



New Hartley First School

Special Educational Needs Policy

At New Hartley First School, our vision is for every child to feel safe, secure, and fully included in all aspects of school life. We strive to provide high-quality teaching and learning that inspires a lifelong love of learning and curiosity. We want our children to understand the value of making mistakes, to embrace challenges with confidence, and to never be afraid to try.

Through successful implementation of this policy, New Hartley aims to eliminate discrimination and promote equal opportunities.

The school will work ensuring that the following principles underpin this policy:

- The involvement of pupils and their parents in decision-making.
- The early identification of pupils' needs and early intervention to support them.
- A focus on inclusive practice and removing barriers to learning.
- Collaboration between education, health and social care services to provide support.
- High-quality provision to meet the needs of pupils with SEND.
- To view the child holistically, to celebrate their achievements and encourage them to reach their potential.
- To nurture independence and resilience.

Compliance

This SEND Policy has been developed in line with the statutory requirements of the following guidance and documents:

- Equality act 2010
- SEND code of practice 0-25 (January 2015)
- Teachers standards 2012

This policy operates in conjunction with the following school policies:

- Admission Policy (Nursery only)
- Behaviour Policy
- Health and Safety Policy
- Supporting Children with Medical Needs Policy
- Safeguarding policy

Definition of 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:

- 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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

(SEND Code of Practice, 2015)

The Equality Act 2010 defines a disability as **a physical or mental impairment that has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.**

For the purposes of the Equality Act 2010, *long-term* generally means that the impairment has lasted, or is likely to last, for at least 12 months. *Substantial* means more than minor or trivial. The Act provides protection against discrimination, harassment and victimisation for disabled people and places a duty on schools to make reasonable adjustments where required.

A child or young person may therefore meet the definition of disability under the Equality Act 2010 whether or not they have a special

educational need or require special educational provision. Similarly, not every child or young person with SEND will necessarily meet the Equality Act definition of disability. The school will consider both frameworks when identifying needs and determining the appropriate support and reasonable adjustments required.

Ordinarily Available Provision

Quality First Teaching

The foundation of our SEND provision is high-quality, inclusive teaching. Class teachers are responsible for adapting lessons to meet the needs of all learners. This includes:

- Adapting and differentiating tasks and resources to match an individual's abilities.
- Providing clear explanations and visual supports.
- Using a range of strategies such as small-group teaching, targeted questioning, and scaffolded learning.
- Ensuring the classroom environment is supportive, structured, and accessible to all pupils.
- Using ongoing assessment and observation to identify barriers to learning, monitor progress and adapt teaching accordingly.
- Providing appropriate challenge and support, maintaining high expectations for pupils with SEND while ensuring that learning is accessible.
- Using adaptive teaching strategies, including adjusting the pace, level of support, questioning, modelling, resources and methods of recording where appropriate.
- Breaking learning into manageable steps and providing opportunities for repetition, retrieval and consolidation of key knowledge and skills.
- Supporting pupils to develop independence, gradually reducing scaffolding and adult support where appropriate.
- Promoting communication and language development through explicit teaching of vocabulary, opportunities for discussion and appropriate communication strategies.
- Making reasonable adjustments to remove or reduce barriers to participation and learning for disabled pupils.
- Using appropriate assistive technology, specialist resources or equipment where these support access to learning.
- Providing opportunities for pupils to work collaboratively and develop social and emotional skills, including appropriate support with relationships, communication and self-regulation.

- Giving pupils regular feedback that helps them understand what they have achieved and what they need to do next.
- Working collaboratively with the SENDCo, support staff and other professionals, where appropriate, to ensure that strategies and provision are consistent and effective.
- Working in partnership with parents and carers, valuing their knowledge and understanding of their child and sharing information about progress and support.
- Reviewing the effectiveness of adaptations and interventions and making changes where these are not having the intended impact.

Identification of SEND children uses the definition given in the code of practice 2015 which includes the four broad areas of needs.

