

## SEND Policy 2025-26

### Definition of Special Educational Needs

At Park View Primary School we use the Hampshire Local Authority definition of Special Educational Need or Disability (SEND): A child or young person has a special educational need or disability (SEND) if he or she has a learning difficulty, which calls for special provision to be made for him or her.

The SEND code of practice 0-25 (2015) identifies four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social Emotional and Mental Health
- Sensory and or Physical needs

### 1. Policy Statement

At Park View Primary School we are committed to meeting the special educational need of pupils and ensuring they make good progress. We comply with the statutory requirements laid out in the Special Educational Needs and Disability (SEND) Code of Practice 0-25 (2015).

Park View Primary School provides a stimulating, secure and caring environment in which each child can be successful, to give them the best chance in their future lives. We believe that all our children, including those identified as having Special Educational Needs or Disabilities (SEND), have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and enables them to be fully included in all aspects of school life. All our pupils have the right to an education which is appropriate to their individual needs and we are committed to providing excellence for children with SEND. In doing this, we aim to remove barriers to learning in order that the progress of every child whatever their need is maximised.

We believe that all children should be equally valued in school. We will strive to eradicate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

### 2. Aims

- To identify at the earliest opportunity all children who need special provision to support their learning and educational development.
- To give all children equal access to the curriculum and to value each child's achievements.
- To ensure all learners make the best possible progress.
- To ensure that all children are given appropriate support to access the National Curriculum or the EYFS curriculum.
- To involve parents and pupils in developing a partnership of support.
- To ensure that appropriate and relevant resources are available to support the delivery of SEND programmes within school, including personnel.
- To ensure ongoing CPD for all staff in SEND identification, assessment and provision.
- To develop close liaison with outside agencies to support the needs of children as required.

### 3. Objectives

- To provide a broad, balanced and suitably differentiated curriculum that is relevant to children's individual needs.
- To ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all pupils with SEND.
- To ensure all staff are aware of their responsibilities towards pupils with SEND.
- To ensure that the needs of pupils with SEND are identified, assessed, provided for and regularly reviewed.
- To take the views and wishes of the child into account.
- To enable pupils with SEND to maximise their achievements.
- To work in partnership with the child's parents and other external agencies to provide for the child's individual educational needs.

#### **4. Roles and responsibilities**

##### **The Governing Body**

Governors will fulfil their statutory duties towards pupils with SEND as prescribed in the sections 313 and 317 of the Education Act 1996. In order to do this they will:

- They will, in co-operation with the Head Teacher, determine the school's general policy and approach to provide support for children with SEND.
- They will be involved in ensuring that the SEND provision is continually monitored.
- Do their best to ensure that the necessary provision is made for any pupil who has SEND.
- Ensure that teachers in the school are aware of the importance of identifying and providing for those pupils who have SEND.
- Ensure that each pupil who has SEND joins in the activities of the school together with pupils who do not have SEND, so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school, and the efficient use of resources.
- Have regard to the SEND Code of Practice (2015) when carrying out duties towards all pupils with SEND.
- Ensure that parents are notified of a decision by the school that SEND provision is being made for their child.

##### **The Head Teacher**

- The Head Teacher has overall responsibility for the day to day management of all aspects of the school's work, including provision for children with SEND.
- The head teacher will keep the governing body fully informed
- The head teacher will ensure that all members of staff receive relevant and appropriate In Service Training (INSET) to help them to meet the objectives of this policy.

##### **The Special Education Needs Coordinator (SENCo)**

The SENCo is responsible for the following:

- Daily implementation of the SEND Policy.
- Co-ordinating provision for children with special educational needs.
- Co-ordinating the efficient administration of the systems for identifying, assessing, monitoring and record keeping for children with SEND
- Assisting class teachers to develop and review Individual Education Plans
- Liaising with and advising teachers and teaching assistants.
- Contributing to the in-service training of staff
- Support teaching assistants who are delivering interventions of SEND provision.
- Updating the SEND register on a regular basis.
- Monitoring records of SEND pupils.
- Organising and chairing Annual Reviews for Education, Health and Care Plans (EHCP).
- Liaising with parents/carers of children with SEND.
- Liaising with external agencies to support the development of children with SEND.
- Preparing, consulting, reviewing, maintaining the SEND Information Report (on the school website)
- Reporting annually to the governing body on how the special educational needs of all pupils are being met.
- Liaising with and advising Learning Support Assistants (LSAs).
- Co-ordinating provision for children with SEND – monitoring the implementation of programmes and their effectiveness and progress.
- Attending courses, reading publications and keeping up to date with recent developments. Sharing this information with staff as necessary through weekly staff meeting and INSET.

