

Special Educational Needs and Disabilities (SEND) POLICY

2026-2027



School: Hazel Wood Infant School

Policy Owner: Headteacher and SENDCo

SEND Governor: Sarah West

Name of SENCo: Abby Davey - Abby holds the National Award for SENCO accreditation



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Introduction:

At Hazel Wood Infant School we are committed to providing an inclusive, nurturing and aspirational learning environment where every child feels valued and supported to achieve their full potential.

We welcome children of all abilities and strive to ensure that our schools are fully accessible and inclusive for all learners. Every child is entitled to a broad, balanced, relevant and appropriately adapted curriculum that promotes achievement, progress, wellbeing and independence.

All children learn differently and may require varying levels of support throughout their educational journey. We recognise that effective partnership working with

pupils, parents/carers, governors, staff and external agencies is essential in ensuring positive outcomes for children with SEND. We believe that early identification, high expectations and targeted support enable children to thrive both academically and socially.

In accordance with the SEND Code of Practice (2015), 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 him or her."

A child 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 educational provision that is **additional to or different from** that made generally available for children of the same age.

This policy has been written in accordance with the following legislation and guidance:

- Children and Families Act 2014
- SEND Code of Practice: 0-25 Years (2015)
- Equality Act 2010
- Keeping Children Safe in Education (current edition)
- SEND Information Report Regulations (2014)
- Supporting Pupils at School with Medical Conditions (DfE)
- National Curriculum Framework
- Teachers' Standards (2012, updated 2021)
- Hampshire County Council Guidance and Local Offer
- Federation Safeguarding Policy
- Federation Single Equality Plan
- Data Protection and GDPR requirements

The SENDCo is a member of the Senior Leadership Team and is responsible for overseeing the day-to-day operation of SEND provision throughout the school. The SENDCo has achieved the National Award for Special Educational Needs Co-ordination in accordance with current statutory requirements.

The Hazel Wood Vision:

We believe that:

- Every child has the right to achieve success and develop independence.
- High Quality Adaptive/Inclusive Teaching (HQIT) is the first response to meeting the needs of pupils with SEND.
- All staff share responsibility for the progress and wellbeing of pupils with SEND.
- Children and families should be fully involved in decisions about support and provision.
- Inclusive practice benefits all learners.
- We are committed to ensuring that all pupils have access to the Ordinarily Available Provision expected within Hampshire mainstream schools and that barriers to learning are identified and addressed as early as possible.

We aim to:

- Ensure pupils with SEND receive appropriate support and provision.
- Enable children with SEND to achieve the best possible educational and wider outcomes.
- Remove barriers to learning and participation.
- Promote inclusion and equal opportunities.
- Develop children's confidence, independence and resilience.
- Work in partnership with parents/carers and external agencies.
- Listen to and value the views, wishes and feelings of children.
- Ensure successful transition between educational stages.

- Raise aspirations and expectations for all learners.

Objectives

Hazel Wood Infant School will:

- Identify SEND as early as possible.
- Follow the statutory guidance outlined in the SEND Code of Practice.
- Deliver High Quality Adaptive/Inclusive Teaching (HQIT) for all pupils.
- Implement a graduated approach using Assess, Plan, Do, Review.
- Implement Hampshire's Ordinarily Available Provision guidance to support inclusive practice and early intervention.
- Provide targeted interventions where appropriate.
- Monitor progress regularly.
- Ensure staff receive high-quality SEND training.
- Maintain effective communication with parents and external professionals.
- Make reasonable adjustments in line with the Equality Act 2010.
- Promote positive attitudes towards diversity and inclusion.

Roles and Responsibilities

Governing Body

The Governing Body will:

- Ensure the school meets its statutory duties regarding SEND.
- Monitor the effectiveness of SEND provision.
- Ensure sufficient resources are allocated.
- Appoint a SEND Governor.
- Review SEND information published on the school website.

Headteacher

The Headteacher is responsible for:

- The strategic leadership of SEND provision.
- Ensuring high standards of teaching and learning for pupils with SEND.
- Working closely with the SENDCo and Governing Body.

SENDCo

The SENDCo is responsible for:

- Coordinating SEND provision across the school.
- Advising and supporting colleagues.
- Managing the SEND Register.
- Monitoring progress and outcomes.
- Liaising with parents/carers.
- Coordinating referrals to outside agencies.
- Supporting staff training and professional development.
- Ensuring SEND records are accurate and up to date.
- Supporting transitions between settings and schools.
- Working with external agencies and Hampshire County Council services.

