

Lytchett Matravers Primary School

Inclusion & SEND Policy

Prepared By:

Laura Dominey

Approved By:

LGC

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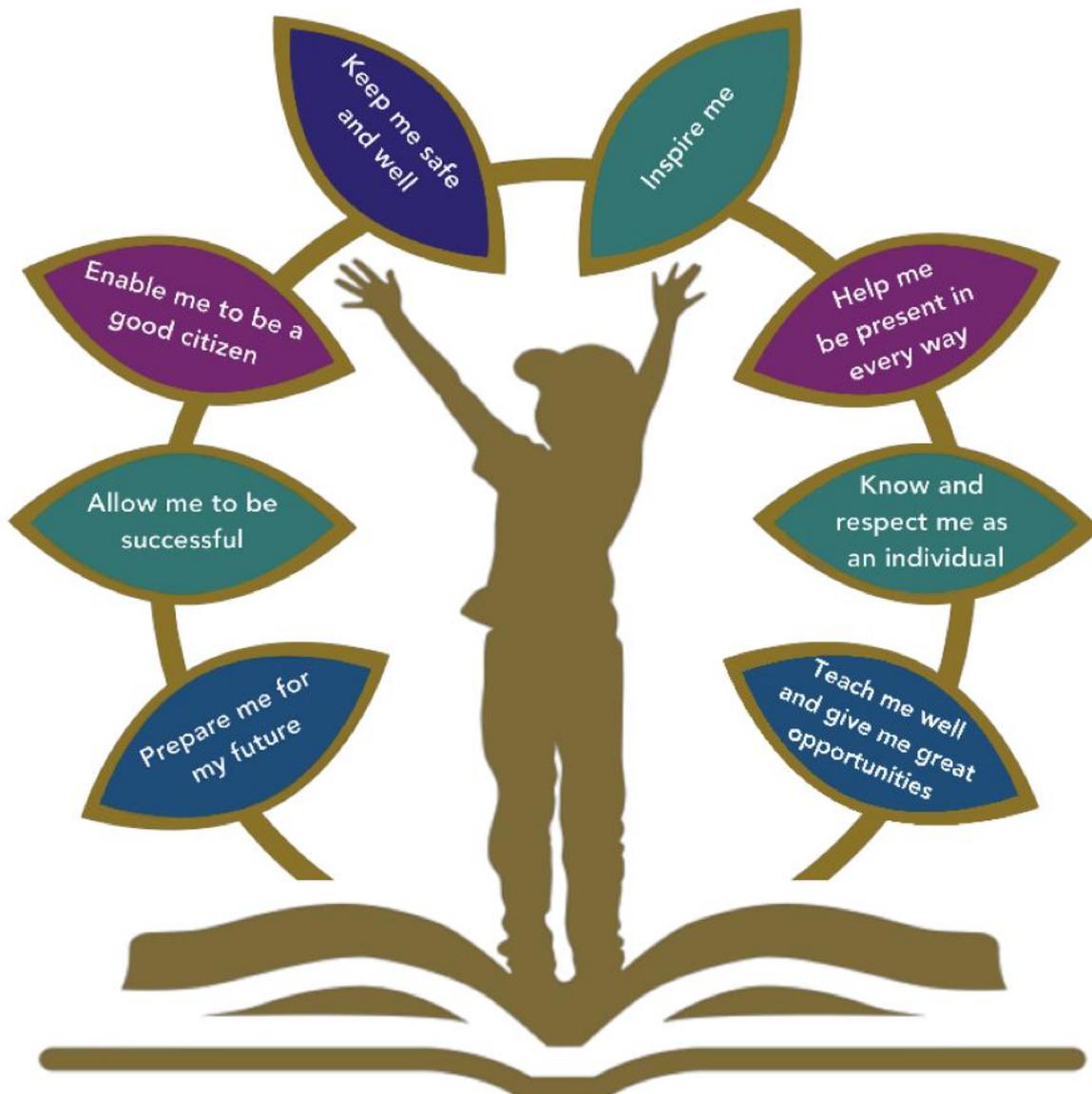
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Sam's Entitlement

1. Introduction

Hamwic Education Trust (HET) believe that all pupils should receive a high quality, enriching, learning experience in a safe and inclusive environment, which promotes excellence through a broad curriculum that prepares them for their future and opens doors to a diverse array of opportunities as well as that all pupils and adults within HET flourish as individuals and together.

