SEND Policy and Information Report

Reviewed - September 2026
Next review – September 2027

Hampton Dene Primary School's Special Educational Needs and Disability (SEND) policy gives the school's definition of special needs along with its aims and objectives with regard to supporting pupils with additional needs. It deals with admission arrangements, identification, assessment and recording and provides information about curriculum entitlement and integration.

Information is also available about all support services and the various roles of the class teacher, the SENDCo, the Head Teacher, the Governors, the child and the parent/carer. We feel that parents have a vital role to play in supporting their child's education and it is essential that the school and the parents work together in partnership.

If you would like a copy of this SEND policy, please contact:
admin@hamptondene.hereford.sch.uk

Our Mission Statement: Children will be given opportunities to strive towards their optimum potential and develop skills, values and attitudes to live productively and responsibly in a diverse and ever-changing world.

Every pupil with SEND in this inclusive school has an entitlement to fulfil his/her optimum potential. This may be achieved through: personalised teaching and learning approaches, access to ICT across the curriculum; flexible learning pathways and out-of-hours learning activities; support for emotional well-being; flexible timetables; assessment for learning which engages pupils in having a say about their progress and SEND provision; and partnership with parents/carers, other schools, the local community, charities and with personalised 'wrap-around' health care and social service providers.

Local Offer

In response to the 'Special educational needs and disability code of practice: 0 to 25 years' (January 2015 'the code'), all Local Authorities must publish a 'Local Offer':

- To provide clear, comprehensive, accessible and up-to-date information about available provision and how to access it, and
- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEND and their parents, and service providers in its development and review.

For more information on Herefordshire Council's Local Offer go to:

https://www.herefordshire.gov.uk/localoffer

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1. Introduction

This SEND policy details how this school sets out to ensure that the necessary provision is made for any pupil who has SEND and that those needs will be made known to all who are likely to teach them. The school will use its best endeavours to ensure that teachers in the school are able to identify and provide for those pupils who have SEND to allow them to join in the activities of the school together with pupils who do not have special educational needs, (so far as is reasonably practical and compatible with the child receiving the special educational provision and the efficient education of the pupils with whom they are educated).

The Code starts from the assumption that every classroom in every school should be delivering a curriculum that enables all pupils to make progress. This means that a wide range of needs will be catered for by the actions of the class teacher, the resources available to that teacher and the curriculum planning which the teacher undertakes for all pupils.

Our fundamental principles are that:

- A child with SEND should have their needs met.
- The SEND of children will normally be met in mainstream schools or our resource base, the Language and Communication Centre (LCC).
- The views of the child should be sought and taken into account.
- Parents have a vital role to play in supporting their child's education.

- Children with SEND should be offered full access to a broad, balanced and relevant education, including the Early Years Foundation Stage Curriculum and the National Curriculum.

2. Legislation and Guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities

The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEND information report

3. Definition

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 him or her.

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

- has a significantly greater difficulty in learning than the majority of others of the same age, or

- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools

For children aged four or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

- **Communication and interaction**, for example, autistic spectrum condition, speech and language difficulties
- **Cognition and learning**, for example, moderate learning difficulties, dyslexia, dyscalculia (Specific Learning Difficulties)

- **Social, emotional and mental health difficulties**, for example, behavioural issues due to Attachment needs.
- **Sensory and/or physical needs**, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

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.

4. Aims and Objectives

The overall policy at Hampton Dene School reflects the high expectations we have of all our children. We ensure that all children including those with SEND receive their entitlement to a broad, balanced and adapted curriculum enabling them to develop their optimum potential.

Hampton Dene is an inclusive school in which we aim:

- To provide a whole school response to SEND within the overall ethos of the school.
- To identify any difficulty as early and as thoroughly as possible, thereby building and maintaining pupils' self-esteem.
- To encourage parental co-operation and involvement and to keep parents informed at every stage.
- To seek the views of the child where possible regarding plans and targets.
- To provide a positive and active approach from all the school staff to ensure that children feel valued.
- To endeavour to give maximum equal opportunity for gaining access to the curriculum at the appropriate level of learning.
- To set achievable targets – however small – thereby promoting self-esteem and a positive attitude to learning.
- To employ a variety of resources and teaching strategies to enable adaptation in the approach to the National Curriculum.
- To work in partnership with parents and pupils.
- To make all staff aware of the range of external agencies available to support children.
- To make all staff aware of the need for a whole school response to SEND.

