

# Andover CE Primary School



## Special Educational Needs Policy

Date Agreed:	October 2025	
Review Date:	October 2026	
Signed:	<i>F. Tiddle</i>	<i>Nicky Parker</i>
	Headteacher	Chair of Governors

## **Definition of Special Educational Needs**

At Andover CE Primary School we use the Hampshire Local Authority definition of Special Educational Need or Disability (SEND): A child or young person has a special educational need or disability (SEND) if he or she has a learning difficulty, which calls for special provision to be made for him or her.

The SEND code of practice 0-15 (2015) identifies four broad areas of need:

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

## **1. POLICY STATEMENT**

Andover CE Primary School is committed to meeting the special educational needs of pupils and ensuring they make good progress. We comply with the statutory requirement laid out in the Special Educational Needs and Disability (SEND) Code of Practice 0-25 (2015).

The staff and governors of Andover CE Primary School believe that every child matters. All our children, including those identified as having Special Educational Needs and/or Disabilities (SEND), should be valued, encouraged and accepted. All children have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and enables them to be fully included in all aspects of school life. All our pupils have the right to an education which is appropriate to their individual needs and we are committed to providing excellence for children with SEND. In doing this, we aim to remove barriers to learning in order that the progress of every child whatever their need is maximised.

We believe that all children should be equally valued in school. We will strive to eradicate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

## **2. AIMS**

- To identify at the earliest opportunity all children who need special provision to support their learning and educational development.
- To give all children equal access to the curriculum and to value each child's achievements.
- To ensure all learners make the best possible progress.

- To ensure that all children are given appropriate support to access the National Curriculum or the EYFS.
- To involve parents and pupils in developing a partnership of support.
- To ensure that appropriate and relevant resources are available to support the delivery of SEND programmes within school, including personnel.
- To ensure ongoing CPD for all staff in SEND identification, assessment and provision.
- To develop close liaison with outside agencies to support the needs of children as required

### **3. OBJECTIVES**

- To provide a broad, balanced and suitably differentiated curriculum that is relevant to children's individual needs.
- To ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all pupils with SEND.
- To ensure all staff are aware of their responsibilities towards pupils with SEND.
- To ensure that the needs of pupils with SEND are identified, assessed, provided for and regularly reviewed.
- To take the views and wishes of the child into account.
- To enable pupils with SEND to maximise their achievements.
- To work in partnership with the child's parents and other external agencies to provide for the child's individual educational needs.

### **4. ROLES AND RESPONSIBILITIES**

#### **The Governing Body**

Governors have legal duties under the Children and Families Act 2014 towards pupils with SEND.

In order to do this, they will:

- They will, in co-operation with the Head Teacher, determine the school's general policy and approach to provide support for children with SEND.
- Be involved in ensuring that the SEND provision is continually monitored.

- Do their best to ensure that the necessary provision is made for any pupil who has SEND.
- Ensure that teachers in the school are aware of the importance of identifying and providing for those pupils who have SEND.
- Ensure that each pupil who has SEND joins in with the activities of the school together with pupils who do not have SEND, so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school, and the efficient use of resources.
- Have regard to the SEND Code of Practice January 2015 (updated April 2020) when carrying out duties towards all pupils with SEND.
- Ensure that parents are notified of a decision by the school that SEND provision is being made for their child.

The Governing Body will nominate one governor with responsibility for SEND. The SEND Governor will liaise regularly with the SENDCO and report back to the full Governing Body.

### **The Head Teacher**

- The head teacher will work within the guidance agreed by the governing body as defined by this policy.
- The head teacher has overall responsibility for the day to day management of all aspects of the school's work, including provision for children with SEND.
- The head teacher will keep the governing body fully informed of SEND matters.
- The head teacher will ensure that all members of staff receive relevant and appropriate In Service Training (INSET) to help them to meet the objectives of this policy.

### **The Special Educational Needs and Disability Coordinator**

The SENDCo is responsible for the following:

- Daily implementation of the SEND Policy.
- Co-ordinating provision for children with special educational needs.

