

Special Educational Needs and Disability (SEND) Policy

September 2026



Our aim is to ensure that every pupil regardless of background or starting point has access to a high-quality inclusive education that supports success and wellbeing

We believe:

- We can all become better learners and we all share responsibility for helping every child to access learning with confidence and enthusiasm.
- We all have learning differences and some of us require additional support to thrive.
- Every child is valued as an individual, regardless of race, culture, religion, disability, special educational need or ability.
- All children have the potential to learn and progress when provided with appropriate teaching, support and opportunities.
- We strive to provide an environment in which every child's potential is nurtured and achievements are celebrated.
- Parents and carers know their children best and their knowledge, views and contributions are valued.
- Children's views should be listened to and should influence decisions about their education and provision.
- Provision for children with SEND is the responsibility of the whole school.
- Class teachers remain responsible and accountable for the teaching, learning and progress of all pupils in their class, including pupils with SEND.
- Inclusion is central to our school culture and is not the sole responsibility of the SENCO.

Our aim is that every child feels valued, included, understood and able to participate fully in school life.

Kate Jackson (Reception teacher) is the school SENCo. Kate Jackson was an Early Years Consultant working for Northumberland County Council and has the NASENCO qualification at postgraduate level.

Jo Johnson (Reception teacher) has extensive knowledge, and a keen interest in SEND. She is currently a Governor and one of her Governor responsibilities is SEND. Jo Johnson's qualifications include a Postgraduate Certificate in SEN and Inclusive Practice and a Postgraduate Certificate in Teaching pupils with SpLD (Dyslexia) within the school context. Jo Johnson completed ELKAN (Speech & Language course) in July 2023.

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Introduction

Hipsburn Primary School is committed to providing an inclusive education for all pupils, including those with Special Educational Needs and/or Disabilities (SEND).

We promote high expectations for every pupil and seek to remove barriers to learning, participation and achievement. We recognise that children may require different approaches, adaptations and levels of support at different points in their education.

We provide a broad, balanced and ambitious curriculum which is accessible to all pupils. Where children require additional provision, we identify their needs as early as possible and work in partnership with children, parents/carers, staff and relevant professionals to determine appropriate support.

Our approach is based on the principle that high-quality inclusive teaching is the foundation of effective SEND provision. Additional support is provided where necessary and is carefully monitored for its impact on children's learning, development, wellbeing and independence.

Aims of this Policy

The aims of our SEND policy are to:

1. Provide a clear framework for identifying, assessing and supporting pupils with SEND.
2. Promote an inclusive school culture in which every pupil is valued and respected.
3. Ensure that pupils with SEND have access to a broad, balanced, ambitious and appropriately adapted curriculum.
4. Identify additional needs as early as possible and respond promptly.
5. Use the graduated approach of **Assess, Plan, Do and Review** to ensure that support is appropriate and effective.
6. Ensure that pupils and parents/carers are actively involved in decisions about SEND provision.
7. Ensure that the views, wishes and feelings of pupils are considered and influence provision wherever appropriate.
8. Develop the knowledge, skills and confidence of all staff in meeting a diverse range of needs.
9. Work collaboratively with external professionals and services where specialist advice or support is required.
10. Monitor the effectiveness and impact of SEND provision and use this information to inform school improvement.
11. Promote independence and prepare pupils for successful transition to their next stage of education.
12. Ensure that the school fulfils its duties under relevant legislation and statutory guidance.

Compliance

This policy has been developed with reference to the statutory framework and guidance relating to SEND in England, including:

- Children and Families Act 2014, particularly Part 3.
- Special Educational Needs and Disability Code of Practice: 0 to 25 years.
- Equality Act 2010.
- Special Educational Needs and Disability Regulations 2014.
- School Information (England) Regulations 2008, as amended.
- Supporting Pupils at School with Medical Conditions.
- The Equality Act 2010: Advice for Schools.
- Keeping Children Safe in Education.
- The Early Years Foundation Stage statutory framework.
- Teachers' Standards.
- Relevant Northumberland County Council SEND guidance, policies and procedures.
- Hipsburn Primary School's SEND Information Report and Accessibility Plan.