5. Admission Arrangements

We admit all children to the school, who have been through the Local Authority Admission Arrangements, and integrate them fully into life at Hampton Dene, ensuring that they have access to a broad and balanced curriculum. Where children attend a specialist unit at pre-school level, we will liaise with that unit to ensure a smooth transition. Transition plans are set where necessary including visits and a gradual approach to attending our school full-time.

6. Roles and Responsibilities

The Special Needs Team

- Head Teacher — Mrs Liz Kearns
- SEND Governor — Mrs Hayley Wheadon
- SENDCo/Deputy Headteacher — Mrs Kerry McEnery
- Mental Wellbeing Lead — Miss Katie Reynolds
- Communication Champion — Mrs Alice Drew
- WEST Worker (CAMHS) — Loretta Askill
- ELSAs (Emotional Literacy Support Assistants) — 9 members of support team
- Play Therapist — Harriet Walden
- Speech and Language Therapists — C Sharrock, C Emm & A Dooner (NHS)

  Stephanie Holmes (Wordful)
- Forest School Lead for LCC — Everyday Play
- SEND Music teacher — Alison Houlbrooke

6.1 The SENDCo

The SENDCo, with the support of the Head Teacher and colleagues, seeks to develop effective ways of overcoming barriers to learning and sustaining effective teaching

through the analysis and assessment of children's needs, by monitoring the standards of pupils' achievements, and by setting targets for improvement. The SENDCo collaborates with curriculum co-ordinators so that the learning for all children is given equal priority, and available resources are used to maximum effect.

The SENDCo will:

- Work with the head teacher and SEND Governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Coordinating provision for children with SEND.
- Liaising with the relevant Designated Teacher and class teacher where a looked after pupil has SEND
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaise with parents of pupils with SEND.
- Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Be a key point of contact with external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Work with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Ensure that the school keeps the records of all pupils with SEND up to date.
- Update reports to Governors regarding SEND provision.

6.2 The Headteacher

The Headteacher will:

- Work with the SENDCO and SEND Governor to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.
- Have an accurate overview of the SEND profile at the school and the pupils currently on SEND registers.
- Have clarity of arrangements in place in order to respond to need.
- Monitor SEND reviews in liaison with the SENDCo.

- Monitor teaching arrangements made for SEND children including the deployment of teaching assistants.
- Advise the LA when a formal assessment may be necessary.
- Oversee the use of financial resources linked to SEND pupils.

6.3 The SEND Governor

The governing body must:

- Do its best to ensure that the necessary provision is made for any pupil who has special educational needs.
- Ensure that, where the head teacher 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.
- Ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs.
- Consult the LA and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.
- Ensure that a pupil with SEND joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources
- Report to parents on the implementation of the school's policy for pupils with special educational needs

Governors play a major part in school self-review and establish mechanisms to ensure that they are fully informed about the school, including the systems for and the outcomes of in-school monitoring and evaluation. In relation to SEND, the governing body make sure that:

- They are fully involved in developing and monitoring the school's SEND policy
- All governors, especially any SEND governors, are up-to-date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed
- SEND provision is an integral part of the school development plan
- The quality of SEND provision is continually monitored

6.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class.

- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.
- Follow the 'graduated response'. (Refer to section 7.7)
- To identify children who are experiencing difficulty (refer to 'definition' section).
- To make adaptations within the classroom and to provide appropriate opportunities and resources.
- To monitor and record the progress of the child as an ongoing process.
- To inform parents of areas of concern and to seek support from parents.
- The class teacher will organise and adapt the child's work and will keep records of this process for assessment by external agencies should this be required.
- For children experiencing emotional/behavioural difficulties, class teachers will keep evidence of strategies used and will involve parents in a supportive role.
- As new members of staff join the school they are advised about the special needs arrangements and their responsibility towards the implementation of the policy.
- Each class teacher will have the responsibility to create, review and monitor Pupil Passports (PP's) every term, identifying the needs of pupils with SEND in their class.
- The Class Teacher, in liaison with the SENDCo and SLT, will update the Pupil Passports at the end of each term or sooner if necessary and share relevant information with parents/carers.

