Hampden Gurney CE Primary School

Special Educational Needs and Disabilities (SEND) Policy

2026-2027

1. Vision and Ethos

At Hampden Gurney CE Primary School, we are committed to ensuring that every pupil is valued, supported and enabled to flourish. Consistent with our school vision to Achieve, Belong and Thrive, we strive to create an inclusive environment where all children, including those with Special Educational Needs and Disabilities (SEND), are welcomed, respected and supported to reach their full potential.

We believe that every child has unique strengths, talents and aspirations. Through high-quality teaching, effective partnerships with families, reasonable adjustments and targeted support, we aim to remove barriers to learning and participation so that all pupils can succeed academically, socially, emotionally and spiritually.

We recognise diversity as a strength and are committed to fostering a culture of belonging in which all pupils feel safe, included and valued.

2. Aims

The aims of this policy are to:

- Ensure early identification of pupils with SEND.
- Enable all pupils to access a broad, balanced and ambitious curriculum.

- Promote high aspirations and positive outcomes for pupils with SEND.
- Ensure pupils with SEND are fully included in all aspects of school life.
- Work collaboratively with parents, carers and external professionals.
- Ensure pupils' views are heard and inform decision-making.
- Implement the SEND Code of Practice through a graduated approach.
- Develop independence, resilience and self-advocacy skills.
- Promote positive mental health and wellbeing.
- Ensure effective use of resources to support pupils' needs.

3. Definition of SEND

A child or young person has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them.

A pupil has a learning difficulty or disability if they:

- Have a 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 others of the same age.

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

4. Areas of Need

The SEND Code of Practice identifies four broad areas of need:

Communication and Interaction

Including:

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

Cognition and Learning

Including:

- Specific Learning Difficulties (SpLD)
- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)

Social, Emotional and Mental Health (SEMH)

Including:

- Anxiety
- Emotional regulation difficulties
- Attachment needs
- Mental health difficulties

Sensory and/or Physical Needs

Including:

- Hearing impairment
- Visual impairment
- Physical disabilities
- Sensory processing differences

5. Inclusion and Neurodiversity

We recognise and value neurodiversity as part of natural human variation.

We understand that pupils learn, process information and experience the world in different ways. Our approach recognises and celebrates strengths while identifying and reducing barriers to participation and achievement.

We are committed to:

- Creating inclusive classrooms.
- Adapting environments where necessary.
- Using strengths-based approaches.
- Promoting acceptance and understanding.
- Ensuring all pupils feel they belong.

6. Roles and Responsibilities

Governing Body

The Governing Body is responsible for:

- Monitoring the effectiveness of SEND provision.
- Ensuring statutory duties are met.
- Appointing a SEND Governor.

- Supporting strategic development of inclusive practice.

Headteacher

The Headteacher is responsible for:

- Overall leadership of SEND provision.
- Ensuring suitable provision is in place.
- Deploying resources effectively.
- Supporting staff development.

SENDCo

The SENDCo is responsible for:

- Overseeing day-to-day SEND provision.
- Maintaining the SEND Register.
- Coordinating support for pupils with SEND.
- Liaising with parents and external agencies.
- Supporting staff with inclusive practice.
- Monitoring and evaluating the impact of provision.
- Supporting EHCP applications and annual reviews.

Teachers

Every teacher is a teacher of pupils with SEND.

Class teachers are responsible for:

- High-quality adaptive teaching.
- Early identification of needs.
- Implementing agreed strategies and provision.
- Monitoring progress.
- Working with parents and the SENDCo.
- Contributing to reviews and assessments.

7. Identification of SEND

The school adopts a graduated approach to identifying SEND.

Concerns may arise through:

- Teacher observations.
- Parent concerns.
- Pupil concerns.

- Assessment information.
- Progress data.
- Previous school records.
- Information from health or external professionals.

Where concerns are identified, discussion will take place with parents and appropriate assessments will be completed.

A pupil may be placed on the SEND Register when additional provision beyond high-quality teaching is required on an ongoing basis.

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

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

Assess

Information is gathered through:

- Assessment data.
- Teacher observations.
- Pupil voice.
- Parent voice.
- External agency advice.

Plan

Appropriate support, outcomes and strategies are agreed with parents and pupils.

Do

The agreed provision is implemented by school staff.

Review

Progress and impact are evaluated termly and future provision is planned accordingly.

9. SEND Provision

High-quality adaptive teaching is the first response to meeting additional needs.

The school follows Westminster's Ordinarily Available Provision guidance and ensures reasonable adjustments are implemented before more specialist support is considered.

Pupils receiving SEND Support will typically have:

Pupil Passport

Every pupil on the SEND Register will have a Pupil Passport which records:

- Strengths and interests.
- Pupil voice.
- Aspirations.
- Areas of need.
- Successful strategies.
- Reasonable adjustments.
- Medical information where relevant.

Pupil Passports are shared with staff and reviewed regularly.