##### **Class teachers**

All teachers should actively seek to adapt the curriculum to meet the needs of all learners in their class. They are expected to:

- Work with all children, including those with SEND, and use increased differentiation and a range of support strategies while continually monitoring and reviewing individual children's progress.
- Express a concern about an individual child to the SENCo where the attainment of the pupil falls below age-related expectations and increased differentiation and high quality teaching is not accelerating progress towards an expected norm.
- Agree SEND intervention programmes with the SENCo. This may or may not include an Individual Education Plan (IEP)
- Familiarise themselves with and ensure that SEND programmes are followed for each individual child and that targets are reviewed and tracked regularly.
- Collect relevant information about the child, consulting with the SENCo, the child, the child's parents/carers and other relevant parties.
- Actively involve the child in their learning, taking their view and needs into account. Contact and give advice to the child's parents to inform them of action taken with respect to their child.

- Liaising with and seeking advice from the SENCo, and external agencies where appropriate.
- Contributing to SEND reports, monitoring assessment activities and completing and reviewing agreed SEND records.
- Ensure continual monitoring and updating of actions towards targets between formal reviews of IEPs.
- Ensure the regular review and renewal of targets.
- Ensure the implementation of recommendations on reports from external agencies.
- Liaising with and advising Learning Support Assistants (LSAs).

### **Learning Support Assistants (LSAs)**

Under the direction of a class teacher they will be responsible for:

- Raising concerns with the class teacher regarding the progress or behaviour of a child with whom they work.
- Giving 1 to 1 or small group support for children with SEND.
- Working in partnership with the SENCo and class teachers in delivering support to children identified as having SEND.
- Collecting information about the children, under the guidance of the class teacher.
- Contributing to IEPs and annual reviews of statements where appropriate.
- Liaising with the SENCo and external agencies if appropriate.
- Carrying out specific intervention programmes and reporting back to teachers.
- Ensuring that comprehensive records of interventions are kept.
- Undertaking in-service training and other CPD in the area of SEND.
- Being fully aware of the school's SEND policy.

### **Parents**

#### **The Role of Parents/Carers of Pupils with SEND**

In accordance with the SEND Code of Practice (2015) the school believes that all parents/carers of children with SEND should be treated as partners. The school has positive attitudes to parents/carers, provides user friendly information and strives to ensure that they understand the procedures and are aware of how to access advice and support.

Parents will be supported and enabled to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education.
- Understand their responsibilities of implementing advice and strategies given by professionals.
- Raise concerns regarding their child's progress.
- Providing information, where appropriate, for external agencies.
- Have knowledge of their child's SEND and how the school is providing for them.
- Contribute, via consultation, to all formal assessments.
- Make their views known about how their child is educated.
- Have access to information, advice and support during assessment and any related decision-making processes about Special Educational provision.

Parents are involved in supporting the targets for IEPs and are part of the review process. We encourage active participation of parents by providing guidance on how they can support their child's learning at home. We value the contribution that parents make and the critical role they play in their child's education.

### **Pupil Participation**

Pupils with SEND often have a unique knowledge of their own needs and circumstances, and their own views about what sort of support they would like to help them make the most of their education. They will be encouraged to participate in the decision-making processes including the setting of learning targets and contributing to IEPs. This will be achieved through a variety of different approaches as appropriate to the age of the child. These may include:

- Pupil interviews
- Questionnaires
- Self-evaluation (pictures, written answers)
- Surveys
- Pupil conferencing
- Pupil set targets

### **5. Identifying children with Special Education Needs**

All teachers will provide High Quality Teaching for the children in their class. This includes adapting the learning environment in response to the needs of the class and ensuring that every pupil receives Ordinarily Available Provision (OAP).