7. SEND Information Report

The year 2025-26 saw an increased level of SEND and EHCPs in our mainstream classes plus the LCC being completely full for the academic year. Our SEND Assessment Nursery (Explorers) was well used and worked well as an N2 Nursery assessment base as intended by the Local Authority.

7.1 Identifying pupils with SEN and assessing their needs

At Hampton Dene, we will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers

- Widens the attainment gap

Children are monitored closely and their additional needs will be highlighted early. Our main ways of identifying pupils will be:

- Talking to parents and following up any concerns they may have.
- Rigorous monitoring of pupil progress. If pupils fall behind age-related national expectations action will be taken and they will be put on the SEND register if barriers to their learning are identified and agreed with parents.
- Talking to staff especially if they are concerned about a pupil's behaviour or self-esteem.
- Talking to external agencies who can support in identifying specific needs.
- Working with health professionals who may have already identified needs and health issues.
- Regularly talking to pupils. They often know when they need additional support.

This may include progress in areas other than attainment, for example, social and emotional needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

7.2 Supporting pupils with SEND moving between phases

The SENDCo attends regular meetings with SENDCo's of local nursery, primary and high schools. Children visit Secondary schools with their peers and all information and reviews are passed to the next school so that staff there are very aware of SEND issues. The SENDCo also liaises regularly with the SENDCo from our partner high schools in the run up to transition. Extra visits and support plans are put in place where needed.

SEND in the Early Years:

- Hampton Dene has good links with local nurseries. This enables us to become aware, at a very early stage, of children with SEND.
- We have good links with outside agencies and there is provision in the Early Years to respond to the needs of children with SEND.
- The Foundation Stage Profile is completed by the end of Reception. This is then discussed with parents and can be an indicator of future areas of concern.

The class teacher uses observation and informed evaluation to assess concern and children's needs are highlighted through class plans showing an adapted curriculum where needed.

- Baseline assessments and SENDCo assessments are used, where necessary, to confirm any barriers to progress and this is immediately discussed with parents and intervention put in place.

The school will assess each child's current levels of attainment on entry in order to ensure that they build upon the pattern of learning and experience already established during the child's pre-school years. If the child already has an identified special need this information will be transferred from the Early Years setting and the SENDCo and the child's class teacher will use this information to:

- Provide starting points for the development of an appropriate curriculum
- Identify and focus attention on action to support the child within the class
- Use the assessment processes to identify any learning difficulties
- Ensure ongoing observation and assessment provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning
- Involve parents in implementing a joint learning approach at home

The identification and assessment of the SEND of children whose first language is not English, requires particular care. Where there is uncertainty about an individual child, teachers will look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs.

Transition to High School:
We will share information with the school, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. We will work in partnership with the parents and new setting to ensure a smooth transition. The support of transition will be dependent on each child. This may include additional transition days at High School or other setting.

7.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These discussions will give a more specific profile from the views of the child, parents and external agencies. For new admissions, early discussions may be prompted by previous support from outreach and the pupils' previous setting. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns

- Everyone understands the agreed outcomes sought for the child
- Everyone is clear what the next steps are

Children are encouraged to be part of the decision making and the setting of their learning or behavioural targets. The emphasis is on success and this is supported within the school's overall ethos and attitude. Children's views are gathered as part of the review process.

The school will have regard to the **Special Educational Needs and Disability Code of Practice** when carrying out its duties toward all pupils with SEND and ensure that parents are notified of a decision by the school that SEND provision is being made for their child. (Chapter 6 of the code)
This will be in the form of a formal letter for parents to consent to SEND support.

7.4 Communication and liaison with parents

Partnership with parents plays a key role in enabling all children and young people but especially those with SEND to achieve their potential. The school 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 SEND will be treated as partners and supported to play an active and valued role in their children's education. Developing good relationships with parents is seen as crucial to success.

