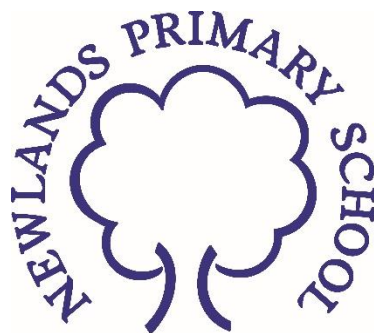




Special Educational Needs and Disabilities (SEND) Policy

(STATUTORY)

Date of Policy Issue/Review	Reviewed May 2026 by the SENDCo <i>in line with SEND Code of Practice 0 – 25 (revised July 2015)</i>
Policy approved/date	By FGB at their meeting on 18 th May 2026
Signature of Governing Body	Signed on behalf of FGB 
Next review	May 2027

INTRODUCTION AND SCHOOL ETHOS

Newlands Primary School is built on a strong sense of belonging. Every child is welcomed, valued and supported to feel safe and part of our school community. This belonging provides the strong roots children need as they begin their learning journey with us.

As children grow, they develop confidence, resilience and independence. Learning is not always straightforward; there are twists and challenges along the way. Through our shared community and core values, we support each child to navigate these challenges and continue to grow.

Our core values – Kindness, Respect, Safety, Responsibility, Resilience and Teamwork – are embedded throughout school life and shape our approach to inclusion and SEND.

LEGISLATIVE COMPLIANCE AND GUIDANCE

This policy with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (revised July 2015) and has been written with reference to the following guidance and documents: Children and Families Act 2014

- SEND Code of Practice 0–25 (2015, updated 2024)
- SEND Regulations 2014
- Equality Act 2010
- Public Sector Equality Duty
- School Admissions Code
- Statutory Guidance on Supporting Pupils with Medical Conditions (2014)
- SEND Information Report Regulations (2014)

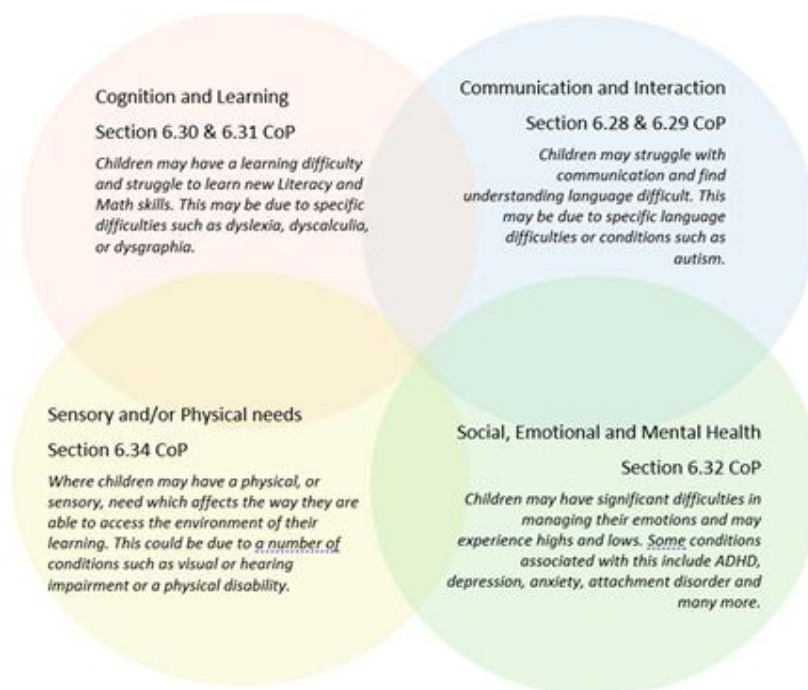
DEFINITION OF SEND

A child is identified as having Special Educational Needs and/or Disabilities (SEND) if they have a learning difficulty or disability that requires special educational provision to be made for them.

A child is considered to have a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age, or
- Have a disability that prevents or hinders them from making effective use of educational facilities generally provided for children of the same age in mainstream settings.