The SEND Code of Practice remains the principal statutory guidance framework for identifying and supporting children and young people with SEND.

This policy should be read alongside the school's SEND Information Report, which provides more detailed information about the specific provision and support available within school.

Definition of 'SEND'

The SEND Code of Practice states that a child or young person has Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream settings.

A disability under the Equality Act 2010 is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.

A child does not necessarily have SEN because they have a disability. Similarly, not every child who experiences difficulty or requires additional support will necessarily require SEN Support.

The school considers each child's individual circumstances, needs, progress and barriers to learning when determining appropriate provision.

Broad Areas of Need (See Appendix 1)

The SEND Code of Practice identifies four broad areas of need:

Communication and Interaction

This may include children with:

- speech, language and communication needs;
- difficulties understanding or expressing language;
- social communication difficulties;
- autism or autistic spectrum conditions.

Cognition and Learning

This may include children with:

- moderate or severe learning difficulties;
- specific learning difficulties such as dyslexia or dyscalculia;
- difficulties acquiring, retaining or applying new knowledge and skills.

Social, Emotional and Mental Health

This may include children experiencing:

- emotional difficulties;
- anxiety;
- difficulties with regulation;
- social or behavioural difficulties;
- difficulties associated with attention, concentration or impulse control;
- mental health needs.

Sensory and/or Physical Needs

This may include children with:

- visual impairment;
- hearing impairment;
- multi-sensory impairment;
- physical disabilities;
- long-term health conditions which affect access to education.

Children may have needs across more than one area, and individual needs do not always fit neatly into a single category.

Our Inclusive Approach

We believe that inclusion is the responsibility of the whole school.

SEND provision begins with high-quality teaching. Teachers are expected to know their pupils well and to adapt teaching, resources, environments and approaches to enable pupils to participate and make progress.

Inclusive practice may include:

- appropriate differentiation and adaptation;
- clear modelling and explanation;
- visual supports;
- scaffolding;
- carefully planned questioning;
- explicit teaching of vocabulary;
- repetition and overlearning;
- structured routines;
- flexible grouping;
- opportunities for practical learning;
- additional processing time;
- appropriate use of technology;
- sensory and environmental adaptations;
- communication-supportive approaches;
- explicit teaching of social and emotional skills;
- appropriate use of adult support;
- carefully selected interventions.

Adaptations should support access and independence rather than unnecessarily reducing ambition or creating dependency.

We recognise that pupils with SEND should, wherever possible, learn alongside their peers and participate fully in the life of the school.

Identification of 'SEN'

Early identification is a key principle of our SEND provision. We recognise that early action can help prevent difficulties from becoming more significant and can support positive long-term outcomes. Children may enter school with identified SEND or concerns may emerge during their time at Hipsburn.

Information may be gathered from:

- parents/carers;
- previous settings or schools;
- EYFS information;
- observations;
- teacher assessment;
- pupil progress information;
- work scrutiny;
- learning walks;
- behaviour and wellbeing information;

- attendance information;
- pupil voice;
- screening or assessment information;
- external professionals.

Where concerns arise, the class teacher will initially consider whether adaptations to teaching and ordinarily available provision can address the identified barrier.

Where concerns persist or there is evidence that a child may have SEN, the teacher will discuss this with the SENCO and parents/carers.

There should be no unnecessary delay in responding to identified needs. The Code states that:

"Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life".

Monitoring and Initial Support

Not every pupil experiencing difficulty will have SEN.

Some pupils may experience temporary or emerging difficulties and may benefit from additional monitoring, targeted classroom support or a time-limited intervention.

The school may therefore maintain monitoring or inclusion records alongside the SEND register.