### **Ordinarily Available Provision**

Ordinarily available provision refers to the support and resources that all schools provide as part of their universal offer for all children, including pupils with special educational needs and disabilities (SEND). This includes high-quality teaching that is differentiated to meet individual needs, reasonable adjustments to the learning environment, and access to targeted interventions where necessary. Examples include adapted classroom materials, additional adult support within lessons, use of assistive technology, and strategies that promote inclusion and participation. These supports do not require the child to be in receipt of SEN Support or to have an Education, Health and Care Plan (EHCP). They are designed to ensure that every child can access the curriculum and make progress.

### **Monitoring**

At Park View, we follow the graduated approach, in line with Section 6 of the SEND Code of Practice (2015). This approach uses a continuous Assess – Plan – Do – Review cycle to ensure that a child's needs are regularly and consistently evaluated, and that any support in place remains effective.

As part of this cycle, assessment procedures are used to monitor pupil progress and identify any emerging difficulties. When concerns arise about a child's learning, development, or behaviour, the class teacher shares this information with the SENCo and implements new or adapted provision. After an agreed review period, the impact of this provision is evaluated. If progress continues to be limited, the child will be added to the monitoring section of the SEND register, ensuring their needs are closely tracked within the graduated approach.

### **SEN Support**

A child placed at SEN Support will require provision that is additional to or different from the school's usual differentiated curriculum. This may apply to pupils who:

- Make little or no progress despite targeted teaching approaches.
- Show persistent difficulties in developing literacy or mathematical skills, resulting in low attainment.
- Experience emotional or behavioural challenges that are not resolved through the school's usual behaviour strategies and require individualised support.
- Have sensory or physical needs and make limited progress despite specialist equipment or support.
- Have communication and/or interaction needs and continue to struggle in making expected progress.

### **Individual Education Plans**

All children recorded for SEND Support will have an Individual Education Plan (IEP).  
The IEPs will include:

- Long term outcomes set for the child
- Short term targets within the aims
- Ordinarily Available Provision available to the child through their class environment
- Individual or targeted provision in place for the child
- Ongoing review notes

The Individual Education Plan records provision that is additional or different from the differentiated curriculum that is in place for all pupils. These are reviewed every half term and are sent to parents termly.

### **Monitoring of SEN Support**

- The SENCo updates the SEND Register on a termly basis, in consultation with class teachers, and reports to the Head Teacher.
- Individual Education Plans are monitored and formally reviewed by the Class Teacher, in consultation with the SENCo once every half term.
- The SENCo holds formal review meetings with class teachers termly. This ensures consistency in the implementation of the SEND Policy.
- Once a term, assessment data is analysed by SENCo to identify the progress of children on the SEND register.

### **External Agencies**

On occasion, external agencies may be called upon to support the needs of individual pupils. When it is felt that this may be appropriate, parents will be fully involved in this decision and be invited to meet and discuss the needs of their child with the external person providing support and advice.

Such advice may be sought from, but not limited to:

- Educational Psychologist.

- Behaviour Support Team.
- Speech and Language Therapist.
- Occupational Therapist.
- School Nurse.
- Specialist Advisory Teachers
- Outreach support from schools specialising in SEND.
- CAMHS
- Psicon / The Owl Centre
- PATCH Team
- Equipment Team
- Hampshire SEND Services – if the child is in receipt of an EHCP

### **Education, Health and Care Plans**

In some cases, a statutory assessment of a child's needs may be necessary. This assessment can lead to an Education, Health and Care Plan (EHCP), which ensures the child's needs are fully met.

An Education, Health and Care Plan (EHCP) is a legal document issued by the Local Authority. It sets out:

- A child or young person's special educational needs (SEN).
- The support and provision required to meet those needs.
- Any relevant health and social care arrangements. EHCPs are designed for children and young people aged 0–25 who need more support than is available through standard SEN provision in school.

If the school decides a statutory assessment is needed, the following steps will be taken:

- The SENCo will complete all required documentation as specified by Hampshire County Council.

