

Hurstbourne Tarrant Church of England Primary School

‘Love of Learning, Love of Life, Love of Christ!’

Special Educational Needs Disability Policy



Our School Christian Values = REACH

R=respect E=ffort A=im High C=are and love H=onesty

Headteacher Signature:	Date: November 2025
Chair of Governors Signature:	Date: November 2025
Date for renewal: November 2026	

Our School’s Christian Vision

Through ‘Love of Learning, Love of Life, Love of Christ,’ we aim to ensure that our school is a place which enables children to fulfil their journey together in mutual respect within an environment that enables children to have a positive purpose in life being true to themselves and others.

Our School Values

Respect – valuing each other and celebrating differences.

Effort – always trying our best.

Aim High – setting ourselves new challenges.

Care and Love – selfless service to others, putting others before ourselves.

Honesty – living with integrity, saying what we mean and mean what we’re saying.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 September 2014 3.65 and has been written with reference to the following guidance and documents:

Equality Act 2010: advice for schools DfE Feb 2013

SEND Code of Practice 0-25 September 2014

Schools SEND Information Report Regulations (2014)

Statutory Guidance on Supporting Pupils at school with Medical Conditions April 2014

The National Curriculum for England Key Stage 1 and 2 framework document July 2014 Safeguarding Policy

Accessibility Plan

Good Behaviour Policy

Teachers Standards 2012

Our Mission Statement **“Love of Learning, Love of Life, Love of Christ”** reflects our understanding and beliefs and is expanded upon in this policy. Hurstbourne Tarrant C of E Primary School is an inclusive school in which all children are fully integrated regardless of special educational need or disability. We believe that Every Child Matters, therefore all children have access to a full and balanced curriculum with high quality learning experiences to enable them to reach their appropriate academic level.

SEND Team at Hurstbourne Tarrant

SENDCo – Rachael Kirk (currently studying for the NPQSEND qualification and on Maternity Leave)

Acting SENDCo – Rachel Gelderd (currently studying for the NPQSEND qualification)

SEND Governor – Joanne Ray

Definition of SEND

Children have special educational needs and/or disability (SEND) if they have a learning difficulty or physical disability which calls for special educational provision to be made for them.

Children may have a learning difficulty due to a physical disability, an emotional or behavioural difficulty, specific learning difficulties, speech and language problems or due to medical conditions. Children should not be regarded as having a learning difficulty solely because the language or form of language in their home is different from the language in which they will be taught.

Objectives:

1. To identify and provide for pupils who have special educational needs, disabilities and/or additional needs.
2. To work within the guidance provided in the SEND Code of Practice 2014.
3. To operate a “whole pupil, whole school” approach to the management and provision of support for SEND.
4. To provide an SEND co-ordinator (SENDCo), who will implement the SEND Policy.
5. To provide support and advice for staff working with special educational needs pupils.
6. To develop high levels of engagement with and maintain good partnerships with parents.

1.Roles and Responsibilities

Provision for pupils with special educational needs is the responsibility of the whole school.

The Governing Body

As part of their statutory duties, the Governing Body of Hurstbourne Tarrant must report information about the school’s policy on SEND. This information is available via the school office or on the school website.

The Governing Body has one member who is designated as the School SEND Governor. The SEND Governor will:

- Establish links with the SENDCo.
- Monitor the SEND Policy and practice.
- Keep informed about what the LA is doing in relation to SEND.
- Ensure that, where the school has been informed by the LA that a pupil has special educational needs, those needs are made known to all who are likely to teach them.

The Headteacher

Staff responsibility for SEND lies with the Headteacher. The Headteacher has delegated the day to day management of SEND practice to the SENDCo.

SENDCo

The SENDCo is the lead professional for SEND provision at Hurstbourne Tarrant Primary School, responsible for:

- Overseeing the day to day operation of the SEND policy.
- Providing related professional guidance to colleagues.
- Maintaining a recording system and coordinating assessment and provision for children with SEND.

- Liaising with parents and other agencies, collating and disseminating relevant information and building effective relationships.
- Ensuring that Individual Education Plans (IEP's) are in place, with targets that are Specific, Measurable, Achievable, Realistic, Timed, Evaluated and Reviewed (SMARTER).
- Ensuring that all those who are likely to teach a pupil with an EHCP are informed about it.