The purpose of monitoring is to:

- identify emerging needs;
- evaluate the impact of classroom adaptations;
- identify patterns in progress or attainment;
- determine whether further assessment is required;
- ensure that appropriate support is provided at the earliest opportunity.

Where a child makes sufficient progress following targeted support, the additional intervention may be discontinued while appropriate classroom monitoring continues.

Where difficulties persist despite appropriate support, the school will consider whether the child may require SEN Support.

SEN Support

The SEND register is used to record pupils who have been identified as having special educational needs and who require SEN Support.

Being included on the SEND register is not determined simply by whether a pupil has:

- an intervention;
- an Individual Learning Plan;
- a behaviour plan;
- a medical plan;
- additional adult support;
- a period of monitoring.

The school considers the nature of the child's needs and whether they require special educational provision because of those needs.

Some pupils may receive targeted support without being identified as having SEN.

Where a pupil is identified as having SEN and receives SEN Support, their needs, outcomes and provision will be recorded and reviewed through the school's graduated approach.

The SEND register is reviewed regularly and pupils may be added to or removed from it where evidence indicates that this is appropriate.

The Graduated Approach

Hipsburn Primary School follows a graduated approach to SEND Support with four stages of action: assess, plan, do and review this means:

Assess

The class teacher, working with the SENCO, considers the child's needs and barriers to learning.

Assessment may draw upon:

- teacher knowledge and professional judgement;
- previous progress and attainment;
- classroom observations;
- assessment information;
- work scrutiny;
- pupil views;
- parent/carer views;
- information from previous settings;
- specialist assessments;
- advice from external agencies.

Where appropriate, information from health or other services will contribute to the assessment.

Assessment is an ongoing process rather than a one-off event.

Plan

Where SEN Support is considered appropriate, the class teacher and SENCO will work with the child and their parents/carers to identify:

- the child's strengths;

- identified needs and barriers;
- desired outcomes;
- appropriate provision;
- teaching strategies;
- interventions;
- resources or adaptations;
- responsibilities of staff;
- arrangements for monitoring;
- a date for review.

The intended impact of provision should be clear.

All staff working with the pupil should understand their needs, outcomes and agreed approaches.

Do

The class teacher remains responsible for the child's day-to-day teaching and learning.

Where additional interventions or support are delivered by teaching assistants or other adults, this should complement rather than replace high-quality classroom teaching.

The SENCO supports staff by:

- advising on appropriate strategies;
- supporting problem-solving;
- coordinating specialist advice;
- helping staff evaluate provision;
- monitoring the overall effectiveness of SEND support.

Support should be implemented consistently and appropriately.

Review

The effectiveness and impact of provision will be reviewed at agreed intervals.

Reviews consider:

- progress towards outcomes;
- attainment and development;
- engagement and participation;
- independence;
- wellbeing;
- pupil views;
- parent/carer views;
- staff observations;
- the effectiveness of interventions and adaptations.

Following review, the school may:

- continue the current provision;

- adapt provision;
- increase or reduce support;
- introduce a different approach;
- seek specialist advice;
- consider whether SEN Support remains appropriate;
- consider whether an EHC needs assessment may be appropriate.

The purpose of review is to determine **what difference the support has made** and what should happen next.

Individual Learning Plans

Where appropriate, pupils receiving SEN Support may have an Individual Learning Plan (ILP), Intervention and Support Plan or equivalent record.

Plans should be clear, concise and purposeful.

They should identify:

- strengths;
- areas of need;
- outcomes or targets;
- agreed provision;
- teaching approaches;
- responsibilities;
- review arrangements;
- pupil and parent/carer views.

Targets should be meaningful and linked to the child's identified needs.

Plans are reviewed with parents/carers at least termly where appropriate, and pupils are involved in reviewing their own progress wherever this is developmentally appropriate. The school aims to avoid unnecessary paperwork and ensure that plans are useful working documents rather than administrative exercises.

