



Special Educational Needs and Disability Policy

Name of School: Harestock Primary school

Name of Headteacher - Aimée Dear

Date Policy approved and adopted:

Date Due for review: July 2026

At Harestock School, our vision is to inspire every child to become a life-long lover of learning, who is ready and well-prepared to thrive within our ever-changing world.

1. Aims and objectives

At Harestock Primary our whole school aims are to:

- Provide an inclusive environment where everyone is accepted and valued, as respect for all is the culture and ethos of our school.
- Provide a stimulating, safe and caring environment in which everyone can thrive.
- Be understanding and sensitive to the needs of all individuals and celebrate our achievements.
- Create an inspiring, challenging and exciting curriculum through which everyone develops independence, intrinsic motivation and becomes life-long learners.
- Support everyone to develop and maintain healthy habits for life-style and well-being so we are well prepared to make a positive contribution to the wider world.

The aims of our special educational needs and disabilities (SEND) policy are to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Set out how our school will:
 - Support and make provision for pupils with special educational needs and disabilities
 - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
 - Help pupils with SEND fulfil their aspirations and achieve their best
 - Help pupils with SEND become confident individuals living fulfilling lives
 - Forge effective partnerships between children, staff, parents, governors and the wider community are central to the success of our children.
 - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
 - Provide early intervention; through assessment and monitoring in order to best match provision to need.
 - Forge effective partnerships between children, staff, parents, governors and the wider community are central to the success of our children.
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff

2. Vision and values

Our vision is to inspire every child to strive for academic excellence and become a life-long lover of learning, who is well prepared to thrive within our ever-changing world.

Our school values are:

- To be compassionate to ourselves and others
- To be curious in our approach to learning and life
- To be resilient and easily able to recover after setbacks
- To be creative, in our thinking and self-expression

We appreciate that we live in a world that changes quickly and therefore, the skills and attitudes our children will need to thrive in a world potentially very different to the one we live in now, is reflected within our school values and curriculum. We aim for every child, including those with additional needs, to acquire the skills, knowledge, understanding and attitudes they require for a successful life within a safe, supportive school environment and community.

Our school ethos is one of encouraging success, progress and of building learning power and aspiration within every child. Our curriculum is underpinned by the vision and aims, growth mindset and learning values of our school which play a pivotal part. Therefore, when we teach the curriculum, we weave the learning values and growth mindset into the learning activities so that as well as acquiring knowledge, the children are developing as lifelong learners. We achieve this through inclusive environments and practice where adjustments and personalised learning facilitates equity of access and the right learning for every child at the right time. Inclusive practice is reflected in our school policies, responsive and relevant curriculum and high-quality classroom practice.

We believe that every child should enjoy their education and be happy, healthy and safe at school. To value and support the mental health and wellbeing of all members of Harestock Primary community, to enable everyone to effectively learn whilst being supported during times when additional support is needed. At Harestock Primary the whole-school 'Empowerment Approach' ensures that all staff are curious about how best to support every individual and approach providing support with "insistence, persistence and consistence but with a bucketful of kindness".

We value our children for their individuality, culture and heritage. We are committed to providing a learning environment of excellence with high standards.

3. Legislation and guidance

This policy is based on the statutory guidance [Special Educational Needs and Disability \(SEND\) Code of Practice, Keeping Children Safe in Education](#) and [working together to improve school attendance](#).

This policy is also based on the following legislation:

- [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 local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The governance guide for [maintained schools](#) which sets out governors' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

4. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all children the chance to thrive and fulfil their aspirations.

Children at Harestock Primary learn how they best learn, as well as acquiring knowledge and skills. They have opportunities to achieve their potential in their academic, creative, emotional and social, physical, moral and spiritual development. Learning, progress and development is recognised and celebrated by children and adults.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

5. Definitions

5.1 Special educational needs

A child has SEN if they have a learning difficulty or disability that requires 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 most 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 educational provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

5.2 Disability

Children are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for children with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

The needs of children with SEND are grouped into 4 broad areas. Children can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	Children with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication. Children who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Children with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Children may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example, challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Children with these needs have a disability that hinders them from accessing the educational facilities generally provided. Children may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These children may need ongoing additional support and equipment to access all the opportunities available to their peers.

6. Roles and Responsibilities

6.1 The SENCO

The SENCO at our school is Mrs Joanne Clements.

She will:

- Inform any parents that their child may have SEN and then liaise with them about the children's needs and any provision made
- Work with the headteacher and SEN 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 co-ordination of specific provision made to support individual children with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that children with SEN receive appropriate support and high-quality teaching
- Advise staff on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual children
- Advise the headteacher on the deployment of the school's delegated budget and other resources to meet children's needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the child and their parents/carers are informed about options and that a smooth transition is planned
- When a child moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with SENCOs from other settings to provide good transition for children moving too, or from our school to provide a supportive and extended transition which is as smooth as possible, catering for the child's individual needs
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all children with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school, and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.2 The Governing Body

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside children who don't have SEND
- Inform parents/carers when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents/carers on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND

- Publish information on the school website about how the school is implementing its SEND policy, in an SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to ensure equity and equality of admission and access to the school's facilities for disabled children by reviewing the Admissions Policy and the school's Accessibility Plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of children with SEND

6.3 The SEND link governor

The SEND link governor is Ms Sue Bignell.