- Cognition and learning
- Communication and interaction
- Social emotional and mental health difficulties
- Sensory, physical and medical needs.

Children with SEND are encouraged and supported to take part in all aspects of school life, including clubs, trips, performances, and leadership roles. Reasonable adjustments are made to ensure full participation and equality of opportunity.

Working with Specialists

When a child's needs require expertise beyond what the school can provide, we work closely with a range of external professionals.

Identification

At New Hartley First School, we recognise the importance of early identification in supporting pupils with Special Educational Needs and Disabilities (SEND). Early recognition allows us to provide timely, targeted support that helps each child reach their full potential.

All our teachers closely monitor the progress made by all students and ask advice from the SENDCO as soon as they have concerns about a pupil. They follow the graduated approach to the identification of children with SEND.

If we think that your child has a special educational need (SEN) we will invite you into school to discuss how we can all work together to support them. This may be in line with parents evening or an additional meeting.

Your child will then be placed on the SEND register and a pupil passport/SEND support plan with a graduated level of provision established.

If you, as a parent or carer are concerned about your child and think they may have a special educational need, you should arrange to speak to your child's class teacher in the first instance, to let them know what you think your child's need(s) may be. Your child's class teacher will then discuss your concerns with the school SENCO.

The graduated approach

At New Hartley, we use the graduated approach of **Assess, Plan, Do, Review** to identify and respond to pupils' special educational needs and disabilities. This is a continuous, cyclical process that enables the school to respond to pupils' individual needs and ensure that support is appropriate, effective and regularly reviewed.

We recognise that children develop at different rates and that some pupils may experience difficulties with learning, communication, physical development, social and emotional development or other areas of need. Early identification and appropriate support are central to our approach.

Assess

Teachers continually assess pupils' progress, attainment and development through classroom observation, assessment, pupil work, discussions with pupils and information from parents and carers. Where a pupil is identified as making less progress than expected or experiencing barriers to learning, teachers will consider whether additional support or adaptations are required.

The school will draw on a range of information to develop a clear understanding of the pupil's strengths, needs and barriers to learning. Where appropriate, the SENDCo may work with the class teacher, parents or carers and external professionals to gather further information.

Plan

Where additional SEND support is required, the class teacher, working with the SENDCo where appropriate, will identify the adjustments, strategies, interventions or additional provision that will be put in place.

Parents and carers will be involved in discussions about the support planned for their child and, where appropriate, pupils will also be involved in identifying strategies that help them to learn.

The planned support will identify:

- the pupil's identified needs and desired outcomes;
- the adjustments, strategies or interventions to be provided;
- who will provide the support and when it will take place;
- how the support will be monitored; and
- when the provision will be reviewed.

Where appropriate, advice and recommendations from external professionals will be incorporated into the pupil's provision.

Do

The class teacher remains responsible for the pupil's learning and progress, including when the pupil receives additional support from teaching assistants or other adults.

Teachers will ensure that agreed strategies and adjustments are implemented consistently within the classroom. Additional interventions may be delivered individually, in pairs or in small groups, depending on the pupil's needs.

Support will be carefully targeted and evidence-informed, with the aim of addressing identified barriers to learning while promoting the pupil's independence and access to the full curriculum.

Review

The effectiveness of the support provided will be reviewed at an appropriate and agreed time. The review will consider the impact of the provision on the pupil's progress, attainment, participation and wider development.

Parents and carers will be involved in the review process and, where appropriate, pupils' views will be considered. Information from teachers, support staff and external professionals will also be considered where relevant.

Following the review, the school will determine whether:

- the pupil's needs have been met and additional support can be reduced or withdrawn;
- existing support should continue with adaptations;
- different or additional strategies are required; or
- further assessment or specialist advice is needed.

The **Assess, Plan, Do, Review** cycle will be repeated as necessary to ensure that provision remains responsive to the pupil's changing needs.