Our SEND Inclusion Summary is updated on a regular basis by the SENCo. It is updated by all staff at the end of each half term. The Summary is divided into the Three Levels of Needs (as detailed above).

Education, Health and Care Needs Assessments and EHC Plans

A small number of pupils may have needs which require support beyond that which can reasonably be provided through SEN Support.

Where appropriate, the school may request an Education, Health and Care Needs Assessment from the Local Authority.

The decision to request an assessment will be based on evidence gathered through the graduated approach and consideration of the child's needs, progress and provision already in place.

Parents/carers may also request an EHC needs assessment directly from the Local Authority.

Where a pupil has an EHC plan, the school will:

- ensure that the educational provision specified in the plan is delivered;
- ensure that staff working with the child understand the relevant provision;
- contribute to annual reviews;
- involve parents/carers and the pupil;
- work with relevant professionals;
- monitor progress towards outcomes;
- provide evidence of impact;
- support effective transition.

The school recognises that an EHC plan is a statutory document and will ensure that provision is coordinated accordingly.

Roles and Responsibilities

Governing Body

The Governing Body is responsible for ensuring that the school meets its statutory duties regarding SEND.

Governors will:

- ensure that appropriate SEND provision is available;
- monitor the effectiveness of SEND provision;
- ensure that the SEND policy is reviewed;
- ensure that SEND is considered within school improvement;
- receive appropriate information about SEND provision and outcomes;
- ensure that the school complies with relevant equality duties;
- appoint a governor with responsibility for SEND;
- support the SENCO and school leadership in developing effective provision.

Headteacher

The Headteacher will:

- provide strategic leadership for inclusion;
- ensure that SEND is considered within school improvement;
- work with the SENCO to develop effective provision;
- ensure that staff understand their responsibilities;
- advise governors regarding SEND;

- ensure that appropriate resources are allocated;
- promote a culture of high expectations and inclusion;
- ensure that safeguarding and SEND responsibilities are appropriately coordinated.

The Headteacher will ensure that the SENCO has appropriate involvement in strategic decision-making relating to SEND provision.

SENCO

The SENCO is responsible for the day-to-day coordination of SEND provision and for supporting the strategic development of SEND policy and practice.

The SENCO will:

- coordinate the identification and assessment of pupils with SEND;
- oversee the graduated approach;
- maintain accurate SEND records;
- coordinate the SEND register;
- support staff in planning and delivering inclusive provision;
- provide professional guidance to colleagues;
- support the monitoring and evaluation of SEND provision;
- work closely with parents/carers;
- involve pupils in decisions about their provision;
- coordinate work with external professionals;
- contribute to EHC needs assessments;
- coordinate annual reviews;
- support effective transition;
- identify staff training needs;
- contribute to school improvement planning;
- monitor the impact of SEND provision;
- liaise with the Local Authority and relevant services;
- ensure that SEND information is appropriately communicated and maintained.

The SENCO should have sufficient time, resources and access to leadership to fulfil these responsibilities effectively.

Class Teachers

Class teachers are responsible and accountable for:

- the progress and development of all pupils in their class;
- providing high-quality inclusive teaching;
- knowing the needs and strengths of pupils with SEND;
- adapting teaching appropriately;
- implementing agreed SEND provision;
- contributing to assessment and review;
- communicating with parents/carers;
- contributing to Individual Learning Plans and other support plans;

- working with the SENCO;
- seeking advice where necessary;
- monitoring the impact of interventions;
- promoting pupil independence.

SEND provision is not delegated entirely to the SENCO or teaching assistants.

Teaching Assistants and Support Staff

Teaching assistants play an important role in supporting pupils with SEND.

They will:

- implement agreed strategies and interventions;
- support pupils to access learning;
- promote independence;
- communicate relevant observations to teachers;
- contribute to assessment and review;
- work within agreed programmes and guidance;
- support pupils to develop confidence and self-management.

Adult support should be carefully planned and should not create unnecessary dependency.

