



SEND Policy

Committee Responsible	C&S
Member of School Staff Responsible	Miss Zoe Loosemore
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Coordinator Responsible for this policy Christie Uphill (SENCo) Member of SLT in consultation with staff and governors.

Governor Responsible: All Governors

Governing Committee Responsibility:

Reviewed: Annually Next Review:

Laura Robinson

Standards and Curriculum

April 2027

Philosophy

We believe that each and every child should have the opportunity to reach their full potential and this is the responsibility of all staff. Our curriculum is designed to be both engaging and impactful, carefully planned to ensure that every child can access, participate in, and succeed in their learning. At the heart of our approach is High Quality Inclusive Teaching, which serves as the golden thread running through all aspects of school life, ensuring that teaching is adaptive, responsive, and ambitious for all learners. We are committed to removing barriers and providing the support and challenge needed for every child to thrive, both academically and personally. Beyond the classroom, we actively facilitate full participation in extra-curricular activities and the wider life of the school, fostering a strong sense of belonging, confidence, and opportunity for every pupil to discover and develop their unique talents and interests.

Definition

'A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.' (SEND Code of Practice Jan 2015)

Aims and Objectives

Our school is committed to:

- Providing a high quality inclusive curriculum to effectively meet the needs of all pupils;
- Identifying all pupils with special educational needs and disability and ensuring their needs are met;
- Raising aspirations and outcomes for all pupils with SEND;
- Providing a focus on outcomes for children with SEND;
- Ensuring that children with special educational needs and disability have the opportunity to join in with all the activities of the school;
- Ensuring that appropriate resources and support are available for pupils with special educational needs and disability;
- Ensuring that there is effective communication between parents and school. Parents are informed of their children's special needs / provision and are encouraged to actively support their children's learning;
- Supporting professional development of all staff in special educational needs and disability;
- Celebrating difference and diversity;
- Promoting effective partnership with outside agencies.

Identification

When deciding whether a pupil has special educational needs, the school refers to criteria set out in Hampshire's 'SEND Support' guidance document alongside the 'Special Educational Needs and Disabilities (SEND) Banding Framework'. We work collaboratively with parents to establish whether a child needs to be added to or removed from the SEND register. Staff use the "SEND Pathway at Hiltingbury Junior School" document to support the **Assess, Plan, Do, Review** cycle

for SEND Support. The SEND Code of Practice (2015) states that pupils are only identified as SEND if they do not make adequate progress once they have had all the adjustments and good quality personalised teaching. The SEND Code of Practice (2015) states four broad areas of SEND:

Cognition and Learning

We support pupils who may learn at a different pace by building on their strengths and providing tailored approaches. Needs may range from general learning differences to more specific areas such as dyslexia, dyscalculia or dyspraxia, ensuring every child can access and enjoy the curriculum.

Social, Emotional and Mental Health

We recognise that children may experience a range of social and emotional needs, which can present in different ways. Through a nurturing and understanding approach, we support pupils to develop confidence, resilience and positive wellbeing.

Communication and Interaction

We support pupils with speech, language and communication needs to express themselves and understand others. This includes children with Autism, ensuring strategies are personalised so every child can successfully connect, communicate and thrive.

Physical and Sensory

We ensure that pupils with physical or sensory needs are fully included in school life through appropriate support, resources and adaptations. This enables all children to access learning and participate confidently alongside their peers.

We focus on a child's strengths when identifying need because it allows us to build learning from a position of confidence, capability, and motivation, rather than deficit. By recognising what a child can do well, we are better able to design support that is purposeful, affirming, and more likely to lead to success, as pupils feel valued and empowered in their learning. This strengths-based approach aligns closely with guidance from the Education Endowment Foundation (EEF), which emphasises the importance of high quality teaching for all, adaptive teaching, and using pupils' existing knowledge and skills as a foundation for progress. Ultimately, this approach supports both academic outcomes and pupil wellbeing, ensuring that all children are positioned to succeed and fully engage in school life.

As a school, we recognise that there are other factors which may impact on progress and attainment.

- Disability (although reasonable adjustments may be made for a disability under the Disability Equality legislation, these alone do not constitute SEND)
- Attendance
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant

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- Being in a child of Serviceman/woman
 - Being a Looked After Child

A Graduated Approach to SEND Support

Teachers are responsible for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. At Hiltingbury Junior, high quality inclusive teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEND. We recognise that additional intervention and support cannot compensate for high quality inclusive teaching, however it may be necessary for individual pupils to receive additional support through carefully planned interventions.

The class teacher is the first point of contact for any concerns about a pupil. The decision about whether to make special educational provision involves discussions between the class teacher and the SENDCo and takes into consideration information gathered about the pupil's progress, alongside national data and expectations of progress. Where the decision is made by the SENDCo that a higher level of need is being presented, access is made to specialised assessments from external agencies and professionals.

