



Special Educational Needs and Disability (SEND) Policy

Responsibility and School Ethos

At Henbury View First School we are fully committed to:

- Promoting the inclusion of all children
- Believing that all children have a right to be educated with their peer group
- All children feeling celebrated and valued, regardless of their abilities, behaviours, gender, religion or ethnic background
- Supporting all children to learn and reach their full potential
- Believing that all teachers are teachers of children with Special Educational Needs and Disability (SEND)

This policy complies with the statutory requirements detailed in the SEND Code of Practice (2014) and has been written with reference to the following guidance and legislation:

- Equality Act (2010)
- Children and Families Act (2014)
- Henbury View First School SEND Information Report (2021/22)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (2014)
- The National Curriculum in England framework document (2014) and EYFS Development Matters (2012)

The SEND Policy has been developed in consultation with the Headteacher, SENDCo, Senior Leadership and School Governors.

Person responsible for SEND provision:

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Provision for pupils with SEND is a priority for the school as a whole. The SENDCo is responsible for determining the policy and provision for pupils with SEND.

AIMS

At Henbury View First School we are committed to:

- All teachers being teachers of SEND pupils. Teaching and supporting such pupils is therefore a whole school responsibility requiring a whole school response.
- To create an atmosphere of encouragement, acceptance, respect of achievements and sensitivity to individual needs, in which all children can fulfil their potential.
- Identifying (early indicators of) SEND as early as possible
- Providing appropriate support which is closely matched to a child's individual needs
- Providing quality first teaching for all children, including those with SEND
- Enabling all children to have full access to all elements of our school curriculum
- Accurately assessing the learning and the progress of pupils' learning with SEND
- Consulting with parents/carers of pupils with SEND, informing them of their child's learning and progress
- To ensure smooth transitions at each stage for the pupils.
- Ensuring that the needs of SEND pupils through partnership working between all those involved – LA, school, parents/carers, pupils, children's services and all other agencies.
- Improving the attainment of pupils learning with SEND
- Providing appropriate training and support to all staff

Individual Education Plans (IEPs) are used to follow the Plan, Do, Review Cycle of Assessment as outlined in the SEND Code of Practice (2014). This approach allows for the close adapting and monitoring of individual targets personalised to the child's learning needs, where necessary. Henbury View First School is committed to welcoming all pupils. Adjustments will be made where necessary and where possible to enable all pupils for whom Henbury View School is the best placement, to access lessons and social time as freely as possible. Needs and adjustments will be considered on an individual basis.

OBJECTIVES

- To identify and provide for children who have special educational needs and additional needs
- To work within the guidance provided in the SEND Code of Practice, 2014
- To operate a "whole child, whole school" approach in the management and provision of support for children with special educational needs or disability
- To employ a Special Educational Needs Co-ordinator (Inclusion leader) who will work within the bounds of the SEND Policy
- To provide support and advice to all staff who work with children with special educational needs.
- To ensure that parents/carers have knowledge about the SEND provision that the school makes, is able to make their views known about how their child is educated and have access to information, support and advice.
- To ensure all pupils have a voice in their education that is heard and is part of the identification and provision mapping process through the passport system.

Definition of Special Educational Needs and Disability (from DfES Code of Practice 2014)

A child or young person has SEND 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:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools or mainstream post-16 institutions.

Disabled children and young people without SEND are not covered by the Bill or this Code of Practice but are covered by provisions elsewhere in legislation, including in the Children Act 2004, the Equality Act 2010 and the Health and Social Care Act 2012.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The SEND Code of Practice (2014) outlines four areas of difficulty. It is recognised that children with SEND may experience difficulties in more than one area:

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

We aim at all times to involve individual pupils in planning and reviewing their needs alongside their parent/carer/teacher and support staff. This may also involve consultation of and involvement with external agencies and providers for support.

Identification of Special Educational Needs and Disability (SEND)

We accept that pupil's needs should be identified and met as early as possible. Through collaboration and discussions with parents/carers, we work to gain understanding of SEND provisions already in place. This involves working directly with the child and parents/carers but may also require additional support from external agencies.

Types and categories of SEND:

- Specific Learning Difficulty (SpLD)
 - Such as dyslexia, dyspraxia, attention deficit-hyperactivity disorder (ADHD), dyscalculia and dysgraphia.