Teachers and Learning Support Assistants

All Teachers and Learning Support Assistants will be involved with the implementation of the school's SEND policy and be fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEND. Class Teachers are responsible for ensuring that intervention programmes are given sufficient time in weekly timetables.

It is expected that all teachers will provide high quality teaching through differentiated tasks and that pupils not making adequate progress will have appropriate interventions and good quality personalised teaching.

2.Admission Arrangements

Admission arrangements for children with special educational needs as stated in the school Admissions Policy are in line with Hampshire County Council Guidelines. Children with additional educational needs are considered for admission on exactly the same basis as children without additional educational needs.

3.Resourcing

Where possible, children with SEND are provided for within their own classroom through differentiation. Additional materials identified may be provided from the SEND budget. Children may receive additional support outside of classroom to work individually or in small groups with an LSA on specific targets. These children may require special intervention programmes, identified by the SENDCo or other professionals.

Children with EBD (Emotional and Behavioural Difficulties) are supported by the Headteacher, SENDCo, Class Teacher and LSA's. They are offered pastoral support, often by the ELSA where necessary and behaviour targets are set out in the child's IBMP (Individual Behaviour Management Plan) and parents are invited to the reviews.

When a child has an EHCP (Education, Health and Care Plan), an Annual Review Meeting is held to which teaching staff, support staff, parents, outside agencies and the child is invited to contribute. Progress against targets is considered and a full discussion held over whether to recommend to the Local Authority that the EHCP is continued or not.

4. Identifying Special needs

A child is considered to have special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. (New Code of Practice Guidance 2014- which refers to the Children and Families Act 2014 and associated Regulations.) A child of compulsory school age has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of children the same age
- has a difficulty which either prevents or hinders him or her from making use of the facilities of a kind generally provided by others of the same age in mainstream school

The Equality Act 2010 states:

“Children and young people who have SEN may have a disability that is...’a physical or mental impairment which is long term and has a substantial effect on their ability to carry out normal day to day activities...’ ‘long term’...a year or more ‘sustained’...more than minor or trivial

This includes sensory impairments such as those affecting ‘sight or hearing’ also long term health conditions such as asthma, diabetes, epilepsy and cancer. It is recognised that children with such conditions do not necessarily have Special Needs but there can be a significant overlap between these children and SEND children.

Special educational provision for children is additional to and different from that made generally for other children of the same age by a mainstream school.

There are four broad categories of need, but it is recognised that a child may have complex needs which fall into one or more categories.

1. Cognition and Learning which includes Specific Learning Difficulties (SpLD), (Dyslexia, Dyscalculia, Dyspraxia and Dysgraphia)
2. Social, Emotional and Mental Health difficulties (SEMH). These include children who may display challenging and disruptive behaviour. Children who experience attention deficit or attention deficit hyperactivity or children who have attachment disorder.
3. Communication and Interaction-which includes Speech, Language and Communication Needs (SLCN) and Autistic Spectrum Disorder (ASD)
4. Physical and Sensory which includes Physical Disability (PD), Hearing Impairment (HI) and Visual Impairment (VI).

The purpose of identification is to work out the action the school needs to take. However, it is not the intention of the school to ‘fit’ a child into a category. It is important to identify and consider all the needs to ensure appropriate support is in place.

There are other considerations which need to be taken into account which do not on their own constitute SEND:

- Disability (the Code of Practice outlines 'reasonable adjustment' duty for all settings and schools provided under current disability Equality legislation).
- Attendance and Punctuality
- Health and Welfare
- English as an additional Language (EAL)
- Being in receipt of Pupil Premium.
- Being a Looked After Child or Post Looked After Child (LAC) (Post LAC)
- Being a child of a Member of the Armed Services

5.Screening

Standard assessment and recording procedures, using Sonar enable the class teacher to make judgements about a child's educational needs. Progress is measured as part of an ongoing process of observation and assessment. Whole school assessment procedures which take place termly, are useful in monitoring and tracking a child's progress.