Individual Support Plan (ISP)

Each pupil receiving SEND Support will have an Individual Support Plan which includes:

- Current needs.
- Desired outcomes.
- Provision and strategies.
- Reasonable adjustments.
- Review information.
- Parent and pupil contributions.

ISPs are reviewed at least termly.

Intervention Maps

Every pupil receiving targeted SEND provision will have an Intervention Map identifying:

- Type of support.
- Frequency.
- Staff responsible.
- Intended outcomes.
- Impact measures.

The school also maintains a whole-school Intervention Map to monitor provision and resource allocation.

10. Education, Health and Care Plans (EHCPs)

Where a pupil's needs are significant and long-term, the school may request an Education, Health and Care Needs Assessment in partnership with parents and external professionals.

Pupils with an EHCP will:

- Have provision delivered in accordance with their EHCP.
- Have an Individual Support Plan.
- Receive support informed by professional advice.
- Participate in an Annual Review.

Annual Reviews will consider:

- Progress towards outcomes.
- Continued appropriateness of provision.
- Recommendations for amendments where necessary.

11. Mental Health and Wellbeing

The school recognises the close relationship between SEND, wellbeing and mental health.

Support may include:

- Emotional literacy interventions.
- Social skills programmes.
- Mentoring.
- Nurture approaches.
- Therapeutic support.
- Referrals to external services where appropriate.

We aim to identify concerns early and provide support that promotes emotional wellbeing and resilience.

12. Assistive Technology

Assistive technology may be used to increase independence and improve access to learning.

Examples include:

- Laptops and tablets.
- Speech-to-text software.
- Alternative recording methods.
- Visual supports.
- Accessibility tools.
- Sensory resources.

The effectiveness of assistive technology is reviewed regularly.

13. Working with Parents and Carers

We recognise that parents and carers know their children best.

We are committed to working in partnership with families through:

- Regular communication.
- ISP review meetings.
- Annual Reviews.
- Parent consultations.
- Collaborative decision-making.

Parents are encouraged to raise concerns at the earliest opportunity so that support can be discussed and implemented promptly.

14. Pupil Voice

Pupils are central to decision-making about their support.

We actively seek pupils' views through:

- Pupil Passports.
- ISP reviews.
- Annual Reviews.
- School surveys.
- Informal discussions.
- Transition planning.

We recognise that pupils are often best placed to explain what helps them learn and participate successfully.

15. Working with External Agencies

The school works closely with a range of professionals, including:

- Educational Psychology Service.
- Speech and Language Therapy.
- Occupational Therapy.
- Physiotherapy.
- CAMHS.
- School Nursing Service.
- Social Care.
- Specialist Teaching Services.
- SENDIE

External advice is used to inform planning and provision.

16. Accessibility and Inclusion

The school is committed to ensuring equal access to education for all pupils.

Reasonable adjustments may include:

- Adapted teaching approaches.
- Environmental modifications.
- Specialist equipment.
- Alternative methods of recording.
- Additional adult support where appropriate.

The school Accessibility Plan outlines further details.

17. Transition Arrangements

Careful planning supports successful transitions.

This may include:

- Additional visits.
- Social stories.
- Transition meetings.
- Information sharing.
- Enhanced secondary transition programmes.

Particular attention is given to pupils with SEND at key transition points.

18. Complaints

Concerns regarding SEND provision should initially be discussed with the class teacher or SENDCo.

If concerns remain unresolved, parents may:

1. Speak with the Headteacher.
2. Follow the school's Complaints Policy.
3. Seek advice from the Local Authority SEND Information, Advice and Support Service (SENDIASS).

19. Monitoring and Evaluation

The effectiveness of SEND provision is monitored through:

- Progress data analysis.
- SEND reviews.
- ISP reviews.
- Intervention evaluations.
- Learning walks.
- Book scrutiny.
- Parent voice.
- Pupil voice.
- Annual Reviews.
- Governor monitoring visits.
- Review of whole-school SEND outcomes.

Findings are used to inform school improvement planning and future provision.

20. Training and Professional Development

The school is committed to ongoing professional development.

Staff training may include:

- Autism.
- ADHD.

- Speech, Language and Communication Needs.
- Dyslexia.
- SEMH.
- Sensory needs.
- Medical needs.
- Inclusive classroom practice.
- Safeguarding children with disabilities.

21. Related Documents

This policy should be read alongside:

- SEND Information Report
- Accessibility Plan
- Equality Information and Objectives
- Behaviour Policy
- Safeguarding and Child Protection Policy
- Supporting Pupils with Medical Conditions Policy
- Attendance Policy

22. Appendices

1. Initial Concern Form
2. Pupil Passport Template
3. Individual Support Plan (ISP) Template
4. SEND Intervention Map Template
5. Assess-Plan-Do-Review Guidance
6. EHCP Annual Review Guidance
7. Westminster Local Offer Information

Policy Review Date: September 2027
Approved by: Governing Body
SENDCo: _____
Headteacher: _____
Chair of Governors: _____