

Hanbury's Farm and Oakhill Community Primary Schools Federation



SEND Policy 2025

Title	SEND Policy
Author	Hanbury's Farm and Oakhill Primary Schools Federation
Date approved	Spring Term 2025
Approved by	Adrian Allen – Chair of Governors
Signature	
Next review date	Spring Term 2026

Date	Author	Note of Revisions
8/1/24	R.McAllister	Contents
5/3/25	R.McAllister	Header removed Clarification of Fundamental Principles of Provision for the Code of Practice (Chapter 1, pg 7)- format changed. Role of governing body edited in line with guidance for school governing boards 2025. Contents aligned correctly with page numbers and information. Edited roles and responsibilities to ensure they reflect Staffordshire SEND updates

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Special Educational Needs

In line with the Government's education policy that focuses on helping all children to reach their potential, across the Federation we are committed to developing a level of education that provides equality of opportunity and high achievement for all our children.

We will strive to ensure that if a child has a Special Educational Need it is identified at the earliest opportunity and that early action is taken to meet those needs.

We place the rights of children with Special Educational Needs Disability (SEND) at the heart of school policy and ensure that children are involved with decisions taken about the education they receive.

We try to ensure that we have a clear and flexible strategy for working with children with SEND and parents are encouraged to play an active role in the education of their children. We believe that all pupils, whatever their ability or specific need, have a right to a broad, balanced and differentiated curriculum relevant to their needs.

Across the Federation, we value all children and recognise that all children may at some time be entitled to special needs provision and that this may include children who are Gifted and/or Talented. The Headteacher, staff and governors will do their best to secure appropriate provision for any pupil who has an identified SEND.

Our ethos is aimed at enabling children with SEND to maximise their potential, be included fully in our school community and make a successful transition to secondary school and into adult life. Our Federation has a shared responsibility for identifying, assessing and meeting the individual pupil needs.

We strive to ensure that each pupil be fully integrated into the life of the school and be given every opportunity to develop self-confidence, self-esteem and independence.

Aims of the policy

The objectives of our policy are to:

- Organise our activities to ensure that all students are included in the life of the school and make good progress
- Work with parents sharing information on students' progress, outcomes and their individual needs
- Continuously develop our ways of working to provide the highest quality of provision for all students within the resources available
- Meet the requirements of the Education Act (1996), the Special Education Needs (SEND) Code of Practice (2014), and the Special Educational Needs and Disability Act (2001)
- Facilitate a student's learning by identifying needs and ensuring provision is matched to support each individual's attainment and well-being
- Respond to students flexibly according to the nature of their difficulties and personalise their learning so that they can learn in a way that best suits their needs
- Support student's learning without making them feel inferior to their peers

SEND and the Law Children and Families Act 2014

Definitions of special educational needs (SEND):

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 of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Compliance

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability (SEND) Code of Practice 0-25 (2014) 3.65 and has been written with reference to the following guidance documents:

- Equality Act 2010: advice for schools DfE (2013)
- SEND Code of Practice 0 – 25 (2014)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions 2014
- The National Curriculum in England Key Stage 1 and 2 framework document 2013 (updated 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- Provision at the federation is informed by the Fundamental Principles of Provision for the Code of Practice (Chapter 1, pg 7), which state that:
 - A child with Special Education Needs should have their needs met
 - The special educational needs of children will normally be met within the context of the child's class/year group
 - The views of the child should always be sought and taken into account
 - Parents (including those with parental responsibility) have a vital role to play in supporting their child's education
 - Children with SEND should be offered full access to a broad, balanced and relevant education including an appropriate curriculum for the foundation stage and the National Curriculum.

Roles and responsibilities

The governing body

The board is responsible for setting the values, culture and tone of the organisation. This includes creating an environment in which all pupils can thrive and play a full part in the life of the school.

Boards play an important role in ensuring high quality outcomes for pupils with SEN and disabilities. The board, in collaboration with executive and senior leaders, should establish the school's policy and strategy for addressing the SEN and disability requirements of pupils.

While overall responsibility rests with the board, there should be a lead member of the governing body or a sub-committee with specific oversight of the school's arrangements for SEN and disability. Our link governor for SEND is Mr Workman. The lead member will:

- champion the school's support for pupils with SEN and disabilities, including good practice in pupil engagement
- ensure that the board has the information it needs for assurance about the school's practice
- work closely with the head teacher or principal, senior leadership team and (in the case of mainstream schools) the SENCO

Responsibilities under the Equality Act 2010 may benefit from the oversight of the same lead governor, trustee or sub-committee as the [2014 Act](#) responsibilities or they may sit with other equalities responsibilities.

There is a close connection between the duties relating to SEN and equality duties relating to disability. For example, equality objectives and information should typically include matters relating to the experience of disabled pupils and their education and employment outcomes. Some disabled pupils will also have SEN.

The board should get appropriate and regular training to help it discharge its duties in relation to SEN and disability and to help ensure the best possible outcomes for those pupils.

The [maintained school governance guide](#) and [academy trust governance guide](#) provide information on the knowledge, skills and effective behaviours required by the board. This guidance should be used in conjunction with the SEN and disability information in the compliance section of the guides. This has more detail on the relevant legal duties and responsibilities placed on governors and trustees.

Legal duties owed by boards in relation to pupils with SEN and disabilities are set out in [Part 3 of the 2014 Act](#), the Equality Act 2010, and related regulations. This includes a duty on boards to have regard, when exercising relevant SEN and disability functions, to the [SEND Code of Practice: 0 to 25 years](#)

The Headteacher

The headteachers role is to provide strategic leadership for a whole school ethos. This should support high aspirations for all children and young people, including those with SEND.