The school will provide training and professional development to ensure that support staff have the knowledge and skills required to meet pupils' needs effectively.

Parents and Carers

We recognise that parents and carers know their children best. We aim to establish positive, respectful and collaborative relationships with families.

Parents/carers will be:

- informed when concerns arise;
- involved in identifying needs;
- consulted about provision;
- invited to contribute to targets and outcomes;
- informed about progress;
- involved in reviews;
- encouraged to share information from other professionals;
- supported to understand available services.

Parents/carers are encouraged to contact the class teacher, SENCO or Headteacher if they have concerns about their child's learning, development, wellbeing or SEND provision.

Pupil Voice

Children's views are central to our approach.

We recognise that children should be supported to express their views about:

- their strengths;
- what they find difficult;
- how they learn best;
- what helps them;
- what they would like to improve;
- their targets;
- their experiences of support.

The method used to gather pupil voice will be appropriate to the child's age, stage of development and communication needs.

For pupils with EHC plans, their views will contribute to annual review processes.

Working with External Professionals

Where specialist advice is required, the school will work with appropriate professionals.

This may include:

- Educational Psychology;
- Speech and Language Therapy;
- Occupational Therapy;
- Physiotherapy;
- specialist teachers;
- specialist sensory services;
- school nursing and health professionals;
- CAMHS or other mental health services;
- Early Help;
- social care;
- Local Authority SEND services;
- other appropriate specialist agencies.

The school will seek to ensure that advice from external professionals is translated into practical strategies that can be implemented within the classroom and wider school environment.

Parents/carers will normally be involved in discussions and referrals, subject to safeguarding or other statutory considerations.

Early Years and Transition

Hipsburn Primary School recognises the particular importance of early identification and intervention.

When children enter Reception, information will be gathered from:

- parents/carers;
- nurseries and pre-school settings;
- childminders where appropriate;
- previous professionals;
- EYFS records;
- observations and assessments.

Where children have identified SEND before starting school, the SENCO will seek to establish appropriate communication with the previous setting and relevant professionals to support continuity of provision.

Transition arrangements will be tailored to the individual child.

For pupils moving to another school, appropriate information will be shared to support continuity of provision.

For pupils transitioning within school, staff will ensure that relevant information, strategies, plans and pupil voice are communicated effectively.

SEND and Inclusion in the Early Years Foundation Stage

Our EYFS provision recognises that children develop at different rates and may require different approaches to learning.

Staff use observation, assessment and professional knowledge to identify emerging needs.

Where concerns arise, staff will:

- observe and assess the child;
- consider appropriate adaptations;
- discuss concerns with parents/carers;
- seek advice from the SENCO;
- liaise with the child's previous setting where appropriate;
- involve external professionals where necessary;
- monitor progress and evaluate support.

Provision will support children's communication, interaction, independence, social development, emotional wellbeing and access to learning.

Staff Training and Professional Development

The school is committed to developing staff expertise in SEND and inclusion.

SEND will form part of the school's wider professional development programme.

Training will be informed by:

- the needs of the current cohort;
- pupil progress;

- staff confidence;
- monitoring and evaluation;
- external professional advice;
- changes in statutory guidance;
- identified priorities within school improvement.

Training may include:

- whole-school SEND development;
- adaptive teaching;
- communication and language;
- speech and language strategies;
- autism;
- dyslexia and specific learning difficulties;
- social, emotional and mental health;
- sensory needs;
- behaviour and regulation;
- assistive technology;
- effective deployment of teaching assistants;
- inclusive classroom practice.

The SENCO will support staff through advice, modelling, coaching and professional discussion.

Monitoring and Evaluation of SEND Provision

The effectiveness of SEND provision is monitored through a range of processes, including:

- pupil progress meetings;
- analysis of assessment information;
- SEND register reviews;
- learning walks;
- lesson observations where appropriate;
- work scrutiny;
- review of Individual Learning Plans;
- intervention monitoring;
- pupil voice;
- parent/carer feedback;
- staff feedback;
- meetings with teaching assistants;
- external professional feedback;
- governor monitoring.

