to date with any legislative or local policy changes. The SENDCo and Assistant Headteacher for Inclusion will meet with representatives from the Governing Body to discuss inclusion and current SEND concerns. The SEND Governor will lead Governor monitoring of the additional provision. The SENDCo will meet with the SEND Governor once a term.

### **Complaints**

If there are any complaints relating to the provision for children with SEND, these will be dealt with in the first instance by the class teacher and SENDCo, then, if unresolved, by the Headteacher. The Governor with specific responsibility for SEND / Inclusion may be involved if necessary. In the case of an unresolved complaint, the issue should be taken through the general Governors complaints procedure (please see separate Complaints Policy).

Reviewed: September 2025