- Co-ordinating the efficient administration of the systems for identifying, assessing, monitoring and record keeping for children with SEND.
- Assisting class teachers to develop and review Individual Education Plans.
- Liaising with and advising teachers and learning support assistants.
- Contributing to the in-service training of staff.
- Supporting learning support assistants who are delivering interventions as part of SEND provision.
- Updating the SEND register on a regular basis.
- Monitoring records of SEND pupils.
- Organising and chairing Annual Reviews for Education, Health and Care Plans (EHCPs).
- Liaising with parents/carers of children with SEND.
- Liaising with external agencies to support the development of children with SEND.
- Preparing, consulting, reviewing and maintaining the SEND Information Report (on the school website).
- Reporting annually to the governing body on how the special educational needs of all pupils are being met.
- Attending courses, reading publications and keeping up to date with recent developments. Sharing this information with staff as necessary through weekly staff meetings and INSET.

### **Class Teachers**

All teachers should actively seek to adapt the curriculum to meet the needs of all learners in their class. They are expected to:

- Work with all children, including those with SEND, and use increased differentiation and a range of support strategies while continually monitoring and reviewing individual children's progress.
- Express a concern about an individual child to the SENDCo where the attainment of the pupil falls below age related expectations and the ordinarily available provision is not accelerating progress towards an expected norm.
- Agree SEND intervention programmes with the SENDCo. This may or may not include an Individual Education Plan (IEP).

- Familiarise themselves with and ensure that SEND programmes are followed for each individual child and that targets are reviewed and tracked regularly.
- Collect relevant information about the child, consulting closely with the SENDCo, the child, parents/carers and other relevant parties;
- Actively involve the child in their learning, taking their view and needs into account. Contact and give advice to the child's parents/carers to inform them of action taken with respect to their child.
- Liaising with and seeking advice from the SENDCo, and external agencies where appropriate.
- Contributing to SEND reports, monitoring assessment activities and completing and reviewing agreed SEND records.
- Ensure continual monitoring and updating of actions towards targets between formal reviews of IEP's.
- Ensure the regular review and renewal of targets.
- Ensure the implementation of recommendations on reports from external agencies.
- Liaising with and advising Learning Support Assistants (LSA's).

### **Learning Support Assistants (LSA's)**

Under the direction of a class teacher they will be responsible for:

- Raising concerns with the class teacher regarding the progress of a child with whom they work.
- Giving 1 to 1 or small group support for children with SEND.
- Working in partnership with the SENDCo and class teachers in delivering support to children identified as having SEND.
- Collecting information about the children, under the guidance of the class teacher.
- Contributing to IEPs and annual reviews of EHCPs where appropriate.
- Liaising with external agencies if appropriate.
- Carrying out specific intervention programmes.
- Ensuring that comprehensive records of intervention are kept.
- Undertaking in-service training and other CPD in the area of SEND.

- Being fully aware of the school's SEND policy.

### **Parents/Carers of Pupils with SEND**

In accordance with the SEND Code of Practice (January 2015) the school believes that all parents of children with SEND should be treated as partners. The school has positive attitudes to parents, provides user friendly information and strives to ensure that they understand the procedures and are aware of how to access advice and support.

Parents/Carers will be supported and enabled to:

- Recognise and fulfil their responsibilities as parents/carers and play an active and valued role in their child's education.
- Raise concerns regarding their child's progress.
- Have knowledge of their child's SEND and how the school is providing for them.
- Contribute, via consultation, to all formal assessments and reviews.
- Make their views known about how their child is educated.
- Have access to information, advice and support during assessment and any related decision making processes about Special Educational provision.

Parents/Carers are involved in supporting the target setting process for IEP's and their views are sought for reviews. We encourage active participation of parents/carers by providing guidance on how they can support their child's learning at home. We value the contribution that parents make and the critical role they play in their child's education.

### **Pupil Participation**

Pupils with SEND often have a unique knowledge of their own needs and circumstances, and their own views about what sort of support they would like to help them make the most of their education. They will be encouraged to participate in the decision-making processes including the setting of learning targets and contributing to Individual Education Plans. This will be achieved through a variety of different approaches as appropriate to the age of the child. These may include:

- Pupil interviews

- Questionnaires
- Self-evaluation (pictures, written answers)
- Surveys

## **5. Identifying children with Special Education Needs**

Ordinarily available provision will meet the learning and development needs of most children. Some children may need additional support or intervention. All teachers will provide Quality First Teaching for the children in their class.

Some pupils require additional support, which may take the form of small group support to catch up with their peer group. These pupils may require a short term intervention. Pupils receiving this support will be monitored by the teacher and SENDCo if appropriate but will not appear on the SEND register.

A relatively small percentage of pupils receive personalised intervention; this is specific targeted support, individually tailored to match the pupil's exact needs. These children will be identified on the register as SEND Support. Provision may take the form of support, either individual or within a small group. This could be within the classroom, or outside it, as appropriate to the needs of the child and the nature of the intervention activity.