2. Scope

This policy is for all employees working within a HET school or establishment (which for ease of reference are referred to throughout this document as 'schools') or the HET Managed Service (MS) Team. It does not apply to agency workers, consultants, self-employed contractors, volunteers or work experience students.

3. Aims

3.1. All schools within the Trust share common values and an ethos that that all our pupils receive a high-quality, enriching learning experience in a safe and inclusive environment. This SEND policy aims to strengthen and work with our communities to continue to ensure that all pupils receive their entitlement to a quality education, one that is appropriate to their individual needs, and promotes high standards and the fulfilment of potential. Our support for all children within our care extends to those children with additional needs that require assistance to help them fulfil their potential.

3.2. Each HET school shall ensure that:

- Pupils will not be labelled or disadvantaged by any policy or procedure operated within the Trust.
- It works in partnership with parents and appropriate external agencies to support students with special educational needs and will use its best endeavours to ensure that appropriate provision is secured for any pupil with special educational needs to achieve agreed outcomes.
- It has a Special Educational Needs Coordinator (SENCO). The SENCO will maintain and regularly review the SEN register held in respect of an individual pupil and coordinate support; however, it will be the responsibility of all staff to support individual pupils, to implement strategies suggested by the SENCO, and generally be responsible for ensuring that pupils receive provision appropriate to their needs and agreed outcomes.
- Children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.

3.3. As an inclusive setting, Lytchett Matravers Primary School and Preschool are committed to:

- supporting the right of every child to have equal access to a broad and balanced education which incorporates the National Curriculum, regardless of their academic or physical ability, behaviour, gender, religious or ethnic background.
- supporting all children in their endeavors to reach their full potential by providing flexible and varied support appropriate to their individual needs, in a caring atmosphere where self-esteem, confidence and independence are fostered.
- working in partnership with parents and external professionals to ensure that the needs of children with SEND are met.

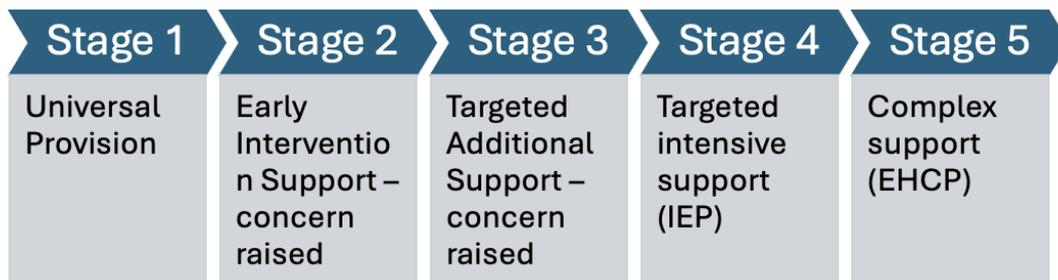
3.4. At Lytchett Matravers Primary School and Preschool, our aims are:

- To form a positive working partnerships with parents/carers, consulting with and reporting to them from the outset and at regular intervals on their child's progress.
- To ensure that all staff are alert to any indications that a child may be experiencing difficulties at school.
- Early intervention is key, children should be assessed as soon as possible when difficulties are recognised, using a range of screening and assessment materials.
- To plan and implement an individual programme of support adhering to the approach described in the SEND Code of Practice.
- To involve the pupil in planning for and reviewing the provision for their needs.
- To consult fully with the class teacher and teaching assistants at all stages.
- To collaborate with all external providers of support.
- To monitor, record and review the effectiveness of the programme on a regular basis, adjusting where necessary.
- To provide quality first teaching for all, including those learners with SEND.
- To accurately assess and track the progress of children with SEND and work to ensure that attainment for these children improves.
- To provide appropriate training and support to all stakeholders within the setting regarding SEND.