Pupils are tested on Reading and Spelling in September and March, using the Group Reading Test (GRT) and SWST (Single Word Spelling Test). Analysis of progress in reading and spelling is made and particular children targeted. Pupils are screened using Sandwell for Maths and a report is generated which allows targeted interventions and progress of pupil is analysed in more detail.

Children in Year R are individually screened throughout the year using the EYFS Learning Goals. The Dyslexia Early Screening Test (DEST) is used at the end of Year R to identify those "at risk" from potential reading difficulties. For those children that require screening at any other point, Dyslexia Screener will be used.

IEP targets for children are reviewed at least termly by the Class Teacher. These are monitored by the SENDCo to ensure good progress is being made. Pupil Profiles will be generated for each child on the SEND register to be kept in the SEND Class Folder.

6. Partnership Within And Beyond The School

Staff Development

All staff are involved with further training in line with the priorities identified in the School Improvement Plan.

- SEND issues are discussed at staff meetings, LSA meetings and SMT meetings.
- The SENDCo attends local cluster meetings and relevant training and disseminates information to all staff as appropriate.
- Individuals can access training necessary for their professional development.
- There is an induction procedure for newly appointed Staff.

Partnership with Parents/Carers

- Before starting at Hurstbourne Tarrant School, the families of children entering the Foundation Stage are visited at home. We also actively encourage parents/carers to come and visit us at school. Our Friendship Club runs in the Summer Term before the Year R children start in September. This is designed to welcome children and their families into our school community.
- Parents/carers are invited to meet the Class Teachers at consultation evenings (October/March) where their child's IEP targets and progress are discussed.
- If a parent/carer has concerns about their child, they may arrange to meet with the SENDCo and appropriate action will be taken.
- Parents/carers of children are asked for permission by signing a consent form for children who have been assessed for a need of ELSA (Emotional Literacy Support).
- Parents/carers of children are asked for permission before their child begins out of class interventions such as Lego Therapy or a Friendship Group.
- Parents/carers are also invited to see any external agencies when their child's needs have been assessed.
- There are regular communications, both written and verbal, using home/school diaries or behaviour records or weekly discussion with teaching staff.

We respect the differing needs of parents/carers, such as disability or communication and linguistic barriers.

We believe that partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. Hurstbourne Tarrant recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.

The Child's Voice

Children who are capable of forming views, have the right to information, to express an opinion and to have that opinion taken into account in any matters affecting them.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views will be sought about what sort of support they would like to receive to help them make the most of their education. They will be encouraged to participate where possible in all the decision-making processes and contribute to the assessment of their needs, including One Page Profiles, IEP targets and IBMP targets, the Annual review and the transition processes.

Liaison with Other Schools

Before entering the Reception classes, visits are made by the Early Years Teachers to pre-school playgroups to ensure the continued provision of support for the child's needs.

Before transfer to Secondary School, the SENDCo of Hurstbourne Tarrant meets with the SENDCo(s) of secondary school(s) to discuss the needs of Year 6 children with Special Needs.

In some circumstances a TPA (Transition Partnership Agreement) may be put in place to smooth the transition process. IEP's and all other relevant documentation are passed to the child's new school so that continuity of support is maintained.

Links with Other Agencies and Support Services

The school makes use of the expertise of external agencies and support services.

These may include the Educational Psychologist, Primary Behaviour Support Team,

Communication and Interaction team, Occupational Therapist, Speech and Language Therapist, Specialist Teacher Advisors, School Nurse, CAMHS and EMTAS for children with English as an additional language.

Links with Health and Social Care

The school regularly consults health service professionals. Concerns are initially brought to the attention of the school nurse by class teachers or the SENDCo and referrals are made as appropriate. All concerns are recorded on CPOMS.

Social Care and Education Welfare Service are accessed through the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead.

A member of staff is fully trained to be responsible for any looked after children or children in care. This is currently the SENDCo.

As a result, a multi-agency meeting will be held to consider appropriate action to support the child.

Complaints Procedure

We strive to do the best for all children but if there are any concerns or complaints about the provision or the policy they should in the first instance be raised with the SENDCo followed by the Headteacher or SEND Governor and a response will be made as soon as possible.