We will provide details of:

- Current provision and support.
- The views of the child and their parents.
- Input from other professionals involved.
- Copies of Individual Education Plans (IEPs) and samples of the child's work will be included.

Parents will be fully informed about the purpose and process of the statutory assessment. The school will continue supporting the child while the assessment outcome is pending.

If an EHCP is issued:

- The Head Teacher will use any additional resources provided by the Local Authority effectively to support the child.
- Targets will be set and reviewed at least once per term through the child's IEP.
- Progress will be reviewed annually through a formal **annual review** meeting.
- Once an EHCP is reviewed, the relevant paperwork is sent to the Local Authority who will make a decision on whether to continue with the plan, modify it in light of the child's ongoing needs, or decide it is no longer required.

### **Transition**

When pupils with an EHCP are due to transfer to another phase, planning for this will be started in the year prior to the year of transfer. Advance planning in Year 5 will allow appropriate options to be considered for transition to secondary school at the end of Year 6. The SENCO and class teacher will liaise with the SENCO of the secondary schools to ensure that effective arrangements are in place to support pupils at the time of transfer.

When pupils identified as SEND are due to transfer to another phase, the class teacher and SENCO will liaise fully with the SENCO of the other school to ensure the child's needs will continue to be met in the new setting.

### **Admissions**

We aim to meet the needs of any child whom the parent wishes to register at the school as long as a place is available. The currently agreed admissions policy of the governors, based on the county admissions policy, makes no distinction with regard to pupils who have SEND. No pupil can be refused admission solely on the grounds that he/she has SEND except where the child is the subject of an EHC plan and the Local Authority has indicated that the provision required would prevent the efficient education of other children or efficient use of resources (Children and Families Act, 2014).

Where a child due for admission is known to have SEND, the SENCO, the respective teachers, and the Head Teacher will gather appropriate information from the playgroup, nursery or school the child has been attending, from the parents, and from other agencies known to have been involved.

#### **6. Partnership with Parent/ Pupils**

- Having a partnership with parents is an essential part of our school ethos and philosophy. The school has an “open door” policy; all parents are welcome to discuss their child’s progress. Class Teachers, the SENCo and the Head Teacher are available for consultation at any mutually convenient time.
- Parents Evenings are organised for communication purposes, to which the child and parents/carers are invited. The SENCo is available for drop-in appointments during all parents evenings.
- Parents may also be invited into school to discuss specific issues relating to their child as the need arises.
- For children with an ECHP, parents and pupils are encouraged to attend the annual review meeting and to make their contribution towards the annual review report.
- Parents needing additional support, or an impartial viewpoint, will be advised of the advice which may be provided by SENDIASS. This can be accessed through Hampshire County Council’s website (please see in section 13).

#### **7. Equal Opportunities**

This policy will be applied to all members of the school community regardless of difference, for example, of mental or physical ability, age, race, gender, sexuality, religion or background.

#### **8. Allocation of Resources**

The LEA provides the school with a budget towards meeting the needs of pupils with SEND. In addition the school plans and provides for pupils with SEND from their main budget. In some cases the school receives additional funding for pupils with EHCPs.

#### **9. Monitoring and Evaluation of the SEND Policy**

The SEND policy will be reviewed annually by the SENCo.

#### **10. Complaints Procedure**

- Initial concerns may be reported to the class teacher or SENCo.
- If the concern is not resolved, a complaint should then be made to the Head Teacher.
- If the action taken by the head teacher does not resolve the concern, the complaint should then be made to the Governing Body.
- If the action taken by the Governing Body does not resolve the concern, the complaint should then be made to the Local Authority.

#### **11. SEND Governor**

- The SEND Governor presents a SEND Report to the Governors, on an annual basis.

#### **12. Named SENDCo**

- The current named SENCo is Miss Grace Fletcher

#### **13. Links**

##### **SEND Code Of Practice**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

##### **Children and Families Act**

<http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>

##### **Hampshire SENDIASS**

<https://www.hampshiresendiass.co.uk/parents-carers>

**To be reviewed: September 2026**