Monitoring will focus on:

What need have we identified?

What provision have we put in place?

Is it being implemented effectively?

What difference is it making?

What should happen next?

SEND provision will be evaluated as part of the school's wider improvement planning.

Monitoring Individual Provision

The SENCO will maintain an overview of SEND provision across the school.

This will include:

- the SEND register;
- monitoring/inclusion information;
- provision maps or equivalent records;
- Individual Learning Plans;
- EHC plans;
- intervention records;
- assessment and progress information;
- external professional recommendations.

Class teachers and support staff will contribute to the monitoring process.

Provision will be reviewed regularly and adapted where evidence indicates that a different approach is required.

Three Levels of Provision

Hipsburn Primary School uses a graduated model to support children according to their individual needs.

Level 1 — Quality First Teaching

All pupils receive high-quality, inclusive teaching.

This may include:

- differentiated or adapted work;
- scaffolding;
- visual support;
- additional modelling;
- flexible grouping;
- targeted questioning;
- repetition;
- practical resources;
- reasonable adjustments.

Some pupils may be monitored at this level while their progress is carefully tracked.

Level 2 — Additional School Intervention

Where concerns continue, pupils may receive additional, time-limited and targeted support.

This may include:

- small-group intervention;
- individual intervention;
- additional practice;
- targeted communication support;
- additional pastoral or emotional support;
- specialist resources;
- advice from external agencies.

Interventions will be carefully planned and their impact evaluated.

Level 3 — High Need / Highly Personalised Support

Where pupils continue to experience significant difficulties despite appropriate support, more personalised provision may be required.

This may involve:

- highly individualised teaching;
- specialist equipment;
- specialist teaching approaches;
- external professional involvement;
- additional adult support;
- consideration of an EHC needs assessment where appropriate.

The level of provision is determined by the child's needs rather than by a fixed hierarchy.

Independence and Effective Use of Support

A key principle of our SEND provision is to develop independence.

Adults supporting pupils will consider:

- whether support is necessary;
- whether the pupil can complete the task independently with appropriate adaptation;
- whether prompts can be reduced;
- whether the environment can be changed;
- whether visual or other aids can replace adult prompting;
- whether the pupil is developing self-advocacy skills.

We recognise that excessive adult support can unintentionally create dependency.

Support should therefore be purposeful, proportionate and designed to increase the child's confidence and independence.

Equality, Accessibility and Reasonable Adjustments

Hipsburn Primary School is committed to equality of opportunity.

We recognise our responsibilities under the Equality Act 2010 and will make reasonable adjustments to prevent disabled pupils from being placed at a substantial disadvantage.

This may include adjustments to:

- the physical environment;
- teaching and learning;
- communication;
- routines;
- activities;
- assessment arrangements;
- resources;
- access to the curriculum;
- participation in school life.

The school Accessibility Plan provides further information about how accessibility is developed.

Safeguarding and SEND

Pupils with SEND may be particularly vulnerable to safeguarding risks.

The school recognises that:

- some pupils may have difficulty communicating concerns;
- changes in behaviour may indicate an unmet need or safeguarding concern;
- some pupils may be more vulnerable to bullying, exploitation or abuse;
- communication needs must be considered when responding to safeguarding concerns.

SEND information will be considered within the school's safeguarding procedures.

Safeguarding concerns will always be managed in accordance with the school's safeguarding policy and statutory guidance.

Bullying and SEND

Hipsburn Primary School does not tolerate bullying.

We recognise that pupils with SEND may be particularly vulnerable to bullying and may require additional support to understand, report or respond to incidents.

Where bullying is identified, the school will:

- respond promptly;
- listen to the pupil;
- involve parents/carers as appropriate;
- investigate concerns;
- provide appropriate support;
- address the behaviour of pupils responsible;
- monitor the situation.