The key responsibilities of the headteacher may include:

- Ensure that those teaching or working with the pupil are aware of their needs, and have arrangements in place to meet them.
- Ensure that teachers monitor and review the pupil's progress during the course of the academic year.
- Cooperate with local authorities during annual EHC plan reviews.
- Ensure that the SENDCO has sufficient time and resources to carry out their functions.
- Provide the SENDCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within the school.
- Regularly and carefully review the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensure that teachers understand the strategies to identify and support vulnerable pupils and possess knowledge of the SEND most frequently encountered.

The SEND Coordinator (SENDCO)

Governing bodies of maintained mainstream schools and the proprietors of mainstream academy schools (including free schools) must ensure that there is a qualified teacher designated as SENCO for the school.

The SENCO must be a qualified teacher working at the school. A newly appointed SENCO must be a qualified teacher and, where they have not previously been the SENCO at that or any other relevant school for a total period of more than twelve months, they must achieve a National Award in Special Educational Needs Coordination within three years of appointment.

A National Award must be a postgraduate course accredited by a recognised higher education provider. The National College for Teaching and Leadership has worked with providers to develop a set of learning outcomes.

The SENCO has an important role to play with the headteacher and governing body, in determining the strategic development of SEN policy and provision in the school. They will be most effective in that role if they are part of the school leadership team.

The SENCO has day-to-day responsibility for the operation of SEN policy and coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.

The SENCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENCO should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching.

The key responsibilities of the SENCO may include:

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

Schools have a duty to prepare and regularly update:

- a SEN Information Report
- equality information - information to demonstrate compliance with the Public Sector Equality Duty
- equality objectives
- an accessibility plan (setting out how the school plans to increase access for disabled pupils to the curriculum, the physical environment and to information)

Class / subject teachers must:

- Plan and review support for their pupils with SEND, on a graduated basis, in collaboration with parents, the SENDCO and, where appropriate, the pupil themselves.
- Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.
- Use appropriate assessment to set targets which are deliberately ambitious.
- Plan lessons to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving

Across the federation, the named SENDCO at Oakhill Primary School is **Mrs R McAllister** and the named SENDCO at Hanbury's Farm Primary School is **Mrs S Tucker**.

Involving pupils and parents in decision making

Effective planning should help parents, children and young people with SEND express their needs, wishes and goals, and should:

- Focus on the child or young person as an individual, not their SEND label.
- Be easy for children, young people and their parents to understand and use clear ordinary language and images, rather than professional jargon.
- Highlight the child or young person's strengths and capacities.
- Enable the child or young person, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in future.
- Tailor support to the needs of the individual.
- Organise assessments to minimise demands on families.
- Bring together relevant professionals to discuss and agree together the overall approach.

Pupil Participation

"...children, who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the child should be given due weight according to the age, maturity and capability of the child"
Articles 12 and 13, The United Nations Convention on the Rights of the Child.

We believe that the way in which the child participates should actively reflect the child's growing maturity; this can include participating fully or partly in meetings or gathering views through questionnaires

Participation in education is a process that will necessitate all children being given the opportunity to make choices and to understand that their views matter and are taken into account.

In the Foundation Stage the Early Learning goals recognise the importance of children's ability to develop competency and confidence progressively and to have the opportunity to develop a range of social and academic skills.

At the federation we know that confident young children, who understand that their opinions are valued can make decisions and choices relating to their own learning, will be more secure and effective pupils.

Pupil participation should be the ultimate goal for all children, all children are involved in discussions about their special needs at the appropriate level.

Schools Admission and Inclusion

All schools should admit pupils with previously identified SEND as well as identifying and providing for pupils not previously identified as having a SEND. Consultation through the relevant authority should be made to a school where the child has an EHCP.

Access to the Curriculum

We support access through first quality teaching, scaffolding, profiling students on the SEND register, allocating extra support to an individual or group according to set criteria and availability of resources. We develop self-esteem through positive reinforcement, using assessment processes to identify any learning difficulties.

We seek to be an inclusive school by:

- Using the SEND review procedures to identify any barriers in the way of the student and plan appropriate and reasonable action.
- Ensuring that all students have appropriate learning targets which are challenging.
- Valuing the diversity of our students
- Looking for opportunities within the curriculum to raise SEND issues.
- Seeking to make provision for SEND within routine class arrangements wherever possible.
- Seeking opportunities for students with SEND to work with other students .

Criteria for Evaluating the Success of the SEND Policy

The following criteria will be used:

- The amount of identified teaching time available to support SEND students (provision mapping)
- The number of students with special educational needs attaining specified levels in National Curriculum assessments.
- Academic improvement of students receiving support
- The number of planned programmes of intervention and support.
- The budget allocated to SEND by governors.
- The proportion of schemes for learning which show planning for differentiation for students with SEND.
- INSET time allocated to staff development with reference to special educational needs and disabilities.
- The proportion of parents attending or contributing to reviews and consultations.
- Staff fulfil the expectation of the school in carrying out procedures for special needs and contribute to documentation for profiling, Reviews, Reports and evaluations.
- Recommendations by external agencies are acted upon and incorporated into the curriculum. Students are confident and well-motivated and are making measurable progress
- Movement between stages and the number of students on the register

The Physical Environment

Following the Disability and Inclusion act, and in line with DfES and LEA guidelines, all staff will ensure that pupils with SEND join in the activities of school together with their peers (so far as it is reasonably practical and compatible with the pupil receiving the necessary SEND provision, the efficient education of other children and the efficient use of resources).

Ensuring the provision for pupils with SEND on school day and residential trips, and liaising with their parents/carers will be the responsibility of the group leaders when they make their risk assessment visit prior to arranging the trip/educational visit