The SEND governor will:

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

6.4 The headteacher

The headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for children with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a child needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet children's needs through a graduated approach
- Ensuring that the school's high expectations around 'Ordinarily Available Provision' (OAP) are met for all children.
- Supporting individuals to manage their emotions and behaviour, particularly following trauma or stress, and to take part in learning.
- Using Empowerment approaches as part of embedded teaching and support to enable children to work through emotions and feelings positively and pro-actively including children with SEND.
- The progress and development of every child in their class

- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each child's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents/carers regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents'/carers' concerns and agree their aspirations for the child

6.6 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the child
- Given an annual report on the child's progress

The school will take into account the views of the parents or carers in any decisions made about the child.

6.7 The child

Children will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the child:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The child's views will be taken into account in making decisions that affect them, whenever possible.

7. SEN information report

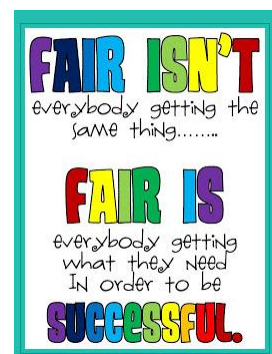
The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our approach to SEND support

8.1 Identifying pupils with SEND and assessing their needs

The code of practice (2015) states that special educational needs refers to those learners who have "significantly greater difficulty in learning than the majority of others of the same age" and for those who require a "special educational provision to be made" for them. The code also refers to those who have a disability which can make it more difficult for them to make use of the educational facilities available to their peers.



We will assess each child's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the child may have a disability and if so, what reasonable adjustments the school may need to make.

If the child already has an identified special educational need prior to joining our school, this information will be gathered from other partners in their Early Years setting or school and parents, through Transition Partnership Agreement (TPA) meetings and liaison meetings with the class teacher(s) and SENDCO to ensure that appropriate support can be put in place as early as possible.

Class teachers will regularly assess the progress of all children and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment; for example, wider development or social needs.

When teachers identify an area where a child is making slow progress, they will target the child's area of need with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the child's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a child is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as family difficulties or bereavement. Staff will also take particular care in identifying and assessing SEN for children whose first language is not English. Where there is concern, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arise from special educational needs. We work in close partnership with families and the Hampshire Ethnic Minority Achievement Service (HEMTAS) to support our assessment and support for children where English is not their first language.

When deciding whether the child needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the child and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Our assessments provide information that allows us to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties.
- Provide regular feedback regarding the child's achievements and experiences.

8.2 Consulting and involving pupils and parents/carers

The school will put the child and their parents/carers at the heart of all decisions made about special educational provision.

Partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of their child's needs. All parents of children with special educational needs will be encouraged and supported to play an active and valued role in their child's education.

When we are aiming to identify whether a child needs special education provision, we will have an early discussion with the child and their parents/carers. These conversations will make sure that:

- Everyone develops a good understanding of the child's areas of strength and difficulty

- We take into account any concerns the parents/carers have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the child's record and given to their parents/carers.

We will formally notify parents/carers if it is decided that a child will receive special educational provision.

8.3 The graduated approach to SEN support

Once a child has been identified as having SEN, we will take action to remove any barriers to learning and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The child's class teacher and the SENCO will carry out a clear analysis of the child's needs. The views of the child and their parents/carers will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many children, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents/carers and the child, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the child will be made aware of the child's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, Arbor, and will be made accessible to staff in an Individual Support Plan, which includes a Pupil Passport.

Parents/carers will be fully aware of the planned support and interventions, and they may be asked to reinforce or contribute to progress at home.

3. Do

The child's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the child. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the child's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the child's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents/carers and child
- The level of progress the child has made towards their outcomes
- The views of teaching staff who work with the child
- The views of any outside agencies who have had recent involvement with the child

The teacher and the SENCO will revise the outcomes and support in light of the child's progress and development, and in consultation with the child and their parents/carers.

8.4 Levels of support

School-based SEN provision

Children receiving SEN provision will be placed on the school's SEND register. These children have needs that can be met by the school through the graduated approach which is recorded on their Individual Support Plan. Where the child's needs cannot be adequately met with our school expertise, staff will consider involving an external specialist as soon as possible.

The provision for these children is funded through the school's notional SEND budget.

On the census these children will be marked with the code K.

Education, health and care (EHC) plan

Children who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan.

Identification of children who require an EHC Plan is through the Hampshire County Council criteria, based on the SEN and Disability (SEND) Code of Practice: 0 to 25 years. This criteria is used by the LA to help to decide whether or not to carry out an EHC assessment of a child's/ special educational needs and if so whether, after carrying out an EHC assessment to issue an EHC plan.

Children with severe learning difficulties will meet the County Council's criteria for statutory assessment for moderate learning difficulties.