4. The Graduated Response to SEND

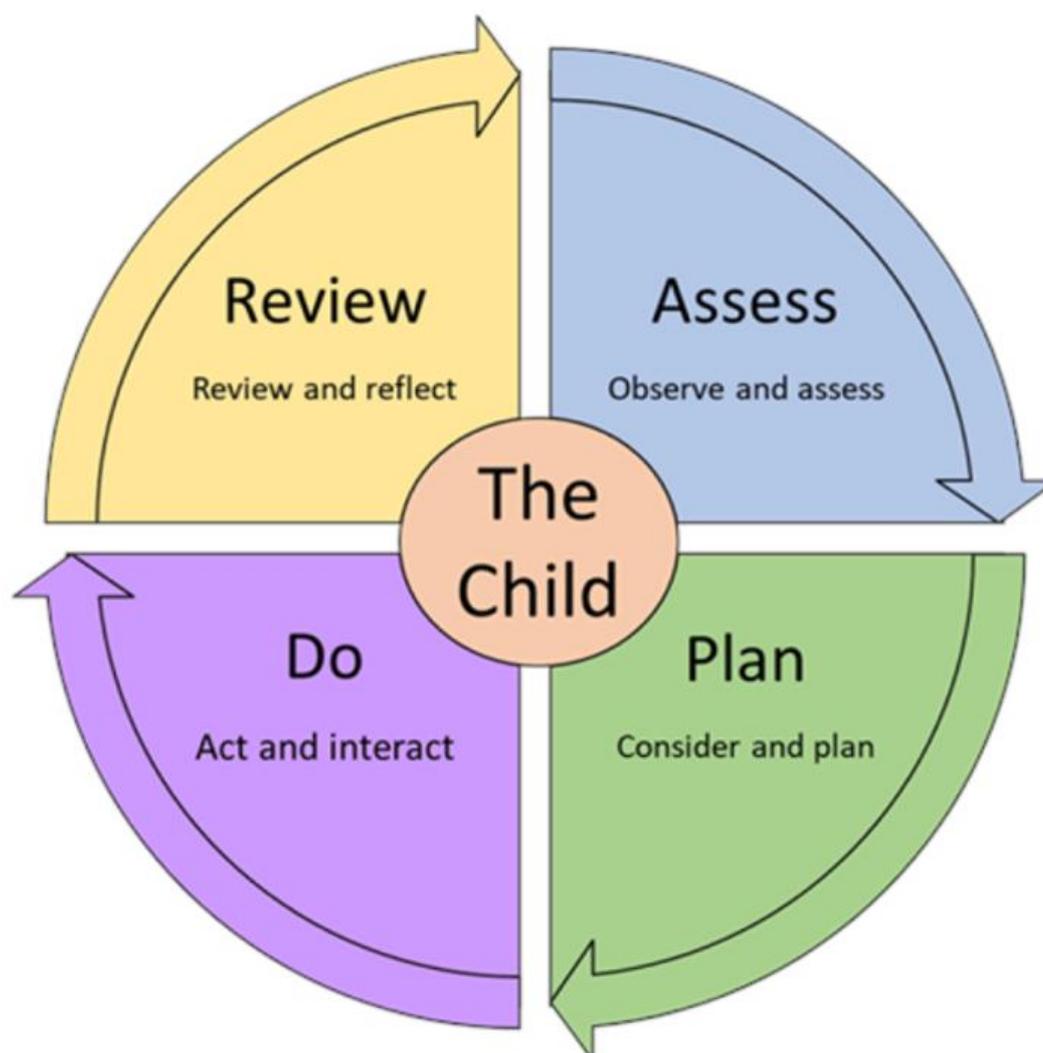
4.1 Lytchett Matravers Primary School and Preschool SEND provision is supported via the Graduated Response. Staff utilise Hamwic Education Trust toolkits in place to support this, which detail the Graduated Response at Lytchett Matravers Primary School and Preschool. The Graduated Response and approach, means that provision for a child with a SEND is a continuum, between whole class Quality First Teaching at the one end and highly personalised, bespoke curriculum planning and 1:1 teaching at the other.

4.2. All children must have access to quality first teaching, but where a potential SEND has been identified, the approach to this child's teaching and learning becomes increasingly personalised as understanding of the child and his/her need/s develop. Thus, support becomes more targeted as outlined in the graduated response to SEND below:



4.3. A few children with complex SEND will move through the graduated approach, towards more specified individual support. Many children will have a mixture of support and, depending on the lesson, can move, at any point through this continuum. Similarly, a child who has received a high level of 1:1 support can move the other way on the continuum as they begin to need less individualised support and can manage their learning more independently in the classroom.