Complaints

We encourage parents/carers to raise concerns at the earliest opportunity.

In the first instance, parents/carers should contact:

1. the class teacher;
2. the SENCO;
3. the Headteacher.

If concerns remain unresolved, parents/carers may use the school's formal complaints procedure.

Parents/carers may also seek independent advice and support from the appropriate SEND Information, Advice and Support Service.

Funding and Resources

The school will use its available resources to provide appropriate support for pupils with SEND.

Resources may include:

- staffing;
- specialist equipment;
- intervention programmes;
- training;
- external professional advice;
- accessibility adaptations;
- teaching and learning resources.

The school will review the effectiveness of expenditure and provision as part of its wider monitoring and school improvement processes.

Record Keeping and Confidentiality

The school maintains appropriate records relating to pupils with SEND.

Information will be:

- accurate;
- relevant;

- kept securely;
- shared appropriately;
- handled in accordance with data protection requirements.

Information about a pupil's SEND should only be shared with staff who need it to fulfil their professional responsibilities.

Annual Review of this Policy

This policy will be reviewed annually.

The review will consider:

- changes in legislation and statutory guidance;
- changes in Local Authority guidance;
- developments in SEND practice;
- school priorities;
- pupil outcomes;
- parent/carer feedback;
- pupil voice;
- staff feedback;
- governor monitoring;
- findings from internal monitoring;
- external evaluation where applicable.

The SENCO and Headteacher will make recommendations for amendments to the Governing Body.

Related Policies and Documents

This policy should be read alongside:

- SEND Information Report;
- Accessibility Plan;
- Inclusion Strategy;
- Equality Policy;
- Safeguarding and Child Protection Policy;
- Behaviour Policy;
- Attendance Policy;
- Supporting Pupils with Medical Conditions Policy;
- Looked After and Previously Looked After Children Policy;
- Anti-Bullying Policy;
- Admissions Policy;
- Complaints Policy;
- Curriculum Policy;
- Teaching and Learning Policy;
- Pupil Premium Strategy;
- Educational Visits Policy.

Conclusion

At Hipsburn Primary School, our intention is to provide every child with the opportunity to learn, participate, develop confidence and achieve their potential.

We recognise that children may require different forms and levels of support at different points in their education. Our approach is therefore flexible, child-centred and responsive.

We believe that effective SEND provision depends upon strong relationships between children, parents/carers, teachers, support staff, school leaders, governors and external professionals.

Above all, we believe that SEND is the responsibility of the whole school and that inclusive practice should enable every child to feel valued, understood and able to succeed.

Appendices

Appendix 1 — Broad Areas of Need

Communication and Interaction

Children with speech, language and communication needs may have difficulty communicating with others, understanding language, expressing themselves or using social communication.

Autistic children may experience differences in social interaction, communication, flexibility, sensory processing and patterns of behaviour.

Provision should be individualised and should consider the child's communication profile, strengths and needs.

Cognition and Learning

Learning difficulties may affect the pace at which a child learns or their ability to acquire, retain and apply information.

Specific learning difficulties may affect particular aspects of learning, including reading, writing, spelling or mathematics.

Support should focus on identifying barriers and providing effective teaching approaches.

Social, Emotional and Mental Health

Children may experience a wide range of social and emotional needs.

These may present through:

- anxiety;
- withdrawal;
- difficulties regulating emotions;
- difficulties developing relationships;
- low self-esteem;
- challenging behaviour;
- difficulties with attention or concentration.

Behaviour should be understood within the context of the child's individual needs and circumstances.

Sensory and/or Physical Needs

Some children may require additional provision because of:

- hearing impairment;
- visual impairment;
- physical disability;
- sensory processing differences;
- long-term health conditions.

Provision should enable pupils to access learning and participate fully in school life.