Assess

We carefully build a clear picture of each pupil by drawing on teacher assessment, prior attainment, progress over time, and comparisons with peers, alongside the views of parents and the pupil. Where appropriate, advice from external Hampshire County Council professionals is included. This is a strengths-based, ongoing process, reviewed at least termly to ensure support is closely matched to need and barriers to learning are effectively addressed.

Plan

Teachers, the SENCo and support staff work collaboratively to plan tailored provision, which is shared and agreed with parents. Everyone working with the pupil is clear about their needs, the strategies in place, and the intended outcomes, with opportunities for parents to support learning at home.

Do

Class teachers retain overall responsibility for each pupil's learning, working closely with support staff to deliver and monitor effective provision. The SENDCo provides guidance to ensure strategies build on strengths, address needs, and remain closely linked to classroom teaching.

Review

Progress is reviewed termly, evaluating the impact of support and incorporating the views of the pupil and parents. Provision is then refined to ensure continued progress, with next steps agreed collaboratively to support ongoing success.

Managing Pupils' Needs on the SEND Register

If a child is identified as having a special educational need following the guidance within Hampshire's SEND services document 'SEND Support Guidance for Schools' alongside the 'Special Educational Needs and Disabilities (SEND) Banding Framework', the following process will take place:

- The child will be placed on the School's SEND register;
- In addition to high quality inclusive teaching, an intervention programme may be put in place;
- Each term the class teacher will produce a personal plan, containing specific National Curriculum targets matched to the child's identified areas of need, this information is shared with both parents and pupils;
- At the end of each term teachers complete the outcomes and progress of targets set on the personal plans and this information is shared with both parents and pupils;
- TAs keep records of interventions they run and are responsible alongside the class teacher for summative assessments in reviewing the progress and achievements made through both qualitative and quantitative evidence. A record of the additional interventions a pupil receives and the level of effectiveness is recorded on each child's electronic tracking file;
- Parents are invited to attend two Parents Evening meetings during the year to discuss their child's progress and the effectiveness of interventions with their class teacher and the SENDCo. Parents are welcome throughout the year to request additional appointments(face-to-face or phone calls) to meet with their child's class teacher or the school's SENDCo;
- For pupils with a complex level of need, arrangements are made to seek support from external agencies and pupils and parents are involved throughout the process.

In close partnership with parents and, where appropriate, external agencies, the school may request an Education, Health and Care Plan (EHCP) needs assessment where a pupil has significant complex needs and would benefit from a more coordinated and personalised level of support. This follows a period of carefully planned and reviewed strategies and interventions. The process brings together the views of the pupil, parents, school and professionals, including an Educational Psychologist, to build a holistic understanding of need. Where an EHCP is in place, annual reviews provide a valuable opportunity to celebrate progress, evaluate provision and set clear, aspirational next steps.

Exiting the SEND Register

If it is determined that the child no longer needs support that is additional to or different from their peers then a decision may be made to remove the child from the SEND register. Parents will be fully involved in this decision. The child will continue to receive high quality inclusive teaching that is differentiated and personalised within the classroom setting.

Supporting Pupils and Families

We value working together with our Parents and Carers to best support the children. Close links are maintained with all parents who are welcome to discuss achievements or concerns to do with educational, emotional or social difficulties.

A copy of the Hampshire Local Offer can be found via the following link:

[Hampshire's Local Offer for Special Educational Needs and / or Disabilities | Family Information and Services Hub \(hants.gov.uk\)](#)

We will aim to support pupils and families through linking with other agencies when needed. The Local Education Authority (LEA) provides a support service for parents called Support 4SEND which provides impartial advice, information and support to parents and carers of children and young people with SEND throughout Hampshire. This service can be accessed via the following link:

[Hampshire SENDIASS | Children and Families | Hampshire County Council \(hants.gov.uk\)](#)

External Support Services

Our school works in partnership with services providing expertise and opening up facilities to each other and the wider community. Hampshire Local authority support services play an important part in helping the school identify, assess and make provision for pupils with special educational needs. Pupils will only be seen by a Hampshire Local Authority professional after their parents have signed the consent form. Meetings with a Local Authority educational psychologist, specialist teacher adviser, physiotherapist, occupational therapist, child and family guidance worker, school nurse, EWO or member of the Speech and Language service are held when necessary to ensure effective collaboration in identifying and making provision for vulnerable pupils.

Admission arrangement

The school provides for children with a wide range of abilities. Places for children with or without a special educational need are allocated in line with the whole school admissions policy. Pupils

with special needs are admitted to our school according to the same criteria as other pupils, provided that admission is compatible with:

- The provision of efficient education for the children with whom he/she will be educated
- The efficient use of resources. This is in line with County Policy. Please refer to our admissions policy for admission arrangements and the school's policy on managing the medical conditions of pupils.

Accessibility to exams

Children with SEND may be eligible for special consideration for certain summative assessments and the End of KS2 SATs.

The class teacher will meet with the SENDCo to see if the child meets the criteria set out by the test providers. The outcome of the process will be shared with parents.