4.4. Within each section of the Graduated Response, a cycle of assessing, planning, doing, and reviewing is ongoing. This cycle can become more individualised as the child's needs become more complex. The cycle is driven by the child's needs.



4.5. The Assess, Plan, Do, Review (APDR) cycle of assessment as outlined in the SEND Code of Practice (2014) for all learners with SEND and the principles of this are applied to the SEND provision at Lytchett Matravers Primary School and Preschool. Those children who still show significant need, despite close mapping and monitoring of their provision, early intervention and support may move to Stage 4 of the graduated response and be provided with an Individual Education Plan (IEP). An IEP sets specific targets and outlines any amendments to provision that are necessary, in an attempt to reduce or remove barriers to learning. These are complimented by comprehensive class provision, outlining the support and provision in place for those pupils who are on the SEND register. These plans also follow the assessment cycle outlined in the Code of Practice and are shared regularly with parents in co-production to celebrate successes and review barriers.



Special educational needs and disability code of practice: 0 to 25 years

5. The SEND Code of Practice

5.1. In line with the SEND Code of Practice 2014, a child at Lytchett Matravers Primary School and Preschool is defined as having SEND when their needs, to include learning needs require support above and beyond that normally provided in the classroom or early years setting.

5.2. The current SEND Code of Practice: 0-25 years (January 2015) (CoP) explains there is a continuum of SEN and that, where necessary, a graduated approach should be used to address SEN. This is the principle by which SEND is addressed at Lytchett Matravers Primary School and Preschool.

5.3. The CoP states that class and subject teachers should seek to identify pupils making less than expected progress (CoP: 6.17) and that where this is the case the first response to a lack of progress should be high quality teaching, targeted at their area of weakness. Quality First Teaching is at the heart of our aims for all of our children.

5.4. All children and young people with SEND will have an identified Primary Area of Need and many may have additional needs across a range of other areas. Every child is different. It is important that the individual child, and their range of needs are explored by staff when provision is planned.

There are 4 areas of need:

- Cognition and Learning (CAL),
- Communication and Interaction (CAI),
- Social Emotional and Mental Health (SEMH)
- Sensory and Physical (PD)

5.5. Each of these areas has been broken down into 4 phases of support. The SEND Code of Practice 0-25 years (January 2015), details the same 4 broader categories of need, which have been woven through the five stages of our graduated response to SEND.

These are;

A. Universal Provision - Quality First Teaching

Typically, class-based differentiation, part of Quality First Teaching general provision, with some reasonable adjustments where needed to meet needs.

B. Universal Plus Provision - Targeted SEND support

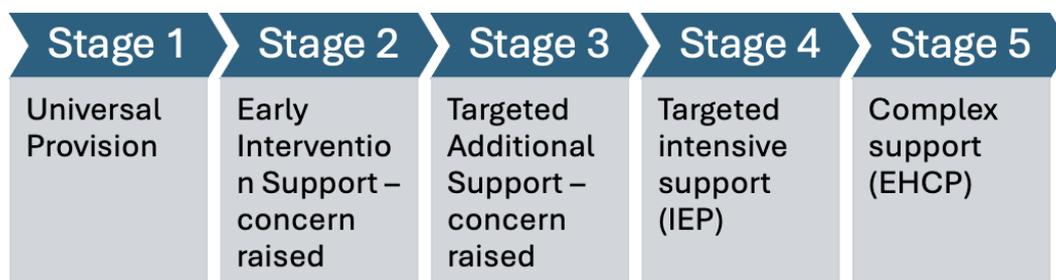
Carefully planned and targeted interventions delivered by class / year group teams under the supervision of the SENCO.

C. Universal Partnership Plus Provision – Specialist SEND support

Input from wider professionals in place and applied to the provision delivered.

D. Statutory Provision

EHCP in place already to support and guide provision. Also, those identified for this level of support and / or alternative pathways or provision is in place for them.



5.6. All support provided and decisions taken have regard to these general principles as well as the legal framework set out in the Children and Families Act 2014, the SEND Regulations 2014, and the SEND Code of Practice 2015.