Appendix 2 — SEND Monitoring Cycle

Hipsburn Primary School uses a continuous cycle of:

IDENTIFY → ASSESS → PLAN → DO → REVIEW → ADAPT

Identify

What are the child's strengths, needs and barriers?

Assess

What evidence do we have and what further information is required?

Plan

What outcomes are we seeking and what provision will help achieve them?

Do

Is the agreed provision being implemented effectively?

Review

What difference has the provision made?

Adapt

What should we continue, change, increase, reduce or stop?

The cycle is repeated as required.

Appendix 3 — Principles for Effective SEND Provision

At Hipsburn Primary School, effective SEND provision should:

- start with the child's strengths;
- identify barriers to learning;
- maintain high expectations;
- prioritise high-quality teaching;
- be evidence-informed;
- be proportionate and purposeful;
- promote independence;
- involve the pupil;
- involve parents/carers;
- use specialist advice appropriately;
- be regularly reviewed;
- focus on impact rather than activity;
- contribute to positive educational and wider outcomes.

Appendix 4 — Responsibilities at a Glance

Role	Key responsibility
Governing Body	Strategic oversight and statutory accountability
Headteacher	Leadership, resources, inclusion and school improvement
SENCO	Coordination, advice, monitoring and strategic SEND development
Class Teacher	Teaching, progress, provision and assessment of all pupils
Teaching Assistant	Implementation of agreed support and promotion of independence
Parents/Carers	Partnership, information, views and participation
Pupil	Participation in decisions and development of self-advocacy
External Professionals	Specialist assessment, advice and support

Appendix 5 — Review and Monitoring Calendar

Autumn Term

- Review SEND register.
- Establish provision and priorities.
- Review pupil and parent information.
- Identify staff development needs.
- Establish baseline information.
- Review individual plans.
- Monitor implementation of provision.

Spring Term

- Review progress and provision.
- Evaluate interventions.
- Conduct learning walks and/or monitoring.
- Gather pupil and parent voice.
- Adapt provision where required.
- Identify further professional development needs.

Summer Term

- Evaluate annual impact.
- Review SEND outcomes.
- Review effectiveness of interventions.
- Consider pupils moving between stages of support.
- Plan transition arrangements.
- Identify priorities for the following academic year.
- Review and update the SEND Policy and Information Report where required.

Communication and interaction

- . 6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.
- . 6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

- 6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
- 6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

- . 6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behavior. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
- . 6.33 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools - see the References section under Chapter 6 for a link.

Sensory and/or physical needs

- . 6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deaf and blind children and young people is available through the Social Care for Deaf and blind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).
- . 6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Appendix 2

Protocols for monitoring and intervention

Action	Document or form	Responsible person
Identification of difficulty and initial information gathering	EYFS Wheel School Monitoring Sheet	EYFS key Person Class teacher
Group intervention		Class teacher (in consultation with SENCo).
Individual intervention		Class teacher (in consultation with SENCo).
Intervention review of progress		Person (e.g. teaching assistant) leading the intervention, with the support of the class teacher
SEND referral	SEND referral	Teacher to complete with SENCo
Request for funding	STAR request to LA	Teacher to complete with SENCo
Multi agency review and plan	Early Help Assessment	Named lead person
A statutory assessment should be undertaken where there is a significant educational need, for example when there is evidence that despite the help of external agencies and personalised support the difficulties remain or have not been remedied sufficiently. The SENCo will request a Consideration of Statutory Assessment (COSA) using a standard form. This may result in an EHCP – Education, Health and Care Plan.	The SENCo will request a Consideration of Statutory Assessment (COSA) using a standard form. These can be accessed on the LA website for SEND.	Teacher and SENCo (reports from supporting agencies)

Protocols for keeping records		
Half termly summary of class monitoring and interventions	Inclusion Register - this is used to inform the School Census on SEN data for the Local Authority	Class teacher
Half termly whole school summary of monitoring, internal interventions, external interventions referrals and other actions		SENCo