Where a pupil continues to experience significant difficulties despite the school's appropriate and purposeful support, the SENCO may seek advice from relevant external agencies. Where appropriate, the school may consider whether the pupil may require support through an **Education, Health and Care (EHC) needs assessment**, in accordance with the SEND Code of Practice.

SEN Support

Pupil Passports and SEN support plans

All pupils receiving targeted SEND support at New Hartley First School have either a **Pupil Passport** or a **SEND Support Plan**, depending on the level of need. These documents outline each child's specific areas of difficulty, their individual targets, and the provision or strategies in place to support them. Plans are reviewed at least termly in collaboration with teachers, parents, and pupils to evaluate progress and adjust support as required.

Pupil Passports are designed for children receiving targeted support within school. They summarise the child's needs and include up to three clearly defined targets. Progress towards these targets is reviewed termly using a simple colour-coded system:

- **Red** – target not yet achieved
- **Yellow** – working towards the target
- **Green** – target achieved

SEND Support Plans are used for pupils who require more intensive or sustained support, or who may be considered for an **Education, Health and Care Plan (EHCP)**. These plans provide a detailed overview of the child's needs, what strategies and approaches work best for them, and their specific, measurable targets. Each target is reviewed termly by the

class teacher, with progress recorded using both colour coding and written commentary to evidence development over time.

This structured approach ensures that every child's progress is closely monitored and that teaching and support strategies remain effective, consistent, and responsive to their changing needs.

Home school liaison

The school is committed to working in partnership with all parents in the best interests of their child and will provide a termly plan for all parents on their child's progress.

Where a pupil is receiving SEND support, the school will regularly liaise with parents in setting outcomes and reviewing progress. The class teacher, supported by the SENCO, will send reports to parents three times each year.

The planning that the school implements will help parents and pupils with SEND express their needs, wishes and goals, and will:

- Focus on the pupil as an individual, not allowing their SEND to become a label.
- Be easy for pupils and their parents to understand by using clear, ordinary language and images, rather than professional jargon.
- Highlight the pupil's strengths and capabilities.
- Tailor support to the needs of the individual.

Where the LA provides a pupil with an EHC plan, the school will involve the parents and the pupil in discussions surrounding how the school can best implement the plan's provisions to help the pupil thrive in their education, and will discern the expected impact of the provision on the pupil's progress.

Transition

We are aware of the importance of planning and preparing for the transitions between phases of education and preparation for adult life.

Where pupils have EHC plans, these will be reviewed and amended in sufficient time prior to a pupil moving between key phases of education, to allow for planning for and, where necessary, commissioning of support and provision at the new setting.

Staff Development

The school is committed to providing CPD and staff development and SEND is a regular part of this. We monitor, review and develop all teachers and support staff understanding of strategies to identify and support pupils with SEND.

Safeguarding

We recognise that evidence shows pupils with SEND are at a greater risk of abuse and maltreatment so will ensure that staff are aware that pupils with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including child-on-child abuse, neglect, and sexual violence and harassment.

We recognise that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers can include, but are not limited to:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration.
- These pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.
- The potential for pupils with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.
- A different cognitive understanding and being unable to understand the difference between fact or fiction in online content.

The headteacher and governing board will ensure that the school's Safeguarding Policy reflects the fact that these additional barriers can

exist when identifying abuse. When using physical intervention and reasonable force in response to risks presented by

incidents involving pupils with SEND, staff will have due regard for the procedures outlined in the school's Physical Intervention Policy.

Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENCO.

School staff will be particularly alert to the potential need for early help for pupils with SEND and additional needs.

The governing board and headteacher will ensure that pupils with SEND are taught about how to keep themselves and others safe including online. The school will ensure that teaching of safeguarding is tailored to the specific needs and vulnerabilities of pupils with SEND.

Any reports of abuse involving pupils with SEND will involve close liaison between the DSL and the SENCO.

Related policies

This policy should be read in conjunction with other school policies, particularly;

- Admission Policy (Nursery only)
- Behaviour Policy
- Health and Safety Policy
- Supporting Children with Medical Needs Policy
- Safeguarding policy