Special educational provision is “educational or training provision that is additional to, or different from, that made generally for others of the same age” (Children and Families Act, 2014). Children on the SEND Register will be receiving special educational provision.

### **Process of Identification**

Meeting the needs of all of the children in the school is required of all individual teachers. Assessment procedures are in place to ensure that all children are progressing and to quickly show up any difficulties a child may experience. If there are concerns about children's learning or behaviour, teachers use the 'Guidance for early years providers, mainstream schools and colleges to support children and young people who do not have an Education, Health and Care (EHC) plan' (2018) to identify the need of the child and support to put in place.

They may also refer to the assessments from the School's Therapy Resource Pack; this is a resource brought into schools from Solent NHS, in conjunction with speech

and language therapists, occupational therapists and physiotherapists. The class teacher then passes this information onto the SENDCo and tries alternative provision to aid progress. If progress is not made after a review of the provision, then the children causing concern will be placed on the register in the monitoring section.

Children who have needs that are causing some concern but require minimal differentiation in the classroom are monitored on a regular basis. The teacher will discuss with SENDCo the strategies used and assess the progress that ought to have been made. Together the decision for extra provision will be made. At this point, the parents are included in the process. If the staff and parents agree that interventions that are 'additional to or different from' the school's differentiated curriculum and strategies are needed, these trigger SEND support.

A child placed on SEND Support will require interventions additional to, or different from those provided as part of the school's usual differentiated curriculum and ordinarily available provision. They may have one or more of the following indicators of need: -

- Makes little or no progress even when teaching approaches are targeted particularly at the child's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematical skills that result in poor attainment in some curriculum areas.
- Has emotional or behavioural difficulties that are not relieved by the behaviour management techniques usually employed in the school and will require an individual positive support plan.
- Has sensory or physical difficulties and continues to make little or no progress despite the provision of specialist equipment and support.
- Has communication and/or interaction difficulties and continues to make little or no progress.

An Individual Education Plan (IEP) is then written for the child with SEND Support.

### **Individual Education Plans**

All children recorded for SEN Support will have an Individual Education Plan (IEP). This will record strategies employed to enable individual or groups of children to progress. We use Edukey as a tool for recording IEP's and they will include:

- Short term targets set for the child.
- Provision to be put in place.
- Review date.
- Outcomes/ ongoing review.

The Individual Education Plan records provision that is additional or different from the differentiated curriculum that is in place for all pupils. These are reviewed every half term and are sent to parents termly.

### **Monitoring**

- The SENDCo updates the SEND and Monitoring Registers on a half-termly basis, in consultation with class teachers, and reports to the Head Teacher.
- Individual Education Plans are monitored and formally reviewed by the Class Teacher, in consultation with the SENDCo once every half term.
- The SENDCo holds liaison meetings with the LSA team and regular, informal meetings with class teachers. This ensures consistency in the implementation of the SEND Policy.

### **External Agencies**

On occasion, external agencies may be called upon to support the needs of individual pupils. When it is felt that this may be appropriate, parents will be fully involved in this decision and be invited to meet and discuss the needs of their child with the external person providing support and advice.

Such advice may be sought from, but not limited to:

- Educational Psychologist
- Behaviour Support Team
- Speech and Language Therapist
- Occupational Therapist
- School Nurse
- Specialist Advisory Teachers for hearing, vision or physical impairment
- Outreach support from schools specialising in SEND
- CAMHS

- PATCH Team
- Equipment Team
- Hampshire SEN Service – if the child is in receipt of an EHCP.

### **Request for an Education, Health and Care Plan**

In a small number of cases, a statutory assessment of a child's needs may be required. This can lead to an Education, Health and Care Plan (EHCP) being issued to ensure the needs of the child are being met. If the school decides that a statutory assessment of a child's needs is required, various steps are to be completed.

- The SENDCo will complete the relevant paperwork as determined by Hampshire County Council.
- Information regarding the provision to date, the views of the parent and child, and involvement of other professionals will be provided.
- Copies of the IEPs and other relevant evidence will be included.
- Parents will be fully informed of the purpose and nature of the statutory assessment and it will be explained that the Local Authority will be writing to them explaining the detailed arrangements.
- We will continue to work with the pupil until the outcome of the statutory assessment is decided.
- The Head Teacher and the SENDCo will supply educational advice to the Local Authority, when this is requested for them to complete the assessment.