Where a pupil is receiving SEND support, school staff will talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. Section 6.65 (Code)

- Parents can contact the class-teacher and SENDCo directly when necessary and are encouraged to do so.
- Parents are encouraged to give their support at home whenever possible with the emphasis on raising self-esteem and building a positive attitude.
- Parents will have regular communication with their child's teacher via Seesaw/Tapestry, email, telephone when necessary and via school reports.
- All parents with children on the SEND Support list or within our LCC and Widemarsh Explorers will have a face to face meeting with school staff at least once a term. This will also be a chance to discuss the Pupil Passport.
- Parents' evenings and "Meet the Teacher" are also arranged for parents throughout the school year.
- Every child with an EHCP will have an Annual Review to check that the provision and outcomes are still appropriate within the EHCP.
- All parents are able to book appointments, email and call the SENDco and Head Teacher and are encouraged to do so.

- Termly coffee meetings are arranged by SENDCO for parents to meet with representatives from SENDIASS and Parent Carer Voice. Workshops and training are often incorporated into these events.

7.5 How will the school support my child?

We are proud to be striving towards being a highly inclusive school. We have created nurturing, inclusive environments centred on high quality teaching. Staff are well trained to develop programmes of study that are adapted and multi-sensory so all pupils can access learning at their level. We use lots of practical equipment and use a range of teaching techniques. All classes have access to a range of IT, including laptops, ipads and recording equipment. Classes are well staffed and teachers are supported by trained Teaching Assistants.

The progress of every child is monitored by class teachers, senior staff and the SENDCo. If pupils fail to make progress they will be given personalised, targeted support. This support will be recorded on a Pupil Passport (PP) which we will share with you and your child. These are written by the Class Teacher in collaboration with the SENDCo if needed and any other professionals working with your child.
Support could include:

- Group intervention work in or out of the classroom
- 1-1 support in or out of the classroom.
- Individual targeted support programmes either practical or computer based.
- Counselling
- Speech and language therapy
- Physiotherapy/Occupational therapy
- Personalised pastoral support
- Additional curriculum provision such as Forest School; cooking; Horse Riding.
- Nurture/Social groups
- Play Therapy

Throughout these programmes of support, pupils are closely monitored and provision is adjusted as needed.
If pupils still fail to thrive then we seek the support of outside professionals such as Learning Support; Educational Psychologist; Speech and Language Therapist; Behaviour Specialists; Health; Child and Adult Mental Health Services (CAMHS). Families can also be offered help and advice from our staff members. They will meet with parents to discuss issues and concerns and signpost to agencies who can help them further.

7.6 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

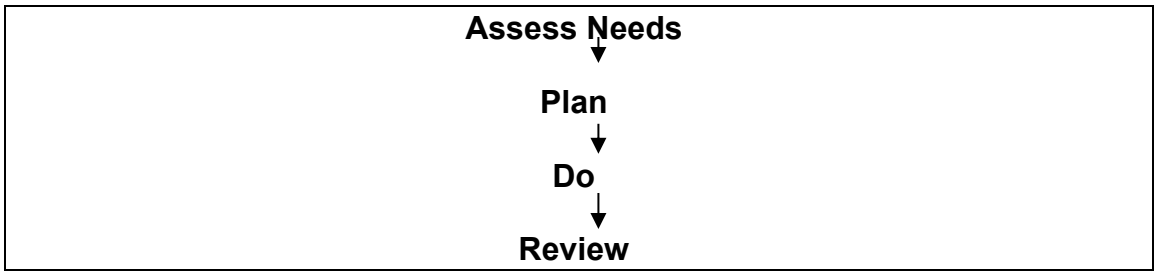
The Class Teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress, attainment and behaviour
- Other teachers' assessments, from the previous years, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly via the Pupil Passport.
All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

7.7 A Graduated Response

Hampton Dene School uses a graduated approach – a cycle of assessment, planning and reviewing our actions in increasing detail and with increasing frequency to identify the best way of securing adequate progress for pupils.



1. **Assess Needs**: We monitor and review the progress and development of all children. High quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEND. The majority of pupils can make progress through such teaching.

