



Special Educational Needs and Disability Policy

Approved by the LGB	
Next review due by	September 2025
Frequency	Annually

Our School Vision:

We believe every child has the right to be a successful and confident citizen who is able to make a positive contribution to the world they live in.

Our motto is 'Learning today, to make a difference tomorrow'

Our School Values:

Our School Values were updated following a consultation process with our stakeholders. The following table outlines ways in which a child might demonstrate our 4 core values.

Compassion - we show kindness and understanding to everyone We show kindness to one another. We help one another. When someone is feeling hurt or sad, we try to make them feel better. We use kind words	Responsibility - we think about the impact of our actions. We make good choices about our behaviour. We think about how actions affect others. We look after our own and other people's property. We care for our environment
Courage - we are brave and believe we can We are not afraid to take risks or make mistakes. We will have a go at something new. We do not give up when we find something difficult. We will try things that we may be a little afraid to do.	Respect - we value everyone in all we do. We show good manners. We listen to others and their ideas. We treat each other as we would like to be treated. We celebrate differences and similarities between people.

Our School Aims:

- Every member of our school community will understand, live and breathe each of our core values. to challenge, develop and nurture the 'Whole Child' so they are able to grow into confident, resilient and emotionally literate citizens of the future.
- Our children will receive a broad and balanced experience that progressively builds and deepens knowledge, understanding and skills across the curriculum.
- Our school community will work in partnership with parents, carers and governors
- Our children will leave Hatchlands physically and mentally healthy and equipped with the skills to prepare them for their future.
- Our children will have high aspirations and no limits on their learning,
- All children will achieve, regardless of their background or starting points.

Our One School Rule:

We show kindness and respect to everyone.

Aims

Our SEN policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Hatchlands is an inclusive school with a whole school approach to special educational needs. The Governing Body and the staff aim to ensure that all pupils, including those identified as having special educational needs and disabilities are motivated and encouraged to develop physically, socially, intellectually, spiritually, morally, culturally and emotionally by providing a broad and balanced curriculum which is accessible to them and which incorporates the National Curriculum or Foundation Stage Curriculum. We have high expectations and aspirations for all our children, including those with SEND.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, barriers to learning, attainment and background.

Core Principles:

At Hatchlands Primary School:

Every teacher is a teacher of every child or young person, including those with SEND.

We work in partnership with children, young people and their parents, jointly making decisions at individual and strategic levels.

We work towards the early identification of needs in order to ensure children and young people benefit from early support and high quality provision to meet the needs of children and young people with SEND.

We will fulfill our duties under the revised Code of Practice (2014) which now covers the 0-25 age range and includes guidance relating to disabled children and young people as well as those with SEN.

There is a strong focus on high aspirations and on improving outcomes for children and young people. We aim to ensure that there is greater choice and control for young people and parents over the support provided to pupils with SEND needs.

We follow the SEND Code of Practice which includes guidance on the joint planning and commissioning of services to ensure close co-operation between education, health and social care.

We publish our SEND information report and school offer whilst supporting the Local Authority in publishing a Local Offer of support for children and young people with SEN or disabilities.

Pupils with additional SEND needs are supported through a graduated approach. For the majority of our pupils with SEND this will mean they are registered at the SEND support level of need. However, for children with more complex needs, further support may be required which in some cases can lead towards an application being made for an Education, Health and Care Plan (EHCP) assessment.

Legislation and Guidance

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislations:

- Part 3 of the Children and Families Act 2014, which sets out schools responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEND information report.

This policy also complies with our funding agreement and articles of association.

Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is education or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Roles and Responsibilities

The SEND Coordinator (SENDCO) is Lauren Payne.

Contact details:

- Email send@hatchlandsprimary.co.uk
- Phone 01737763549

The SENDCO will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day to day responsibility for the operation of this SEND policy and the coordination of specific provisions made to support individual pupils with SEND, including those with EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the schools' delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services

- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date.

Moira Anderson is our Designated Safeguarding Lead.

Lauren Payne, Lacey Bateman and Jemima Austin are our Deputy Designated Safeguarding Leads.

Lauren Payne is responsible for Children Looked After by the Local Authority.

Lauren Payne is responsible for managing Pupil Premium Funding.

Jemima Austin is our member of staff responsible for medical plans.

The SEN Governor

The SEND governor is Netti Lawrence

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

The Headteacher

The headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for provision and progress of learners with SEND.
- Set objectives and priorities in the school development plan, which includes SEND
- Oversee the role of the SENDCO, the day-to-day provision of students with SEND, including setting a budget for supporting students within the school's overall financial resources
- Updating and informing the governors about matters pertaining to SEND
- Review how expertise and resources used to address SEND can be used to build the quality of the whole school provision.

Class teachers

‘All teachers are teachers of SEND’

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENDCO to review each pupil’s progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy
- Devising access strategies and identifying appropriate differentiated methods of access to the curriculum, in conjunction with the SENDCo
- Monitoring progress of students with SEND against agreed targets and objectives
- Be fully aware of the school’s procedures for SEND and the Code of Practice
- Raising individual concerns to the SENDCo
- Class teachers are responsible for supporting the work of teaching assistants and overseeing the effectiveness of interventions for the class.
- Teaching assistants are responsible for the delivery of interventions and supporting pupils with SEND needs under the guidance and direction of the class teacher

SEN Information Report

The school sets out its SEND information in the SEND Information Report. This report is accessible on the school’s website and is intended to provide parents with the information that they require to make informed decisions about their child’s education.

The SEND information report will be updated in the Autumn Term and will be published in the ‘Inclusion’ section of our school website: www.hatchlandsprimary.co.uk.

Monitoring arrangements

This policy and information report will be reviewed by Lauren Payne (SENDCo) annually, alongside the publication of our SEND information report. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

Links with other policies and documents

This policy links to the following policies

- Accessibility plan
- Behaviour policy
- Equality policy
- Supporting pupils with medical conditions