6. Definitions

- 6.1** Under the Children and Families Act 2014, a child/young person will have SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.
- 6.2** A child or young person will have a learning difficulty or disability if they have:
- A significantly greater difficulty in learning than the majority of others of the same chronological age.
 - A disability that prevents or hinders them from making use of facilities that are generally provided for others of the same age in mainstream schools in England.
- 6.3** Special educational provision is education or training that is additional to or different from that made generally, for other children/young people of the same age by mainstream schools. This provision is above that which you would expect in stage 1 of the graduated response.
- a) for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in the area.
 - b) for children under two, educational provision of any kind. See Section 20 Children and Families Act 2014.

7 Roles and Responsibilities

- 7.1 The implementation of this policy will be monitored by the Board of Trustees and Local Governing Committee (LGC) and remain under constant review by Directors of Education for Primary and Secondary Education.

Each School will appoint a Governor with responsibility for SEN. The SEN Governor will raise SEN issues at LGC meetings, monitor the quality and effectiveness of SEN provision within the School and work with designated senior leaders to develop the SEND policy and provision. **At Lytchett Matravers Primary School and Preschool, the Governor with responsibility for SEND is Karen Hesketh.**

The School Leader will work with the SENCO and SEN Governor to develop the SEN policy and provision within the school. The School Leader has overall responsibility for the provision and progress of learners with SEND.

The SENCO will coordinate the School’s approach to SEND provision and will undertake those duties set out in chapter 6 of the SEND Code of Practice 2015.

Class Teachers are responsible for the progress and development of every pupil in their class and will work with the SENCO and Teaching Assistants (TA) to ensure the “assess, plan, do, review” cycle is appropriately implemented to support any pupil with SEND.

7.2 Meet the team



Mr Matt Vernon
Headteacher, Designated
Safeguarding Lead (DSL) -
Safeguarding & Attendance
Lead



Mrs Laura Dominey
Deputy Headteacher -
Designated Safeguarding Lead
(DSL) - Safeguarding - SENDCo



SEND Assistant, Reading
& Spelling Specialist Teacher



Mrs S Gray
Early Years Educator - SEND
Lead



Mrs K Farwell
Year 2 Teaching Assistant &
ELSA



Mrs H Talbot
Year 5 Teaching Assistant &
ELSA



Mrs K McGrail
Pastoral Care Worker and
Deputy Designated
Safeguarding Lead (DDSL)



Mrs G Dominey
Early Years Educator - Forest
School Lead



Mrs Karen Hesketh
School Governor; Attendance
and SEND Link Governor

- 7.3** The School will work in partnership with pupils, teachers, parents and, where appropriate, other external agencies to ensure that individual learning needs are addressed within the context of the school curriculum and across our mainstream school setting.
- 7.4** Parents of pupils with SEN will be able to discuss the needs of their child with their child's class teacher, Year Leader a member of the Senior Leadership Team, SEND Assistant or SENDCo.

8. Identification and Assessment of SEN

- 8.1.** Information about previous special educational needs will usually accompany pupils upon entry to the School and this will be used by the SENDCo to make sure appropriate provision is arranged and continues following transition. Each school will adhere to the Graduated response for SEND. This guidance ensures that the correct provision is arranged for children at each identification stage.
- 8.2.** Information is collated from the transfer of school files from the previous school or Early Years setting and during transition meetings which are held with all the feeder schools or Early Years Settings in the Summer Term, before students start at the School. If necessary, a Team around the Family (TAF) meeting will be held with parents and professionals supporting a pupil.
- 8.3.** The assessments taken by pupils on entry include baseline assessments on entry to Reception, ongoing termly assessments and weekly assessments as well as other assessment for learning (AFL) ongoing. This is all part of the assess, plan, do, review cycle.
- 8.4.** Ongoing identification is also completed alongside the School reporting process as data is collected and analysed in all subject areas by senior leaders, teachers and the SEND team. If a pupil has not made the expected progress, teachers should consult the Barriers to Learning Assessment Documents, alongside the Graduated response for SEND and identify appropriate next steps. If a member of staff identifies a pupil whose special educational needs are not met by universal provision within Stage 1 of the graduated response, then the class teacher will work with the pupil setting clear targets and providing greater adaptation. If the situation improves, then no further action is needed. If there is no improvement, the SENDCo will be informed via a cause for concern being raised between the class teacher and parent in co-production.
- 8.5.** Cause for Concern - At this point, information will be gathered. The class teacher will discuss this concern with the parents and co-production will occur. A discussion around the proposed additional support for the pupil will be held between parents, the pupil (where appropriate) and school.
- 8.6.** If a parent/carer refers their child to the School as they believe their child has special educational needs, they should contact the class teacher or SEND team in the first instance, to raise a cause for concern following the graduated response. Assessments (with input from the relevant teachers) may be arranged/completed to review progress and provision. Where needed, targeted support and intervention will then be implemented in line with the graduated response.

