



Special Educational Needs (SEND) Policy

Date:	July 2025
Review Date:	July 2026
Responsibility:	Headteacher
STATUTORY	Yes
Checked against Equality Policy	Yes

Agreed by Governors: Brendan Gibbs	Date: 15 th July 2025
Headteacher: Rebecca Mitchell	Date: 15 th July 2025

Enjoy

Persevere

Succeed

Rationale

At Emsworth Primary School, we are committed to providing a fully inclusive environment and aim to meet the needs of all our pupils and to remove any barriers to achievement.

We believe that children have a right to take part in a broad and balanced curriculum and endeavour to ensure that children are fully able to participate in learning. We do this by providing high-quality teaching that is adapted and personalised.

We believe that parents/carers know their child best and we always aim to put them at the centre of the decision-making process.

Aims and Objectives

- To identify, assess and provide for a pupil's needs as early as possible
- To implement a graduated approach to meeting the needs of pupils identified as SEN support
- To ensure that all pupils receive a broad and balanced curriculum that is adapted, and adjustments made where necessary to enable full access
- Alongside Quality First Teaching, ensure additional provision and interventions are relevant and accessible
- To record and monitor the progress of children on the SEN register and to regularly review their needs and the provision of education to meet these needs
- To have high ambitions and stretching targets
- Ensure that our pupils have a voice in this process
- To provide training and support for all staff to ensure that they have the necessary skills and knowledge to meet the needs of pupils with SEND
- To involve parents/carers from the outset in the needs of their children and the provision to meet these needs, to keep them informed and to notify them about the involvement of outside agencies when these are appropriate and beneficial
- To use the SEN resources allocated in the delegated whole school budget appropriately and for the maximum benefit of the children
- Work in partnership with other agencies and schools
- To have a regard to the statutory guidance provided in the SEND Code of Practice (2015)
- To ensure the Equality Act 2010 duties for pupils with disabilities are met
- In combination with the *Administration of Medicines and Pupils with Medical Conditions Policy*, make arrangements to support pupils with medical conditions
- Help pupils with SEND fulfil their aspirations and achieve their best

Legislation and Guidance

This is based on the statutory guidance [Special Educational Needs and Disability \(SEND\) Code of Practice](#), [Keeping Children Safe in Education](#) and [working together to improve school attendance](#).

This policy is also based on the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

Identification of Special Educational Needs

The SEND Code of Practice (2015) states:

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

(a) Has a significant greater difficulty in learning than the majority of others of the same age, or

(b) 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.

Pupils are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

The SEND Code of Practice identifies four broad areas of SEND:

- Communication and Learning
- Cognition and Learning
- Social, Emotional and Mental Health

- Sensory and/or Physical

At Emsworth Primary School, we aim to identify children with SEND as early as possible. Concerns may be raised from day-to-day assessment for learning and observations, and from the more formal school assessment process.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

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

This may include progress in areas other than attainment; for example, wider development or social needs.

Where the concern is raised at school, the class teacher will discuss these with parents/carers at the earliest opportunity to seek their opinions and to form a fuller picture. Teachers will also listen to parents who identify a concern.

When teachers identify an area where a pupil is making slow progress and a pupil fails to make progress despite quality-first teaching and targeted, additional support, this may indicate that they require intervention which is “additional to” or “different from” the well-adapted and personalised curriculum offer for all pupils in the school i.e. they have a special educational need as defined by the SEND Code of Practice 2015.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. Potential short-term causes of impact on behaviour or performance will be considered, such as high level of absenteeism or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English and, where possible, the child will be assessed for possible SEN concerns in their first language.

Together, the class teacher and SENCO will assess the child's needs and decide on more targeted support. This SEN Support will take the form of the Graduated Response. This is a four-part cycle – assess, plan, do and review. The pupil will also be added to the SEND register. The SENCO maintains a list of pupils identified through the procedures listed; this is called the Special Needs Register. This list is reviewed each term (and updated when needed).

Parents/Carers will be informed at every stage of this process and the provision will be shared with parents three times a year in the form of an Individual Learning Plan (ILP). The ILP will contain information about the pupil's short-term targets and the provision implemented to support them achieve the targets.

Where pupils make good progress through quality-first teaching and intervention so that they are achieving in line with their peers and gaps have been closed, they may be removed from the SEND register. They will continue to be monitored.

The graduated approach to SEN support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents/carers will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents/carers and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on an Individual Learning Plan.

Parents/carers will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. Do

The pupil's class teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any learning support assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil
- The views of the parents/carers and pupils

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents/carers.

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget. On the census these pupils will be marked with the code K.

SEND provision can vary significantly, depending on the individual needs. Please see the SEND Information Report for more detailed information about the type of provision available at Emsworth Primary School.

External Agency Support

The school recognises that it won't be able to address all the needs of every pupil. Whenever necessary, the school will seek specialised advice and intervention from a range of external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Children's Services
- Mental Health Support Team (MHST)

EHCPs

Occasionally, where despite receiving a sustained individual programme of support, a pupil still remains of significant concern and where their needs are more complex and cannot be met effectively within the available school resources, school may request Statutory Assessment from the Local Authority, using evidence from the graduated approach process. Parents/carers will always consult with parents/carers prior to making this request. Parents/carers and outside agencies can also request statutory assessment.

If, after assessment, the Local Authority agree to issue an EHCP, the annual review cycle will then commence. Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice (2015).