The Special Educational Needs Code of Practice (2015) identifies four broad areas under which most types of special educational need are classified, including:



ROLES AND RESPONSIBILITIES

Partnership with Parents and Carers

- Parents and carers are informed at the earliest opportunity if concerns arise, and the school maintains an open and responsive approach to listening to issues raised.
- Information is shared through informal discussions as well as planned individual meetings.
- Parents and carers are invited to review meetings to discuss progress and to contribute to setting targets and appropriate intervention strategies that support their child both in school and at home, typically as part of parents' evenings.
- The school actively promotes a culture of collaboration between parents/carers, schools, local authorities, and other professionals to support pupils with SEND in reaching their full potential.
- The diverse needs of parents and carers are respected, including disabilities and communication or language barriers.
- Parents' and carers' views are sought and recorded as part of discussions around their child's Personalised Plan.

The Voice of the Child

- Children are encouraged, where appropriate, to take part in decision-making processes, including contributing to the setting of targets and discussions about their support and progress.

SEND Governor

The SEN Governor is responsible for:

- Appropriate provision is in place for all pupils with SEND.
- All staff understand their responsibility to identify and support pupils with SEND.
- Pupils with SEND are included in school activities wherever reasonably practicable and compatible with their needs and the effective education of others.

- The school complies with the requirements of the Special Educational Needs Code of Practice (2015).
- Parents are informed when SEND provision is made for their child.
- They are kept well informed about SEND matters to enable effective involvement in school self-evaluation.
- Suitable staffing and funding arrangements are established and that SEND provision is effectively overseen.

Headteacher

The Headteacher is responsible for:

- Leading and managing all aspects of the school, including SEND provision.
- Keeping governors updated on SEND-related matters.
- Working in close partnership with the SENCo.
- Deploying SEND staff and resources effectively.
- Monitoring and reporting to governors on the implementation of the SEND policy and the impact of inclusive practices across the school.

SENDCo – Special Educational Needs Coordinator

The SENDCo is Mrs da Silva. She is responsible for:

- Overseeing the SEND Policy
- Coordinating provision for pupils with SEND
- Advising on the graduated approach
- Supporting and training staff
- Maintaining the SEND Register
- Liaising with parents and external agencies
- Ensuring smooth transitions
- Reporting to the Headteacher and Governors

Class Teachers

Class teachers are responsible for:

- Delivering high-quality, inclusive teaching
- Identifying emerging needs
- Implementing the graduated approach
- Planning and reviewing adaptations and interventions
- Working with parents, the SENDCo and external professionals
- Maintaining accurate records
- Ensuring full inclusion in school life

Learning Support Assistants

LSAs support pupils with SEND by:

- Delivering targeted interventions
- Supporting pupils in lessons
- Implementing strategies from Personalised Learning Plans
- Supporting emotional regulation
- Providing feedback to teachers and the SENDCo
- Contributing to reviews and provision mapping

- Supporting transitions
- Helping create communication-friendly environments

IDENTIFICATION AND ASSESSMENT

The school recognises, in line with the Special Educational Needs and Disability (SEND) Code of Practice (2015), that early identification of SEND is vital to ensuring that pupils achieve positive outcomes and make good progress. Identification and assessment are viewed as a continuous and graduated process, led by the class teacher and supported by the SENDCo.

This process is informed by a range of evidence, including:

- Ongoing teacher assessment and classroom observation
- Analysis of pupil progress and attainment data
- Information shared by parents and carers
- The views and experiences of the pupil
- Liaison with previous settings and, where appropriate, external professionals

Where a pupil is not making expected progress despite the provision of high-quality teaching and appropriately differentiated support, the class teacher will discuss concerns with the SENDCo, in accordance with the assess-plan-do-review model set out in the SEND Code of Practice. Parents and carers will be informed at the earliest opportunity and involved in discussions regarding next steps.

Where concerns are identified, a Cause for Concern process is initiated. The pupil's strengths and areas of need are explored through targeted assessments and observations. If SEND is identified, additional support is planned and recorded in a Personalised Learning Plan, with outcomes and provision tailored to the pupil's individual needs.