- 8.7.** In all cases, where internal support is not effective in supporting the pupil, in accordance with the graduated response for SEND, school may make a referral to a relevant specialist (e.g. Occupational Therapist, Child Development Centre, Specialist Teachers or Educational Psychologist) will be completed in co-production with the parents.
- 8.8.** If there are no concerns regarding the pupil's academic progress, then the School will ensure appropriate adaptation continues in the classroom and interventions are put in place if appropriate.
- 8.9.** Whenever special educational provision is being made, parents and pupils will be involved in developing and reviewing support plans/strategies.
- 8.10.** All staff teaching pupils on the SEND register will be made aware of the individual needs. Subject Leaders and the special needs team will help teachers, when required, to develop techniques to support differentiation and ensure that appropriate resources are available as part of the academy's professional development programme.
- 8.11.** At Lytchett Matravers Primary School Pre-school, we identify the needs of pupils by considering the needs of the whole child, which will include not just the Special Educational Needs of the child or young person. Through discussions with parents/ carers, we can quickly identify any special needs children already have and will tailor our educational package to suit their individual needs. Whilst working directly with the child or young person, we may identify a need that requires additional support.
- 8.12.** The CoP states that class and subject teachers should seek to identify pupils making less than expected progress (CoP: 6.17) and that where this is the case the first response to a lack of progress should be high quality teaching targeted at their area of weakness (*Level 1 of the Graduated Response – Universal Provision*).
- 8.13.** While informally gathering evidence schools should not delay in putting in place extra teaching or other interventions designed to secure better progress (CoP: 6.19). In addition, parents know their children best and it is important that all professionals listen and understand when parents' express concerns about their child's development (CoP: 6.20).
- 8.14.** Schools may involve specialists at any point but should always involve specialists where a pupil continues to make little or no progress or they are substantially below age related expectations (ARE) despite evidenced based SEN support (CoP: 6.59).

9. Reviewing

- 9.1. All pupils, regardless of needs, are set targets. Data collated during the School reporting process is analysed and strategies are put in place to support those that are not achieving as expected.
- 9.2. All SEN interventions delivered outside the classroom have Specific, Measurable, Achievable, Relevant and Time-bound targets (SMART) set to ensure that progress is made. These are recorded using individual education plans (IEPs) and are monitored and reviewed against a timeframe agreed within the plan.
- 9.3. If expected progress is not made, in accordance with the HET Graduated Response for SEND, the SENCO may refer to a specialist service such as an Educational Psychologist. Reviewing is a key part of the assess, plan do, review (APDR) cycle.
- 9.4. Where, despite the School having taken relevant and purposeful action as set out above to meet the pupil's needs, they have not made expected progress, the School will consider requesting an Education, Health and Care needs assessment (EHCNA).
- 9.5. If a pupil has an Education, Health and Care Plan (EHCP), an annual review is held in accordance with legal requirements.
- 9.6. If, because of appropriate progress, a pupil is removed from the SEN register, the pupil will continue to be monitored through the School's structured reporting programme by the SENCO team, and through the system of a monitor register/ Steps to Success target card.

10. Links to other HET policies

- 10.1. This policy should be read in conjunction with:
 - SEN information report.
 - Equality, diversity and inclusion policy.
 - Accessibility plan.
 - Behaviour policy.
 - Supporting pupils with medical conditions policy.
 - Intimate Care policy
- 10.2. Other key documents and guidance.
 - HET Graduated Response for SEND
 - HET Barriers to Learning Assessment Tool