

# Hormead CE (VA) First & Nursery School



## Special Educational Needs and Disabilities (SEND) Policy

Reviewed by Staff: Autumn 2025  
Approved by Governors: Autumn 2025  
Next Review Date: Autumn 2026

***This policy has been written in accordance with our School Vision***

### ***School Vision***

A natural home for all children and adults to have the opportunity to flourish within the community, in a unique and happy school rooted in Christian values.

'Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives.' [Code of practice 2014]

'Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.' [Code of Practice 2014].

## 1. Aims and Objectives

At Hormead First School, we are committed to ensuring that all pupils, including those with SEND, are supported to flourish academically, socially and emotionally. We aim to:

- Raise aspirations and expectations for all pupils with SEND.
- Identify and meet the needs of all pupils through a rigorous and consistent approach to equality, inclusion and high-quality provision across the curriculum and wider school life.
- Regularly review the quality of teaching for all pupils, including those at risk of underachievement.
- Assess, record and review pupils' progress and needs systematically.
- Set and maintain high expectations for achievement, behaviour and personal development for all pupils.
- Enable every child to achieve their full potential through a broad, balanced, differentiated and engaging curriculum, including the Early Years Foundation Stage, National Curriculum and life skills.
- Promote effective communication and collaboration between pupils, parents, staff and external professionals.
- Monitor SEND needs rigorously and implement appropriate strategies to meet those needs.

## 2. Roles and Responsibilities

All staff have a responsibility for pupils with SEND. Roles are defined in line with the SEND Code of Practice (2014).

### Class Teachers

Class teachers are responsible for the progress of all pupils in their class, including those with SEND. They will:

- Identify pupils with potential SEND through assessment and observation.
- Provide high-quality, differentiated teaching as the first response to need.
- Use the graduated response cycle of assess, plan, do and review.
- Consult with the SENCo regarding SEND-related decisions.
- Open and maintain SEND profiles where appropriate.
- Involve pupils and parents in discussions about targets and progress.
- Direct and oversee the work of teaching assistants.
- Be familiar with school procedures for SEND.
- Monitor the progress of vulnerable groups, including pupils in receipt of Pupil Premium funding.

### Teaching Assistants

Teaching assistants support learning under the direction of the class teacher and SENCo. They will:

- Liaise with teachers regarding SEND targets and provision.
- Support pupils to engage with learning tasks.
- Clarify instructions and model learning strategies.
- Provide individual and group support.
- Encourage independence.
- Record observations and outcomes from intervention sessions.

### Special Educational Needs Coordinator (SENCo)

The SENCo is responsible for the strategic and operational management of SEND provision. Responsibilities include:

- Overseeing the day-to-day implementation of the SEND policy.

- Coordinating SEND provision across the school.
- Advising and supporting staff in identifying and meeting SEND needs.
- Liaising with the Headteacher, governors, parents and external agencies.
- Supporting the development of SEND profiles, targets and provision plans.
- Monitoring and evaluating progress using assessment data.
- Maintaining accurate SEND records and a termly review cycle.
- Arranging staff training related to SEND.
- Coordinating referrals and attending professional meetings and panels.
- Ensuring relevant staff, including midday supervisors, are informed of pupils' needs.
- Supporting transition to middle schools and specialist settings.

## **Headteacher**

The Headteacher will:

- Ensure the effective implementation of the SEND policy.
- Support the SENCo and SEND Governor.
- Liaise with parents and external agencies as appropriate.

## **Governing Body**

The Governing Body, through the designated SEND Governor, will:

- Ensure SEND provision is integral to the School Development Plan.
- Review and monitor the SEND policy and provision.
- Ensure compliance with the SEND Code of Practice (2014).
- Ensure pupils with SEND are included in school life wherever reasonably practicable.
- Monitor outcomes and the effective use of resources, including Pupil Premium funding.
- Receive regular reports from the SENCo and contribute to school self-evaluation.

Success will be evaluated through improvements in progress, attainment and reduced reliance on additional intervention over time.

## **3. Working in Partnership with Parents**

We recognise parents as key partners in supporting pupils with SEND.

### **The School Will:**

- Inform parents when SEND is first identified.
- Invite parents to termly review meetings.
- Provide clear information about the graduated response and interventions.
- Seek parental consent before referrals to external agencies.

### **Parents Are Asked To:**

- Attend review meetings.
- Communicate regularly with school.
- Support their child through the home-school agreement.

We work in partnership based on mutual respect, shared information and flexibility.

Parents are signposted to SENDIASS and other independent support services for advice and advocacy.

## 4. Pupil Participation

Pupils are encouraged to contribute their views in ways appropriate to their age and understanding. This includes involvement in reviews, target-setting and the completion of pupil passports.

## 5. Admissions

Hormead First School is inclusive and welcoming. Admissions for pupils with SEND are considered in line with the school's Admissions Policy and statutory guidance. Pupils will not be refused admission solely on the basis of SEND.

## 6. Inclusion

All pupils are valued equally. Pupils with SEND are fully included in the life of the school, including curricular, social and cultural activities.

## 7. Facilities and Accessibility

Reasonable adjustments are made to ensure access for pupils with disabilities. Facilities and provision are reviewed annually. Resources and learning environments are adapted as required to support inclusion.

## 8. Identification of SEND

The school follows the graduated response outlined in the SEND Code of Practice (2014).

Identification may arise through:

- Liaison with early years providers.
- Staff observation and assessment.
- Parental concerns.

SEND is identified when a pupil requires provision additional to or different from that normally available through differentiated teaching.

Needs are categorised as:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical

## 9. Provision and Graduated Response

SEND provision is a whole-school responsibility.

- **Wave 1:** High-quality, differentiated classroom teaching.
- **Wave 2:** Targeted interventions informed by assessment and monitoring.
- **Wave 3:** Individualised support with involvement from external agencies.

Where progress remains limited, the school may request statutory assessment leading to an Education, Health and Care Plan (EHCP).

## 10. SEND Profiles and Reviews

Pupils receiving Wave 3 support or with EHCPs will have a SEND profile, shared with staff and parents. Profiles include pupil information, targets, provision, impact and professional advice. Reviews take place termly.

## **11. Assessment, Monitoring and Review**

Progress is assessed using school, local authority and national framework