If the local authority declines to carry out an assessment, parents/carers have the right of appeal to the First-tier Tribunal. School does not have this right of appeal.

Roles and Responsibilities

Provision for pupils with SEND at Emsworth School is a collective responsibility.

SEND - Key people at Emsworth Primary School	
School Governor for SEND	The identified SEN Governor will: • Meet with the SENCo • Raise awareness of SEND in the Governing Body • Be part of the review of SEN Information Report • Have knowledge of SEN processes in school regarding funding, identification of pupils with SEN, monitoring of progress and attainment of pupils with SEN.
Headteacher	The head teacher will: • Provide strategic direction and development for SEND • Support CPD for all staff • Ensure high-quality teaching is delivered with appropriate differentiation • Ensure interventions are evidence based, appropriate and effective • Ensure strong partnerships with parents • Provide support for the SENCO in monitoring the impact of SEN provision • With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development. • With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school

	offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer • Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
SENCO	The SENCO will: • Oversee the management of SEN provision, including supporting staff in the early identification of SEN, planning provision, and monitoring impact of provision • Meet with identified SEN Governor(s), Head teacher/leadership team, class subject teachers and Learning Support Assistants • Liaise with parents/carers • Ensure all decision making is done in full partnership and consultation • Identify and facilitate training in areas of SEND for all staff – this may be through in-house continuing professional development or through training courses delivered by external practitioners • Liaise with external agencies and the local authority to make sure that pupils with SEN receive appropriate support and provision • Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review • Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively • Liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned • With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
Class Teacher	Class teachers will: • Plan, teach and monitor the attainment and progress of all pupils • Use a cycle of 'assess, plan, do, review' for all pupils to enable the early identification of pupils with SEN, and to monitor the progress of those already identified as having SEN

	• Monitor the impact of class teaching, adaptations and other provision, including intervention • Have a commitment to CPD • Liaise with other staff (Teaching assistants, SENCOs etc) • Liaise with parents/carers at every stage of the SEND process • Ensure they follow this SEND policy and the SEN information report
Learning Support Assistants	Teaching assistants will: • Be appropriately trained with a good knowledge of SEN and have a commitment to CPD • Focus support for pupils on learning and development • Provide appropriate support in class (under the guidance of their class teacher) • Deliver evidence-based interventions • Support with tracking the impact of provision in place (including interventions) and with the writing of ILPS. • Liaise with other staff (Teachers, SENCOs etc)

Parents/Carers

Parents/carers should inform the school if they have any concerns about their child's progress or development.

Parents/carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parents or carers in any decisions made about the pupil.

The Pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

Monitoring and Evaluation of SEND

Targeted interventions are delivered by teachers/LSAs working with groups or individuals. Progress towards targets is assessed and monitored regularly by the class teacher and the LSA delivering the intervention. Formal interventions are recorded on Provision Map (Edukey) and, where appropriate, an entry and exit level/grade is recorded. Summative assessments are carried out termly. Where a pupil is not able to access their year group assessment, they may complete one that is compatible with the level at which they are learning.

Formal termly progress meetings are held for all children between the class teacher, Headteacher and SENDCo. At these meetings, progress is tracked and the quality of provision is evaluated.

The quality of teaching delivered both by class teachers and LSAs, along with outcomes in books, is observed and monitored regularly as part of a process of continual review and improvement of provision for all pupils.

Accessibility

We act following the Special Educational Needs and Disability (SEND) Code of Practice 0 -25 years (July 2014) and the Discrimination and Disability Act 2005; in line with SEN Support: Guidance for early years providers, mainstream schools and colleges (HCC Sept 2014) and underpinned by best practice such as Removing Barriers to Learning 2004, The Every Child Matters agenda and the UNICEF Convention on the Rights of the Child.

All pupils, regardless whether they have a special educational need, will be involved in the full life of the school. This includes being encouraged to join and participate in clubs, school teams, sports, assemblies, plays and trips. If needed, extra resources will be considered for purchase to enable full curriculum access.

Admissions

The school provides for children with a range of abilities and difficulties. Places for children with or without special educational needs are allocated in line with the whole school admission policy of the Governing Body. This admissions policy follows the SEN code of practice 2001 and the discrimination and Disability Act 2005.

If a pupil is joining the school and their previous setting has already identified SEN or they are known to external agencies, then the school will work in a multi-agency way to make sure that we get the relevant information before the pupil starts at school so that support can be put in place as early as possible. Where a child already has an EHCP, admissions will initially be managed by the Hampshire SEN team.

Complaints about SEND provision

Where parents/carers have concerns about our school's SEND provision, they should first raise their concerns informally with the SENCO. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

If you would like to make a formal complaint about SEND provision in our school, please see our Complaints Policy, available on the school's website:

<https://www.emsworthprimaryschool.co.uk/our-school/school-information/policies/>

If the parent or carer is not satisfied with the school's response, they can escalate the complaint.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

Attendance

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is in line with that of all pupils. However, they may need additional support to be able to achieve good attendance.

Our approach to supporting pupils who are absent from school due to their SEND is set out in our attendance policy.

Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their

peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support we offer pupils with SEND, and the support we provide to help pupils overcome any communication barriers they face, see our safeguarding/child protection policy.

Links with other policies

This policy links with the following policies and procedures:

- Health and safety policy
- Relational Behaviour policy
- Child protection policy
- First aid policy
- Supporting pupils with medical conditions policy
- Equality information and objectives
- Accessibility plan
- Early Years Foundation Stage (EYFS) policy