REVIEW

Pupil progress is monitored closely and reviewed at least three times a year in collaboration with parents/carers and, where appropriate, the pupil, in line with the graduated approach outlined in the SEND Code of Practice (2015). The effectiveness of support is evaluated, and provision is adapted accordingly to ensure continued progress.

For pupils with an Education, Health and Care Plan (EHCP), an annual review is conducted in accordance with statutory guidance, involving all relevant professionals to ensure that outcomes remain appropriate and provision continues to meet the pupil's needs.

GRADUATED APPROACH

The school follows a graduated response to SEND, in line with the **Special Educational Needs and Disability (SEND) Code of Practice (2015)**. This approach recognises that all pupils should have access to **high-quality teaching (Quality First Teaching)** and **ordinarily available provision** as a first step, with additional support provided where needed. Provision is adapted and increased in response to individual pupil needs through the **Assess-Plan-Do-Review cycle**:

Assess	If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.
Plan	In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.
Do	We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.
Review	We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer; this may mean the Plan, Assess, Do, Review cycle continues.

Where a pupil continues to make limited progress despite sustained, evidence-informed intervention and appropriate ordinarily available provision, the school may seek advice and involvement from relevant external agencies, in line with the SEND Code of Practice.

EDUCATION, HEALTH AND CARE NEEDS ASSESSMENTS

In some cases, the school may consider whether a request for an Education, Health and Care (EHC) Needs Assessment is appropriate, in line with the SEND Code of Practice (2015). This decision will be made in partnership with parents/carers and any relevant external professionals, and only after a sustained period of high-quality teaching, ordinarily available provision, and targeted interventions have been implemented and reviewed through the graduated approach.

The school will use Local Authority guidance and criteria to inform any decision to request an EHC Needs Assessment, ensuring that all available evidence of the pupil's needs, progress, and provision is carefully considered.

Throughout the EHC Needs Assessment process, the school is committed to working in close partnership with parents/carers, ensuring they are fully informed, involved, and supported at every stage. The school also recognises the importance of the pupil's voice and will ensure that their views, wishes, and feelings are taken into account. We actively encourage parents/carers to engage fully in supporting their child's learning and in contributing to decision-making about their educational provision.

MANAGING PUPILS' NEEDS ON THE SEND REGISTER

Pupils identified as having SEND are recorded on the **SEND Register**. All pupils on the register have a Personalised Learning Plan which includes:

- Areas of strength and need
- Agreed outcomes and targets
- Provision and interventions
- Review dates and contributions from parents, pupils, and professionals

Class teachers are responsible for evidencing progress. The SENCo monitors consistency, quality of provision, and impact across the school.

CRITERIA FOR ENTERING AND EXITING THE SEND REGISTER

Entry to the SEND Register

A pupil may be added to the SEND Register when:

- They continue to make limited progress despite targeted differentiation and intervention
- Their needs require provision that is additional to or different from the usual classroom offer
- A Personalised Learning Plan is required to support progress

This decision is made collaboratively between the class teacher, SENCo, and parents/carers.

Exit from the SEND Register

A pupil may be removed from the SEND Register when:

- They have made sustained progress and no longer require SEND support
- Outcomes have been met and progress can be maintained through high-quality classroom provision

The decision to exit the register is agreed by the class teacher, SENCo, parents/carers, and where appropriate, the pupil. The pupil will continue to be monitored through normal school tracking processes.

MONITORING AND EVALUATION

The quality and effectiveness of SEND provision is monitored regularly by the SENDCo and Senior Leadership Team. This includes:

- Reviewing pupil progress data
- Monitoring the quality of teaching and interventions
- Evaluating the impact of provision through the graduated approach
- Gathering views from pupils, parents/carers and staff

Findings are shared with the Headteacher and governing body to inform school development priorities and ensure continuous improvement.

STAFF DEVELOPMENT AND TRAINING

The school is committed to maintaining and continually developing the quality of teaching and provision to meet the diverse needs of all pupils, including those with SEND. High-quality continuous professional development (CPD) is seen as essential to ensuring staff are well equipped to support pupils effectively.