Where an EHCP is issued it will provide details of: -

- The child's special educational needs
- The arrangements to be made for monitoring progress and setting new objectives
- The provision that Hampshire County Council consider necessary to meet the child's special educational needs.

Where an EHCP is issued the school role is as follows:

- The Head Teacher will make effective use of any additional resources allocated by the Local Authority to the school to supplement our efforts to meet the pupil's SEND.

- Targets will be set and reviewed at least each term.
- Progress will be reviewed by holding a review meeting at least once a year. Before this meeting we will seek written advice from parents and any people specified by the Local Authority and anyone else whom we think can usefully contribute. These people will also be invited to the meeting.
- Once an EHCP is reviewed, the relevant paperwork is sent to the Local Authority who will make a decision on whether to continue with the plan, modify it in light of the child's ongoing needs, or decide it is no longer required.

### **Transition**

When pupils with an EHCP are due to transfer to another phase, planning for this will be started in the year prior to the year of transfer. Advance planning in Year 5 will allow appropriate options to be considered for transition to secondary school at the end of Year 6. The SENDCo and class teacher will liaise with the SENDCo of the secondary schools to ensure that effective arrangements are in place to support pupils at the time of transfer.

When a pupil with SEND moves from our school to another school, their records will be transferred to the next school within 5 days of the pupil ceasing to be registered.

### **Admissions**

We aim to meet the needs of any child whom the parent wishes to register at the school as long as a place is available. The currently agreed admissions policy of the governors, based on the county admissions policy, makes no distinction with regard to pupils who have SEND. No pupil can be refused admission solely on the grounds that he/she has SEND except where the child is the subject of an EHC plan and the Local Authority has indicated that the provision required would prevent the efficient education of other children or efficient use of resources (Children and Families Act, 2014).

Where a child due for admission is known to have SEND, the SENDCo, the respective teachers, and the Head Teacher will gather appropriate information from the playgroup, nursery or school the child has been attending, from the parents, and from other agencies known to have been involved.

## **6. PARTNERSHIP WITH PARENTS/CARERS/ PUPILS**

- Having a partnership with parents is an essential part of our school ethos and philosophy. The school has an “open door” policy; all parents are welcome to discuss their child’s progress. Class Teachers, the SENDCo and the Head Teacher are available for consultation at any mutually convenient time.
- The school has a dedicated family support worker who can signpost parents to support and guidance.
- Parents’ and pupils’ views are gathered during IEPs target setting and Annual Reviews.
- Parents Evenings are organised for communication purposes, to which the child and parents/carers are invited. As part of these meetings, parents of pupils with an IEP are invited to specifically discuss SEND provision & targets. Parents/ carers may request the SENDCo to be present at these meetings if they wish.
- Parents may also be invited into school to discuss specific issues relating to their child as the need arises.
- For children with an ECHP, parents and pupils are encouraged to attend the annual review meeting and to make their contribution towards the annual review report.
- Parents needing additional support, or an impartial viewpoint, will be advised of the advice which may be provided by SENDIASS. This can be accessed through Hampshire County Council’s website (please see in section 13).

## **7. EQUAL OPPORTUNITIES**

This policy will be applied to all members of the school community regardless of difference, for example, of mental or physical ability, age, race, gender, sexuality, religion or background.

## **8. ALLOCATION OF RESOURCES**

The Local Authority provides the school with a budget towards meeting the needs of pupils with SEND. In addition, the school plans and provides for pupils with SEND from their main budget. In some cases, the school receives additional funding for pupils with EHCPs.

## **9. MONITORING AND EVALUATION OF THE SEND POLICY**

The SEND policy will be reviewed annually by the SENDCo.

## **10. COMPLAINTS PROCEDURE**

- Initial concerns may be reported to the Class Teacher or SENDCo.
- If the concern is not resolved, a complaint should then be made to the Head Teacher.
- If the action taken by the Head Teacher does not resolve the concern, the complaint should then be made to the Governing Body.
- If the action taken by the Governing Body does not resolve the concern, the complaint should then be made to the Local Authority.

## **11. SEND GOVERNOR**

- The SEND Governor presents a SEN Report to the Governors, on an annual basis.

## **12. Named SENDCo**

- The current named SENDCo is Mrs Charlotte Down

## **13. LINKS**

SEND Code of Practice

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

Children and Families Act

<http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>

Hampshire SENDIASS

<https://www.hampshiresendiass.co.uk/parents-carers>

A **SEND Information Report** is also available on the school website.