Class Teachers

Class teachers are responsible for:

- The progress and development of every pupil in their class.
- Delivering high-quality, adapted teaching.
- Identifying and responding to emerging needs.
- Implementing agreed support strategies.
- Working closely with parents/carers and the SENDCo.
- Reviewing the effectiveness of support provided.

Admission Arrangements

The school welcomes applications from all children, including those with SEND.

The school will admit children whose Education, Health and Care Plan (EHCP) names the school, subject to statutory requirements.

Children with SEND who do not have an EHCP will be admitted in accordance with the school's Admissions Policy.

Identifying Special Educational Needs

A child has SEND if they have:

- A learning difficulty or disability which calls for special educational provision to be made for them.

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

Definition of Disability

Under the Equality Act 2010, a disability is:

- A physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.

The Four Broad 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:

- Moderate Learning Difficulties
- Specific Learning Difficulties

Social, Emotional and Mental Health

Including:

- Anxiety
- Emotional regulation difficulties
- Attachment needs
- ADHD
- Other mental health needs that affect learning

Sensory and/or Physical Needs

Including:

- Hearing impairment
- Visual impairment
- Physical disabilities
- Medical conditions affecting access to learning

SEND Identification and The Graduated Approach

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



Assess

The class teacher and SENDCo identify and assess a child's needs using:

- Teacher assessment
- Observation
- Progress data
- Parent/carer information
- External agency advice where appropriate

Plan

Where SEND Support is required:

- Outcomes are agreed.
- Appropriate provision is planned.
- Success criteria are identified.
- Review dates are established.

Provision may be recorded through SEND Support Plans, Provision Maps or Individual Support Plans.

Do

The class teacher remains responsible for implementing agreed provision and monitoring progress.

Review

The effectiveness of support is reviewed regularly in partnership with:

- Parents/carers
- Staff
- Pupils (where appropriate)
- External professionals

Adjustments are made as required.

Ordinarily Available Provision (OAP)

At Hazel Wood Infant School, we recognise that most pupils' needs can be successfully met through high-quality teaching and the implementation of Ordinarily Available Provision (OAP). Hampshire County Council's Ordinarily Available Provision guidance supports schools in meeting a wide range of needs within mainstream settings through inclusive practice and appropriate adaptations.

Ordinarily Available Provision forms the foundation of our graduated approach and includes:

- High-quality teaching that is differentiated and adapted to meet individual needs.
- Clear routines, visual supports and structured learning environments.
- Flexible grouping arrangements and targeted classroom support.
- Adaptations to teaching, resources and learning tasks.
- Support for speech, language and communication development.
- Strategies to promote social, emotional and mental wellbeing.
- Reasonable adjustments to support pupils with disabilities in accordance with the Equality Act 2010.
- Ongoing assessment and monitoring of progress.
- Effective partnership working with parents and carers.

All teachers are responsible for providing Ordinarily Available Provision as part of their inclusive classroom practice. The school will monitor the impact of these approaches through the Assess, Plan, Do, Review cycle.

Where a pupil continues to experience significant difficulties despite meaningful implementation of Ordinarily Available Provision, additional SEND Support may be considered, and advice sought from relevant external professionals where appropriate. The school will use Hampshire guidance and threshold criteria when considering whether further specialist support or an Education, Health and Care Needs Assessment may be required.

Early Intervention and SEND Support

A pupil will be placed on the SEND Register when they require special educational provision that is additional to or different from that normally available to their peers.

The SEND Register is reviewed regularly and updated following assessment and review meetings.

To support early identification, we use:

- EYFS assessments and Development Matters
- National Curriculum assessments
- Year One Phonics Screening Check
- DEST screening in Reception
- SIDNEY intervention programme
- Ongoing teacher assessment

Provision may include:

- HIQT
- Learning Support Assistant support
- Adapted learning materials
- Precision Teaching
- SIDNEY
- ELSA
- Thrive
- Speech and Language programmes
- Occupational Therapy strategies
- Home support strategies

Teachers remain accountable for the progress and attainment of all pupils in their class.

Managing Pupils on the SEND Register

The Federation maintains:

- SEND Register
- Provision Map
- Early Intervention Register

The SENDCO reviews provision termly with class teachers using a range of evidence.

Pupils at SEN Support level will have a SEND Support Plan (SSP), or equivalent personalised plan outlining:

- Identified needs
- Desired outcomes
- Provision and interventions
- Review arrangements

Criteria for Exiting SEND Support

A pupil may be removed from the SEND Register where:

- Outcomes have been consistently achieved.
- Age-related expectations are being maintained.
- Progress is sustainable without additional provision.