All children with severe learning difficulties will need:

- intensive educational support for significant amounts of the day
- highly structured teaching programmes
- access to the National Curriculum at appropriate levels with significant modification and differentiation and an emphasis on meeting the individual needs of the particular child
- a safe environment which fosters their independence
- ongoing involvement from a range of professionals and agencies, working in a way which reflects good multi-agency practice
- support for any specific areas of ability which the individual child demonstrates
- support to develop social, communication, self help and other life skills
- opportunities to learn alongside peers and in the wider community, where appropriate
- support to develop self advocacy and the ability to exercise choice.

Some children with severe learning difficulties will need other specialist support, such as hydrotherapy pools.

Where a child meets the criteria for an EHC Plan assessment and has demonstrated significant cause for concern, a request will be made by the school to the LA. The LA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

An EHC plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought. **Termly planning to meet the provision and outcomes from the EHC plan are recorded on an Individual Support Plan.**

Children with an EHC Plan will have their needs reviewed regularly, in consultation with parents, in addition to an annual review. When a child is in year 5 an additional summer term transition planning review may be held to gather Parent preference for year 7 placement to share with the Local Authority. The SENDCO at this preferred secondary school will be informed of the outcome of the review.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

8.5 Evaluating the effectiveness of SEN provision

The SENDCo monitors the provision and progress of children with SEND and provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

We evaluate the effectiveness of provision for pupils with SEN by:

- Termly Pupil Progress Meetings with the SENDCO and class teacher
- Tracking pupils' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents/carers

9. Attendance

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support.

Our approach to supporting pupils who are absent from school due to their SEND is set out in our attendance policy.

10. Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support we offer pupils with SEND, and the support we provide to help pupils overcome any communication barriers they face, see our safeguarding/child protection policy.

11. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development. The focus may be triggered by an individual child's needs or the school's improvement plan or County/Government initiatives.

12. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary, the school will work with external support services such as:

- Specialist teachers or support services
- Hampshire Educational psychologist service (HIEPS)
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Mental health Support Team

- Primary Behaviour Support service (PBS)
- Play Therapists
- Drama Therapists
- Virtual School for Looked After and Post-Looked After children
- Attendance Legal Intervention Team (LIT)
- Autism Ambassador scheme members
- Charities and voluntary organisations such as Winchester Young Carers and Friends of the Family,
- Social services

Outside agencies may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's individual targets will set out strategies for supporting the child's progress. The delivery of the interventions recorded in the ISP continues to be the responsibility of the class teacher, supported by the SENDCO or through the external agency.

Outside agencies may become involved if a child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural difficulties which regularly and substantially interfere with their own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite having received significant intervention over time, they continue to fall behind the level of his/her peers.

Support may be sought externally from partner agencies including special schools, colleagues, Children's Services, Health, voluntary organisations. We adhere to the referral criteria and procedures pertinent to the individual partner agency.

13. Admission and accessibility arrangements

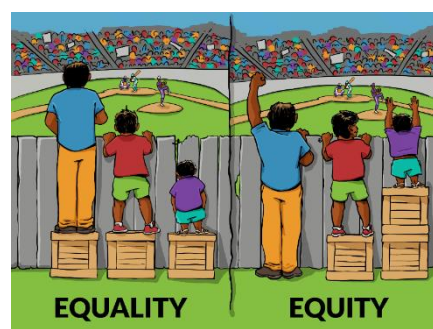
13.1 Admission arrangements

Harestock Primary School welcomes children of all abilities. Hampshire County Council is the admission authority for Harestock Primary School. The admission arrangements are determined by the County Council, after statutory consultations and account of all Equalities legislation, together with all relevant regulations and the School Admissions Code (published by the DfE in 2021).

Any child with an EHCP where the Special Educational Needs service has named Harestock Primary School will be admitted. Where possible such children will be admitted within the Published Admissions Number.

13.2 Accessibility arrangements

Every child is included, where practical and safe, in all opportunities offered by the school, both curricular and extra-curricular as all are an integral part of the school community. Differentiation, adult support and adaptations to the curriculum will be provided as appropriate. Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and staff differentiate work appropriately and use assessment to inform the next stage of learning. By breaking down pupil targets into finely graded steps and targets, we ensure that children experience success.



The school has a designated toilet with disabled access. There is a disabled parking bay in the car park. The main entrance and most rooms are accessible by wheelchair users. The school gate is not accessible for wheelchair users and so contact details are provided on the main school sign and a staff member will help anyone who telephones the office and asks for assistance.

Adaptations to buildings, furniture and resources will be actioned when necessary. This may also include enhanced induction and individualised integration.

The schools' accessibility plan can be found on our website.

14. Complaints about SEND provision

Where parents/carers have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher. Should this not resolve the concern, the next step is to raise the issue with the SENDCO. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the headteacher in line with our complaints policy which can be found on our school website.

15. Monitoring and evaluation arrangements

15.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- Progress of children with SEND
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents/carers

15.2 Monitoring the policy

This policy will be reviewed by the SENDCO **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

16. Links with other policies and documents

This policy links to the following documents: SEN information report

- The Hampshire local offer
- Five Fundamental Principles of Teaching and Learning Policy
- Accessibility plan
- Behaviour policy – The Empowerment Approach
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy