
HYTHE PRIMARY SCHOOL

Special Educational Needs and Disabilities (SEND) Policy

Approved by: Governing Body

Responsible Officer: Headteacher, Charlotte Peppard

SENDCo: Naomi Green

Review Cycle: Annually

Next Review: July 2027

1. Vision and Values

At Hythe Primary School, we are committed to providing an inclusive, nurturing and ambitious learning environment where every child is valued and supported to achieve their full potential.

We believe that:

- Every teacher is a teacher of every child, including those with SEND.
- All pupils are entitled to a broad, balanced and ambitious curriculum.
- High-quality teaching is the foundation of inclusive practice.
- Children and young people with SEND should be fully included in the life of the school.
- Parents and carers are key partners in supporting successful outcomes.
- Pupils should be involved in decisions that affect them and their education.
- Early identification and effective intervention improve outcomes for children.

The school aims to remove barriers to learning and participation and ensure equality of opportunity for all.

2. Legislative Framework

This policy has been developed with regard to:

- Children and Families Act 2014
- SEND Code of Practice: 0–25 Years (January 2015)
- Special Educational Needs and Disability Regulations 2014
- Equality Act 2010
- Disability Accessibility Regulations
- Keeping Children Safe in Education (current edition)
- Working Together to Safeguard Children
- The National Curriculum
- Hampshire Local Offer

This policy should be read alongside:

- Accessibility Plan
 - Equality Policy
 - Behaviour Policy
 - Safeguarding and Child Protection Policy
 - Attendance Policy
 - SEND Information Report
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3. Definition of SEND

The SEND Code of Practice states:

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 them.

A child has a learning difficulty or disability if they:

- Have significantly greater difficulty in learning than the majority of others of the same age; or

- Have a disability which prevents or hinders them from making use of educational facilities generally provided for children of the same age.

Special educational provision means educational provision that is additional to, or different from, that made generally available to pupils of the same age.

4. Broad Areas of Need

The school recognises the four broad areas of need identified within the SEND Code of Practice:

Communication and Interaction

Including:

- Speech, Language and Communication Needs (SLCN)
- Autism Spectrum Condition (ASC)

Cognition and Learning

Including:

- Moderate Learning Difficulties
- Specific Learning Difficulties such as Dyslexia, Dyscalculia and Dyspraxia

Social, Emotional and Mental Health (SEMH)

Including:

- Anxiety
- Attachment difficulties
- Social and emotional regulation needs

Sensory and/or Physical Needs

Including:

- Visual impairment
 - Hearing impairment
 - Physical disabilities
 - Medical needs requiring specialist support
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5. Aims

The school aims to:

- Identify SEND at the earliest opportunity.
 - Ensure pupils make progress from their individual starting points.
 - Deliver high-quality inclusive teaching.
 - Use a graduated approach to SEND support.
 - Foster independence and resilience.
 - Promote positive wellbeing.
 - Work effectively with families.
 - Ensure access to the full curriculum and wider school life.
 - Prepare pupils effectively for adulthood and future learning.
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6. Roles and Responsibilities

Governing Body

The governing body will:

- Ensure the school meets statutory SEND duties.
- Monitor the effectiveness of SEND provision.
- Ensure appropriate resources are allocated.
- Appoint a governor with responsibility for SEND.

- Receive regular reports regarding SEND outcomes.

Headteacher

The Headteacher will:

- Ensure the policy is implemented consistently.
- Monitor the quality of teaching and provision.
- Ensure SEND remains a whole-school priority.
- Deploy staff and resources effectively.

SENDCo

The SENDCo will:

- Coordinate day-to-day SEND provision.
- Maintain the SEND Register.
- Support identification and assessment.
- Advise and support staff.
- Liaise with parents and external agencies.
- Lead annual reviews of EHCPs.
- Monitor progress and provision.
- Contribute to staff training and professional development.

Class Teachers

Class teachers are responsible for:

- The progress and development of all pupils in their class.
- Delivering high-quality adaptive teaching.
- Implementing agreed support strategies.
- Assessing and reviewing pupil progress.
- Working closely with parents and the SENDCo.

Teaching Assistants

Teaching assistants work under teacher direction to:

- Deliver agreed interventions.
- Support classroom inclusion.
- Monitor progress and provide feedback.

7. Identification of SEND

Identification may arise through:

- Teacher assessment
- Progress monitoring
- Screening and assessment tools
- Information from previous settings
- Parent concerns
- Pupil voice
- Medical information
- External agency involvement

The school recognises that slow progress and low attainment do not necessarily indicate SEND.

Similarly, attendance, English as an Additional Language, disadvantage or behaviour concerns will not automatically be regarded as SEND.

8. Graduated Approach: Assess, Plan, Do, Review

The school follows the graduated approach outlined in the SEND Code of Practice.

Assess

Information is gathered from:

- Teacher assessment
- Parent views
- Pupil views
- School assessment data
- Specialist assessments where appropriate

Plan

Outcomes are agreed and support identified.

Parents are informed of:

- Desired outcomes
- Provision to be implemented
- Review arrangements

Do

Support is delivered through:

- Quality First Teaching
- Reasonable adjustments
- Small-group interventions
- Individual programmes
- Specialist support

Review

Progress is reviewed regularly through:

- Pupil progress meetings
- SEND reviews
- Parent consultations
- Provision evaluations

9. SEND Support

Most pupils with SEND will receive support through SEND Support.

Provision may include:

- Adaptive teaching
- Precision teaching
- Speech and language programmes
- Social skills interventions
- Emotional literacy support
- Specialist equipment
- Access arrangements
- Targeted small-group support

10. Education, Health and Care Plans (EHCPs)

Where a pupil's needs cannot be met through ordinarily available provision, the school may request an Education, Health and Care Needs Assessment.

The school will:

- Work collaboratively with families.
 - Gather evidence of support and impact.
 - Attend review meetings.
 - Implement EHCP provision.
 - Conduct annual reviews.
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11. Partnership with Parents and Carers

The school values parents as partners.

Parents will be involved through:

- Review meetings
 - Parent consultations
 - Annual reviews
 - Planning and evaluating support
 - Regular communication with class teachers and the SENDCo
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12. Pupil Voice

Pupils will be encouraged to:

- Share their views
 - Contribute to target setting
 - Participate in reviews
 - Discuss what helps them learn effectively
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13. Inclusion and Accessibility

Hythe Primary School is committed to meeting its duties under the Equality Act 2010.

The school will:

- Make reasonable adjustments.
- Prevent discrimination.
- Promote equality of opportunity.
- Improve access through the Accessibility Plan.
- Enable participation in educational visits, clubs, sports and enrichment opportunities.

The school premises include accessible facilities and provision to support pupils with physical disabilities.

14. Transition Arrangements

The school works closely with:

- Early Years settings
- Secondary schools
- Specialist providers
- External agencies

Enhanced transition arrangements are provided where required.

15. Training and Professional Development

The school is committed to ongoing SEND training.

Training may include:

- Autism
 - Speech and language development
 - SEMH support
 - Trauma-informed practice
 - Dyslexia and literacy difficulties
 - Medical needs
 - Safeguarding
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16. Monitoring and Evaluation

The effectiveness of SEND provision is monitored through:

- Progress data
 - Provision mapping
 - Learning walks
 - Pupil voice
 - Parent feedback
 - Governor monitoring
 - Annual review processes
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17. Complaints

Parents who have concerns regarding SEND provision should:

1. Speak to the class teacher.
2. Contact the SENDCo.
3. Contact the Headteacher.
4. Follow the school's formal complaints procedure.

Parents may also seek independent advice through the Hampshire SEND Information, Advice and Support Service (SENDIASS).

18. Review

This policy will be reviewed annually by the Governing Body or sooner if legislation or local authority guidance changes.