- Moderate Learning Difficulty (MLD)
 - Attainment is significantly lower than that of their peers. Specific programmes are required to aid progress in cognition and learning.
- Severe Learning Difficulty (SLD)
 - Significant intellectual or cognitive impairments.
- Speech, Language and Communication Needs (SLCN)
- Social, Emotional and Mental Health (SEMH)
- Autistic Spectrum Condition (ASC)
- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multisensory Impairment (MSI)
- Physical Disability (PD)

External agencies include:

- Child and Adolescent Mental Health Services (CAMHS)
- Mental Health Support Team (MHST)
- Educational Psychologists
- Occupational Therapists
- Speech and Language Therapists
- Physiotherapists
- Social Care/Early Help
- School Nurse Service
- Paediatricians

A Graduated Approach to SEND Support

The SEND Code of Practice (2015) states that pupils are identified as having SEND if they do not make age-related or adequate progress once all reasonable adjustments, provisions and additional interventions, alongside quality first, personalised teaching have been made.

We provide quality first teaching in every lesson, for all pupils. Class Teachers are fully responsible for the learning, development and progress of all pupils in their class, including providing pupils with access to additional provision and support where appropriate.

Through following a Graduated Response to SEND, the support for all pupils is separated into stages. This is reviewed each term and pupils' provision is assessed and evaluated accordingly. We will regularly monitor and assess all pupils with SEND to ensure that the provision continues to have a positive impact on their attainment and progress. This is done through collaboration.

All pupils Stage 1:

Universal provision for all

Part of Quality First Teaching general provision, along with reasonable adjustments which may include :

- Carefully planned adapted teaching

- Assessment for Learning to identify children in need of further scaffolding or support.

Stage 2:

Early Intervention support:

In addition to stage 1:

Support within class through small groups and individual support which is delivered by class teachers and/or support staff (eg Flexible groups)

Stage 3:

Targeted additional support

In addition to stages 1 and 2:

- Additional group or individual programmes
- Evidence base interventions with pre and post assessments
- Teacher responsible for early identification and meeting of needs under SENCo guidance
- Monitoring to consider placement on or off SEND register

Stage 4:

Targeted, intensive additional support (Entry onto SEND Register).

In addition to stages 1-3:

- Multi professional support is sought and followed
- SEN IEP/ Pupil Passport following a termly Assess, Plan, Do, Review (APDR) cycle
- Identified on the school SEND Register
- Evidence gathering of APDR cycles in consideration of request for statutory assessment and Education, Health and Care Plan.
- The SEND Register is monitored and reviewed on a termly basis.
- Pupil's progress and attainment is closely monitored and provision reviewed accordingly.
- Targeted interventions are planned and delivered, under the supervision of the SENCo.
- Individual needs are recognised, addressed and met through intervention which can be learning based or through pastoral /SEMH/ support.
- External agency and professional advice implemented and reviewed such as via Outreach Teachers, EP, CAMHS and other external agencies and professionals.
- Training and coaching support given to staff delivering this level of provision to ensure optimum outcomes and impact – led by SENCo.
- Parent's play an active role in their child's provision and are kept well-informed of their child's progress.

Stage 5: Few pupils

Provision over and above stage 4.

- Education, health and Care Plan obtained, provision is monitored and in place.
- Annual Reviews monitor progress
- Alternative provision and pathways considered and in place where necessary.

Through provision:

- Provisions as set out in their EHCP are evident and support children's learning.
- Clear range of strategies and approaches to support differentiated day to day teaching is agreed by all those involved, based on specialist advice.
- Targeted, intensive additional provision that addresses the pupil's needs is planned, with agreed outcomes and review points.
- Any additional training for teachers and support staff is arranged.

In line with the guidance provided in the SEND Code of Practice (2014), once a child has been identified as learning with Special Educational Needs and Disability, it is the school's responsibility to record each individual's needs on the SEND register.

Criteria for exiting the SEND Register:

Following the Graduated Approach, if a pupil's progress accelerates and comes within the 'average' requirements for their age and no longer requires additional support to sustain this, then they will exit the SEND register. This will be discussed and celebrated with the child's parents. Following their exit, their progress will be monitored closely through pupil progress meeting, attended by SLT as well as through regular assessment and monitoring completed by their class teacher.