2. **Plan**: Where progress gives cause for concern class-teachers work in partnership with parents/carers to develop a plan to ensure that children/young people with SEND receive the right levels of support for their future learning and development. Class-teachers, supported by the Senior Leadership Team make regular assessments of progress for all pupils. Where pupils are falling behind or making inadequate progress given their age and starting point they are given extra support through appropriate intervention programmes.

3. **Do**: This graduated response should be led and coordinated by the SENDCo working with and supporting colleagues. Parents should be engaged at each stage of this cycle, contributing their insights into assessment and planning. Intended outcomes are shared with parents and reviewed with them.

4. **Review**: The effectiveness of the support and the impact on the pupil's progress is reviewed regularly via Pupil Progress meetings, monitoring and Pupil Passports.

   Adequate progress can include progress which:

   a. Is similar to that of peers starting from the same baseline
   b. Matches or betters pupil's previous rate of progress
   c. Closes the attainment gap between the pupil and their peers
   d. Prevents the attainment gap growing wider.

Where a pupil continues to make little or no progress, or if a pupil is not developing as expected or is not responding to action being taken, the school may call upon external professionals to advise and assist further. They may also help in identifying those pupils whose need for long term support is such that an EHC Plan might be required. The school tracks the impact and outcomes of interventions offered to the pupil.

7.8 Pupil Passports

Strategies employed to enable the child to progress will be recorded within a Pupil Passport (PP). The PP will include information about

- the short-term targets set for the child
- the provision to be put in place
- Outcomes (to be recorded when PP is reviewed each term, or sooner if needed).

The PP will only record that which is additional to, or different from, the adapted curriculum and will focus upon three or four individual targets that match the child's needs and have been discussed with the child and the parents. The PP will be reviewed at least termly and parents' views on their child's progress will be sought.

Wherever possible, the child will also take part in the review process and be involved in setting the targets.

7.9 Provision for Children with a Special Educational Need and/or an EHCP

Children with a SEND or an Education, Health and Care plan (EHCP), may be catered for:

- in a mainstream class, usually with some adaptations and additional support from a teaching assistant if required.

Or, if the child has a specific language or communication disorder/diagnosis of Autism and meets the entry criteria

- in one of the six classes in the LCC.

The latter is in consultation with the Local Authority, professionals involved with the child and parents.

A child with a special educational need and/or an EHCP will also have a Pupil Passport (PP) describing provision which is additional to or different from the curriculum plans from which he or she is working. Individual targets and strategies for children with an EHCP will be derived from longer-term aims outlined in the EHCP.

The children who attend our LCC have a class base in which they will receive the majority of their lessons. We do however promote inclusion into their chronological year groups for the subjects that can be accessed. This is a decision that is made on an individual basis, with the child's best interests at the heart of this decision.

Within the LCC classes the children are able to work in smaller groups and access the curriculum at a level that is appropriate to their ability. There is a higher level of adult support within the specialist classes and this also allows us to facilitate inclusion.

We are also supported by the Speech Therapy service, both on site and in an advisory capacity.

7.10 The Language and Communication Centre

The school hosts a Language and Communication Centre (LCC) which caters for children with significant language, communication and Autistic Spectrum Condition (ASC) who are able to benefit from a mainstream curriculum. The LCC caters for the needs of children from the whole of Herefordshire. Admission to the LCC follows statutory assessment or a similar process undertaken by the Local Authority. A child is admitted to the centre if he or she meets the criteria for entry and parents choose this provision.

7.11 Approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEND. This will be adapted for individual pupils.
We will also provide the following interventions:

- Speech and Language sessions
- ELSA support
- Literacy Gold
- Precision Teaching
- Tutoring
- Individual interventions to meet the needs of a child
- See & Learn Resources
- Hippotherapy – Horse Riding
- Forest School
- Play Therapy
- Targeted Reading and Spellings
- Targeted Maths
- 1:1 Teaching Assistant support
- Counselling
- Social Skills
- Nurture Groups
- WEST support via CAMHS
- Safe spaces and sensory rooms
- Sensory gardens and play based environments
- SEND music support

7.12 Adaptations to the curriculum and learning environment

Every child is different and at Hampton Dene we will ensure that differences are celebrated and recognised to ensure each child has the opportunity to meet their full potential and progress academically and socially.