This decision will be made collaboratively with:

- Parents/carers
- Pupil (where appropriate)
- Class teacher
- SENDCO

Following removal from the SEND Register, pupils will continue to be monitored for at least one year.

Education, Health and Care Plans (EHCPs)

Where a child's needs are significant, complex and persistent despite targeted support, the school may request an Education, Health and Care Needs Assessment.

Parents/carers also have the right to request an assessment directly from the Local Authority.

Pupil Participation

We are committed to ensuring that children are involved in decisions affecting their education.

Where appropriate, pupils will be supported to express their:

- Views
- Wishes
- Feelings
- Aspirations

These will be considered when planning provision and reviewing support. This is done through our 'Amazing Me' Books.

Working In Partnership with Parents

We strongly value and encourage relationships with parents and carers and recognise the vital role they play in supporting their child's education.

The school will:

- Communicate openly and honestly.
- Share information regularly.
- Involve parents in planning and reviewing support.
- Provide advice and strategies to support learning at home.
- Signpost families to relevant support services.

Hampshire Local Offer

Information about services available for children and young people with SEND can be accessed through the Hampshire Local Offer.

Parents and carers will be directed to the Local Offer for information about education, health, social care and support services available across Hampshire.

www.connecttosupporthampshire.org.uk/family-information-and-services-hub-fish/send-local-offer

Supporting Pupils with Medical Conditions

The school recognises its duties under the Children and Families Act 2014 regarding pupils with medical conditions.

Where appropriate:

- Individual Healthcare Plans will be developed.
- Provision will be coordinated with SEND support arrangements.
- Staff will receive relevant training.

Further information can be found in the school's Supporting Pupils with Medical Conditions Policy.

Transition

The school is committed to ensuring smooth transitions:

- Into Reception
- Between year groups
- To Junior School

Transition is viewed as a process rather than an event. Information is shared appropriately with receiving settings, and additional transition support is provided where necessary.

Transition support may include:

- Additional visits
- Transition booklets

- Staff meetings
- Information sharing
- Team Around the Pupil (TAP) meetings
- Enhanced support plans where necessary

Preparing for the Future

Although pupils are in the early stages of education, we recognise the importance of developing:

- Independence
- Communication skills
- Resilience
- Self-confidence
- Social skills
- Participation in school and community life

Training and Professional Development

The school is committed to ongoing professional development and building expertise across the staff team.

Training includes, where appropriate:

- ELSA
- Thrive
- Team Teach
- Precision Teaching
- SIDNEY
- Talk Boost
- Makaton
- Dyslexia Awareness

- Hearing Impairment
- Speech and Language Therapy programmes
- Catch-Up Literacy and Maths
- First Class at Number

The SENDCO maintains nationally recognised SENDCO accreditation and demonstrates a strong commitment to continuous professional development. Regular engagement with local authority SEND networks, training opportunities, professional forums, and statutory updates ensures that SEND leadership and provision are informed by current research, legislation, and best practice

Accessibility

The school will make reasonable adjustments to ensure pupils with disabilities can access education and school activities.

Details are outlined within the school's Accessibility Plan.

Monitoring and Evaluation

The effectiveness of SEND provision is monitored through:

- Termly pupil progress meetings
- Lesson observations and Learning walks
- Intervention reviews
- Work scrutiny
- Analysis of attainment and progress data
- Data analysis
- Parent and pupil feedback
- Pupil voice activities
- Amazing Me books
- Governor monitoring and meetings

Funding and Resources

The Federation uses its notional SEND budget to provide:

- Additional staffing
- Specialist interventions
- Resources and equipment
- Staff training
- External professional support

Provision is reviewed regularly to ensure best value and impact.

Record Keeping and Data Management

The Federation follows Hampshire County Council's Records Retention Schedule.

We:

- Transfer relevant records when pupils move schools.
- Retain SEND records until the pupil reaches age 25.
- Store all records securely.
- Comply with GDPR and Data Protection legislation.

Complaints

The school aims to resolve concerns quickly and collaboratively.

Parents should initially discuss concerns with:

1. The Class Teacher.
2. The SENDCO.
3. The Headteacher.

If concerns remain unresolved, parents may follow the school's Complaints Policy.

Review of Policy

This policy will be reviewed annually by:

- The Headteacher
- SENDCO
- Governing Body

The views of parents, pupils and staff will be considered where appropriate.

Linked Policies

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

Review Cycle: Annual

Next Review Date: September 2027