Education, Health and Care Plans (EHCPs)

Where a pupil has significant, severe or sustained needs and the steps taken by the school do not result in expected progress being made, the school and parents/carers may need to consider requesting an Education, Health and Care Plan.

The SENDCo in collaboration with parents/carers, will make a referral to the Local Education Authority to request an EHC Plan when a pupil has a Special Educational Need and Disability which will require significant, long term support.

We will comply with all the local arrangements and procedures when applying for an Education, Health and Care Plan and ensure that all requirements for an application have been met through proactive additional SEND support at an earlier stage.

Pupils with an Education Health and Care Plan will have access to the provision detailed on their plan. Their progress will be reviewed annually in a formal meeting to which all parties are invited.

Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs and Disability Code of Practice and with local policies and guidance – particularly with regard to the timescales set out within the process.

Assessment of pupils with SEND

The SEND code of Practice (2015) and Graduated Response sets out four stages of action: Assess, Plan, Do, Review (APDR). The APDR cycle is completed once a term.

Henbury View First School regularly monitors and evaluates the quality of provision for all pupils. This is done through lesson observations, work scrutiny and termly pupil progress meetings. The Governors and Trust meet regularly with Senior Leadership Team to monitor, challenge and support the school at a strategic level.

All year groups complete termly assessments and all pupils on the SEND register have their reading, spelling and number age assessed on a termly basis. Teachers monitor the progress made and necessary adjustments are made through discussion with the SENCo, in line with the Graduated Response to SEND.

Key Performance Indicators (KPI's) are used to assess Pupil's progress against the National Curriculum. Where a child is working below Age Related Expectations (ARE), they will be assessed against the appropriate KPI, which in some cases may require working below the Key Stage. If a child is assessed as working Below Key stage, teachers may use the Hamwic Building Blocks to form accurate assessments, to monitor progress and set appropriate targets for their next stages in learning.

Individual Education Plans.

Once a child has been placed onto the school's SEND register (Stage 4 of the Graduated Response to SEND), their progress will be closely monitored through the use of an Individual Education Plan (IEP).

Individual Education Plans are used to follow the Assess, Plan, Do, Review cycle of assessment. This approach allows for the close tailoring and monitoring of individual targets personalised to the child's learning needs where necessary. Targets are set each term, which aid to address and remove barriers to learning through additional provision and intervention. Progress is monitored throughout the term and reviewed at end of term which is overseen by the SENCO.

Parents are kept informed of their child's progress using the Individual Education Plans which are sent home each term.

Supporting Pupils and Families

Henbury View First School published a SEND Report: Meeting the Needs of Children with SEND 2026/27, which is updated annually. This is a statutory requirement which outlines our offer of support for all areas of SEND and is available on the school website.

All information can be provided in hard copy and in other formats upon request. Alternatively, families without internet access may visit the school to use IT facilities to view the school and local authority's websites.

The Children and Families Bill (2014) denotes that local authorities are required to publish and review information about services available for children and young people with Special Educational Needs and Disability (SEND) aged 0-25 years.

The Dorset County Council offer can be found at:

<https://www.dorsetcouncil.gov.uk/children-families/sen-and-disability-local-offer/dorsets-local-offer#:~:text=Dorset%20Council's%20Local%20Offer%20for,more%20about%20our%20Local%20Offer.>

Supporting Pupils with Medical Conditions and Disabilities

Henbury View First School recognises that a medical need is not necessarily a Special Educational Need or Disability and are experienced in supporting children with a variety of requirements.

The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support pupils with medical conditions and individual healthcare plans are used where needed to specify the type and level of support required to meet the medical needs of such pupils. It is important to recognise that some medical conditions do not constitute a SEND need.

Pupils at school with medical conditions should be properly supported so that they have full access to all elements of the school curriculum, including school trips and physical education. Where a pupil is disabled, the school will comply with its duties under the Equality Act 2010. We recognise that provisions relating to disability must be treated favourably and the Henbury View First School are expected to make reasonable adjustments in order to accommodate children who are disabled or have medical conditions.

Admissions Procedures

No pupil can be refused admission to school on the basis of a special educational need and disability. In line with the SEND and Disability Act, we will not discriminate against disabled children and we will take reasonable steps to provide effective educational provision.