We make the following adaptations to ensure all pupils' needs are met:

- Planning and adapting our curriculum to ensure all pupils are able to access it, for example, by ensuring new skills and concepts are regularly re-visited, pre-teaching new vocabulary and topic ideas, providing resources and support that gives any child a "step-up" in order that they can access their age-related curriculum.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, 'now and next' support, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

7.13 Curriculum entitlement and integration

Many of our pupils with SEND are taught in mainstream classes alongside their peers with the majority of learning taking place in lessons incorporating adaptations and support. If children are receiving TA support the TA's liaise closely with the class teacher and SENDCo. At all times children are taught and integrated into their class and may integrate into parallel classes across the school. Where pupils are based in the LCC integration into the mainstream classes is decided on an individual basis. There are individual cases (with parental support) of integration into the LCC for certain subjects or part of the day.

School follows a 'Waves of support' approach.

Wave 1 describes quality inclusive teaching which takes into account the learning needs of all the pupils in the classroom. It includes creating an inclusive learning environment.

Wave 2 describes specific, additional and time-limited interventions provided for some pupils who need help to accelerate their progress to enable them to work at or above age-related expectations. They are often targeted at a group of pupils with similar needs.

Wave 3 describes targeted provision for a minority of pupils where it is necessary to provide highly tailored interventions to accelerate progress or enable children to achieve their potential.

7.14 Resources and accommodation

We have a variety of working spaces throughout the school. We use learning pods which are generally based just outside the classrooms. Resources have been gathered to help target general areas of learning – literacy and numeracy, visual and auditory discrimination etc. There is also information available on dyslexia, dyspraxia, speaking and listening, ADHD, autism, social skills etc., as well as books, concrete and multi-sensory apparatus, games. ICT resources, software and games are also used.
We have a variety of safe places and sensory spaces available universally across the school. The NEST is one such space used for pastoral support, play therapy and specialist music lessons.

7.15 Support services and links with other agencies

We have established links with the following agencies:

- ✓ Educational Psychologist Team
- ✓ School Inclusion Teams
- ✓ Physical Disabilities Outreach Team
- ✓ Speech & Language Therapists

- ✓ Virtual School - for Looked after Children and Post-Looked After Children
- ✓ Educational Welfare Officer
- ✓ SENDIAS – parent partnership
- ✓ School Nurse.
- ✓ Clinical Psychologist.
- ✓ Occupational Therapist.
- ✓ Counsellors and play therapists
- ✓ Families First Team and Family Support Workers
- ✓ Children with Disabilities Team
- ✓ WEST Workers

7.16 External agency input

A request for support from external services is likely to follow a decision taken by the SENDCo and colleagues, in consultation with parents, at a review of the EHCP and/or PP. External support services will usually see the child so that they can advise teachers on Pupil Passports with fresh targets and accompanying strategies, provide more specialist assessments to inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

The triggers for External Agency referral will be that, despite receiving individualised support the child:

- continues to make little or no progress in specific areas over a long period
- continues working at a level that is substantially below that expected of children of a similar age
- continues to have difficulty in developing literacy and mathematics skills
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

When the school seeks the help of external support services, those services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The resulting PP for the child will set out fresh strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the PP continues to be the responsibility of the class teacher.

7.17 Training and inset

SEND issues are discussed at staff meetings and training is provided as and when necessary. A high proportion of staff are trained in Team Teach and this fully supports the de-escalation strategies used as and when needed. We set a programme of CPD for our teaching assistants delivered on Wednesday mornings by SLT and middle leaders.

7.18 Budget/allocation of resources

The school is committed to supporting children with SEND and employs a SENDCo to work in this area. An annual budget is available for the purchase of resources, training etc.
The LCC is funded separately to the main school.

7.19 Complaints

In the event of a complaint in respect of provision for a child with SEND, parents should first approach the Head Teacher who will investigate and meet again with the parent within one week. If necessary the complaint may be referred on to the governing body who will respond to it within 15 days.

8. Access to the School by Pupils who are Disabled

In its practices and ethos Hampton Dene Primary School seeks to cater for children with a range of disabilities. We are rated as an accessible school on the local authority's Local offer. The school is built on three levels. Access is as follows.