Transition

It is the role of the SENDCo and Senior Leadership Team to liaise with the SENDCo of feeder and secondary schools with information about the needs of children on the SEND register, in order to ease the transition between schools for pupils with SEND.

Supporting Pupils at School with Medical Conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEND) or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

The school will work closely with parents and outside agencies to support pupils with medical conditions and will where appropriate ensure that staff are given appropriate training to support the pupil with their needs. Training will be in line with the child's needs under latest published guidance by DfE; www.sendgateway.org.uk

Monitoring and Evaluation of SEND

The progress of pupils with SEND is regularly assessed by the class teacher and SENDCo through the use of formative and summative assessment. Levels of progress are monitored and the effectiveness of interventions are evaluated.

The Senior Leadership team evaluate teaching and learning on a regular basis to ensure that provision is being made for those pupils with SEND. Both pupil and parent views are also taken into account when evaluating the provision for SEND.

The school has a designated SEND Governor, Laura Robinson, who meets with the SENDCo to discuss the progress of children with SEND. During their assurance and link visits, the SEND Governor will produce a summary report to share with the headteacher and other governors.

Professional Development and Resources

The school's strategic plans will incorporate action plans and reviews relating to raising the achievement of pupils with SEND. Internal SEND professional development for all staff will be arranged to meet targets and to ensure that provision for pupils with SEND is appropriately delivered and co-ordinated.

Roles and Responsibilities

The responsibilities of the class teacher are:

- Teachers are responsible for the progress and development of the pupils in their class, including where pupils access support from support staff;
- To differentiate work and provide appropriate resources so that pupils with special educational needs are able to access the National Curriculum;
- To keep track of progress made through completing summative assessments using the school's tracking system;
- Under the guidance of the SENDCo, provide and deliver special education provision, where appropriate, which is additional to that available to other pupils;
- To promote socialising and integration of pupils with SEND within the school where appropriate;
- To identify pupils who may require additional support and refer them to the SENDCO;
- To work in partnership with support staff to ensure appropriate provision;
- To ensure Personal Plans and outcomes are written termly and discussed with pupils and parents;
- To ensure Personal Plans are successfully implemented;
- To inform parents of children's progress.
- To share key transition information relating to a child's special educational needs with the next year group's class teacher, at the end of the summer term.

The responsibilities of the Teaching Assistants are:

- To provide appropriate targeted support to pupils;
- To work in partnership with the classroom teacher to complete summative assessments;
- To evaluate pupils' progress against Personal Plan targets;
- To organise and run additional interventions requested by the class teacher;
- SENDCo or outside agencies;
- To evaluate and record the impact of interventions a child has received;
- To keep accurate records of progress made by SEND pupils;
- To inform teachers of progress made by SEND pupils;

The role of the Co-ordinator (SENDCo) The SENDCo's responsibilities are:

- Alongside the Senior Leadership team, drive school improvement priorities to improve the progress made of SEND children;
- To co-ordinate provision, working with teaching teams for pupils who are on the special educational needs register and order and allocate resources where needed;
- To ensure that staff are kept up to date with new legislation and good practice;
- To monitor the programmes and individual targets for SEND pupils delivered by teaching assistants and introduced to improve pupil's performance and progress;
- Provide relevant training for teachers and teaching assistants and to direct staff towards appropriate training courses in SEND as needed;
- To analyse internal and external data to measure progress of pupils with special educational needs;
- To use standardised tests and teacher assessments in reading, writing, spelling and maths to assess each pupil on the SEND register to track support provided and compare to progress made, thereby assessing the effectiveness of the support;
- To monitor and evaluate the effectiveness of the teaching of special educational needs by teachers and teaching assistants;
- Liaise with parents of children with SEND and lead support Embrace sessions in school;
- To monitor the impact of SEND interventions;
- To liaise with Hampshire County Council and outside agencies to ensure that adequate support is provided for children with SEND;
- To arrange and lead annual reviews for pupils who have a Education Health Care Plan (EHC plan);
- To review and update the SEND register termly;
- To be responsible for the SEND audit and the SEND budget.

Storing and Managing Information

The school has robust systems to ensure that any information is stored confidentially and securely. Information will only be shared with those that have permission who are directly involved in the support process. SEND registers will be kept electronically until the cohort reaches the age of 25.

Reviewing the Policy and other school policies

The policy will be reviewed annually in line with statutory requirements.

For information on how we address concerns, including complaints or issues such as bullying, please refer to the relevant policies available in the policy section of our school website. These documents provide clear guidance on our approaches and procedures.

Accessibility

The school is committed to the integration and inclusion of pupils with a wide range of needs. The school site is wheelchair accessible, has a designated disabled parking space and has a

disabled toilet. The school is split over two levels and where a child has a physical difficulty, which makes using the stairs not possible, there is flexibility to accommodate specific classes downstairs. The classrooms on the ground floor are also wheelchair accessible, with ramps at specified fire exits. Refer to the school 'Accessibility Plan' for additional information.