All teaching and support staff receive an induction upon taking up their role. This includes meeting with the SENDCo to gain an understanding of the school's SEND systems, processes, and provision, as well as to discuss the needs of individual pupils.

Training needs are identified and agreed in collaboration with staff, taking into account the current cohort of pupils and the skills required to support their needs effectively. CPD opportunities are then planned and delivered accordingly to ensure that both teaching and support staff develop the knowledge and expertise needed to provide high-quality, inclusive practice.

The SENDCo regularly attends local network meetings and professional development opportunities to remain up to date with local and national developments in SEND. This knowledge is then shared with staff to further strengthen practice across the school.

SUPPORTING PUPILS WITH HEALTH AND MEDICAL NEEDS

The school recognises that pupils with medical conditions should be appropriately supported to ensure they have full access to all aspects of education, including school trips and physical education, in line with statutory guidance.

Some pupils with medical conditions may also be considered disabled. In such cases, the school will fulfil its duties under the Equality Act 2010, ensuring that reasonable adjustments are made to support their participation and inclusion.

In addition, some pupils with medical needs may also have special educational needs and/or disabilities (SEND). Where this is the case, provision will be made in accordance with the SEND Code of Practice (2015). For those pupils with an Education, Health and Care (EHC) plan, their medical needs will be addressed as part of a coordinated approach that brings together education, health, and care provision to support their individual needs.

TRANSITIONS

The school recognises the importance of effective transition for pupils with SEND. Enhanced transition arrangements are put in place where needed, including:

- Liaison with previous and receiving settings
- Additional visits and transition planning
- Sharing of key information with staff and families

INCLUSION IN SCHOOL LIFE

All pupils can access:

- Clubs
- Trips (including residentials)
- Sports Day
- Performances
- Workshops

No child is excluded because of SEND or disability.

Risk assessments ensure safe participation.

ACCESSIBILITY, FUNDING AND SAFEGUARDING

The school is committed to ensuring that all pupils, including those with SEND, have equal access to a broad and balanced curriculum, the physical environment, and information, in

line with the Equality Act 2010. Reasonable adjustments are made where necessary to remove barriers to learning and participation, supported by the school's Accessibility Plan.

SEND funding is used strategically to provide appropriate support, resources, and interventions to meet the identified needs of pupils. This includes staffing, targeted interventions, and specialist provision where required. The impact of this funding is regularly monitored by the SENDCo and senior leaders to ensure it is used effectively to improve outcomes for pupils.

The school recognises that pupils with SEND may be more vulnerable to safeguarding concerns. All staff are aware of this and follow the procedures outlined in the school's Safeguarding and Child Protection Policy. A consistent and vigilant approach is taken to ensure that all pupils feel safe, supported, and protected at all times.

MANAGING & STORING INFORMATION

The school ensures that all information relating to pupils with SEND is stored and managed securely and confidentially, in line with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR).

Records relating to SEND, including assessments, Personalised Learning Plans, and reports from external professionals, are maintained accurately and updated regularly. These records are accessible to relevant staff to support effective provision, while ensuring that confidentiality is respected at all times.

Information is shared with parents/carers and professionals appropriately to support the pupil's needs and progress. The views of parents/carers and pupils are recorded as part of the planning and review process.

When pupils transfer to another setting, SEND information is shared promptly and securely with the receiving school or provider, ensuring continuity of support and a smooth transition.

LOCAL OFFER

Hampshire's Local Offer:

<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer> (fish.hants.gov.uk in Bing)

COMPLAINTS

Complaints follow the school's Complaints Policy.

Parents may also contact SENDIASS or the Local Authority.

LINKS TO OTHER POLICIES AND DOCUMENTS

This policy should be read alongside:

- Safeguarding and Child Protection Policy
- Behaviour and Anti-Bullying Policy
- Equality Information and Objectives / PSED Statement
- Accessibility Plan

- Supporting Pupils with Medical Conditions Policy
- Admissions Policy
- Complaints Policy
- Data Protection and Confidentiality Policies
- Attendance Policy
- Newlands SEND Information Report
- Hampshire Local Offer information