Parents/carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place. We support the Local Education Authority's Admissions Criteria, which does not discriminate against pupils with special educational needs and disability. Our Admissions Policy has a due regard for the guidance in the Code of Practice, and our Accessibility Plan should be read in conjunction with this policy.

Transition Arrangements

We aim to ensure a smooth transition into our school from the previous phase of education or home setting and from our school into the next phase of education.

We will ensure:

- Early and timely planning for transfer to a pupil's next phase of education
- Offer transition meetings to all pupils in receipt of additional SEND support

- Pupils with an EHCP will have next phase destinations and transition arrangements discussed as part of their annual review meetings
- Pupils are supported in coming to terms with transitions between year groups
- Pupils learning with SEND are familiarised with key adults
- The Pupil Engagement and Welfare officer provides emotional support during transition periods
- Pupils and parents/carers will be included in all transition activities with the next phase in their learning and education

Where a pupil is transitioning to a new school, we will ensure:

- Pupils and parents/carers are encouraged to consider all options for the next phase of education
- Where appropriate, outside agencies are involved to ensure information is comprehensive but easily accessible and understandable
- Accompanied and additional visits may be arranged as appropriate
- ELSA support, social stories will be put in place if needed by the pupil

The SENDCo will liaise with the SENDCo from the new school and parents/carers will be given a reliable named contact at the next phase provider.

School Trips and Extra Curricular Activities.

Reasonable adjustments will be made to ensure that full participation in wider school life is accessible to all children with SEND to ensure equal opportunities are provided and offered. Where necessary, external advice and support may be sought to ensure that this is possible.

Teachers complete risk assessments ahead of particular practical lessons and any extra curricular activities including trips and residentials to ensure adequate planning and consideration is made in order to achieve full participation and engagement. Parents will be consulted where necessary about additional provision regarding trips and residentials to ensure this is a successful and enriching experience.

Local offers

Through working closely with parents, carers and external agencies, our school-offer is as set out in this SEND policy and the SEND information Report which can be found on the school's website. We have access to a number of external services whom the SENCo can refer to where needed to either seek further support, assessment and recommendations to support pupils learning with SEND at Henbury View First School.

The Dorset Local Offer sets out details of information, advice and support related to SEND can be accessed and how it is resourced.

Support for Families

The Children and Families Act (2015) denotes that local authorities are required to publish and review information about services available for children and young people with special educational needs and disabilities (SEND) aged 0-25 years.

Henbury View First School publishes a SEND Information Report, which is updated annually. This is a statutory requirement which outlines our offer of support for all areas of SEND. This is available on the school website.

Henbury View First School SLT and Family support worker can signpost and support families in need of short or long-term support, particularly when difficulties arise around attendance, parenting and the wellbeing of children. Through working closely with the SENCo, further referrals may be made to external agencies for more targeted support for families in supporting their child at home.

Through working closely with Dorset County Council Children's Services, it may also be necessary to refer families to the Early Help service for further intervention and support with matters that are adversely affecting a child's development or wellbeing.

SENDIASS support is available for parents to access for advice and support. SENDIASS aims to empower children and young people with special educational needs/disabilities and their parents/carers to make informed decisions about education, health and social care. The service can be self-referred into by parents or the SENCO can support parents with this seeking further advice.

Further information regarding SENDIASS can be found here: <https://www.dorsetsendiass.co.uk/>

Monitoring and Evaluation of SEND

Henbury View First School regularly monitors and evaluates the quality of provision for all pupils. This is done through lesson observations, work scrutiny, review days and pupil progress meetings. Each year pupils, staff and parents/carers are able to give their views on provision. The Executive Headteacher and Governors support and challenge the SENDCo at a strategic level.

Training and Resources

Training needs are identified through a process of analysis of need of both staff and children as and when required.

The SENCo will provide information on specific needs of new staff.

Additional training may also be arranged to support specific medical needs and will be arranged in conjunction with medical professionals.

Storing and Managing Information

All data including data stored electronically is subject to Data Protection law. All paper records will be held in line with the school's policy/protocol on security information.

Complaints Regarding SEN Provision

Any complaints regarding SEND provision should be made directly to the SENDCo who will respond by telephone within a calendar week.

If parents are still concerned, then the Complaints Procedure as set out on the school website should be followed.

Date reviewed: September 2026

Review date: September 2027

Alex Fraser-Hurst (SENDCo) September 2026