- Classrooms for Years R-2 are located on the ground floor and are accessible to wheelchairs.
- The entrance hall is accessible to wheelchairs from the outside and there is a ramp from the front entrance to the playground. The assembly hall could be accessed through a rear door from the playing fields.
- Upstairs classrooms (Yr. 3, 4, 5 and 6) are currently inaccessible to wheelchairs; however, these could be moved to meet the needs of a child, should this be the case.
- All other LCC classrooms are in a separate ground floor building with good disabled access and facilities.

We have access to equipment to help pupils hear the teacher if they have hearing problems.
We regularly monitor how we can improve access by SEND of the school's facilities. Information is provided to SEND pupils in a way that is accessible to them and their parents.

9. School request for an assessment of Education, Health and Care (EHC) needs

Where a request for an assessment is made by the school to the LA, the child will have demonstrated significant cause for concern. The LA will need information about the child's progress over time, and will also need documentation in relation to the child's SEND and any action taken to deal with those needs, including any resources or special arrangements in place. The school will provide this evidence through *the graduated response.* This information may include:

- A Pupil Passport for the pupil
- Records of regular reviews and their outcomes
- The pupil's health including the child's medical history where relevant
- Attainment levels in literacy and mathematics
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- Views of the parents and of the child
- Involvement of other professionals such as health, social services or education welfare service.

EHC needs Assessment (Statutory Assessment)

An EHC needs assessment involves consideration by the LA, working cooperatively with parents, the child's school and, as appropriate, other agencies, as to whether a statutory assessment of the child's SEND is necessary. A child will be brought to the LA's attention as possibly requiring an assessment through a request by the child's school, from a parent or a referral by another agency. Where the evidence presented to the LA suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists (and may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools), the LA will consider the case for an EHC needs assessment. The LA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's SEND is such as to require the LA to determine the child's SEND provision through an Education, Health and Care (EHC) plan.

An EHC plan will include:

(A)The views, interests and aspirations of the child and their parents, or of the young person
(B) The child or young person's SEND (SEND)
(C) The child or young person's health needs which relate to their SEND
(D) The child or young person's social care needs which relate to their SEND
(E) The outcomes sought for the child or the young person
(F) The special educational provision required by the child or the young person
(G) Any health provision reasonably required by the learning difficulties or disabilities which result in the child or young person having SEND

H1) Any social care provision which must be made for a child or young person under 18 resulting from section 2 of the Chronically Sick and Disabled Persons Act 1970 (CSDPA)
(H2) Any other social care provision reasonably required by the learning difficulties or disabilities which result in the child or young person having SEND
(I) Placement
(J) Personal Budget (including arrangements for direct payments)
(K) Advice and information

Refer to Chapter 9 of the Code of Practice for more information.

All children with EHC plan or statements of SEND will have short term targets set for them that have been established after consultation with parents and child and will include targets identified in the statement of educational need or EHC plan. These targets will be set out in a PP and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the PP will continue to be the responsibility of the class teacher.

10. Annual Review of an EHC Plan (EHCP)

All EHCP's must be reviewed at least annually with the parents, the pupil, the LA, the school and professionals involved to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the statement. The annual review should focus on what the child has achieved as well as on any difficulties that need to be resolved.

11. Criteria for success

The success of the system can be measured in terms of the following criteria:

- Effectiveness in identifying and meeting the needs of the children
- Accurate records of identified pupils on the register
- Tracking of the success or otherwise of interventions
- The children do not perceive themselves to be 'different' or 'failing'. Work must be based on small, achievable targets with in-built success which will raise self-esteem
- Every child feeling valued by adults and other children
- Parents and the school working together in partnership

12. Reviewing the policy

The SEND policy will be reviewed and revised through day to day delivery and minor amendments will be made annually where necessary.

The governing body will monitor and review the Special Educational Needs and Disability policy every two years or sooner if required. If the policy appears to need modification, then the SENDCo will report its findings and recommendations to the full governing body.

13. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour and Relationships Policy
- Equality Policy and Statement
- Inclusion Strategy

Date of last review: September 2026

Date of next review: September 2027