

The Federation of Broughton and West Tytherley
Primary Schools

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY



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Introduction

This policy sets out how the Federation of Broughton and West Tytherley Primary Schools identifies and supports pupils with special educational needs and disabilities. It applies to both maintained mainstream primary schools and guides staff, families and governors in removing barriers to learning and participation.

The governing body and schools have regard to the SEND Code of Practice 0 to 25 years when exercising their relevant functions. This policy is based on the legislation and guidance listed at the end of this document.

The policy operates within Hampshire local authority arrangements and is read alongside the schools' SEN Information Reports, Accessibility Plans, equality information and objectives, Admissions Policy, Behaviour Policy, safeguarding policies, Supporting Pupils with Medical Conditions Policy and Complaints Policy.

Defining special educational needs

Under section 20 of the Children and Families Act 2014:

A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made. A child of compulsory school age 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 a disability which prevents or hinders them from using facilities generally provided for others of the same age in mainstream schools. A child under compulsory school age has SEN if they are likely to meet this definition when they reach compulsory school age, or would do so without special educational provision.

Special educational provision is educational 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.

Disability and SEN

SEN and disability are overlapping but distinct. Not every pupil with SEN is disabled and not every disabled pupil has SEN. Under the Equality Act 2010, a person is disabled if they have a physical or mental impairment with a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities, subject to the Act's provisions. Equality Act duties apply to disabled pupils whether or not they are on the SEND register. The schools anticipate reasonable adjustments, including auxiliary aids and services, and do not charge families for them.

The four broad areas of need

Our school currently provides additional and/or different provision for a range of needs, including:

Communication and interaction needs may include difficulties understanding or using language, communicating needs or interpreting social communication. This includes speech, language and communication needs and the needs of autistic pupils. Support is based on each pupil's individual profile.

Cognition and learning needs cover a wide range, including moderate, severe, and profound and multiple learning difficulties. Specific learning difficulties may affect particular aspects of learning, for example dyslexia, dyscalculia and dyspraxia. Support includes appropriately adapted teaching and special educational provision where required.

Social, emotional and mental health needs may present in different ways, including withdrawal, anxiety or difficulties regulating emotions and behaviour. Assessment seeks to understand underlying needs. Pupils with ADHD or attachment difficulties may require support in this area or across several areas of need.

Sensory and/or physical needs may arise where a disability prevents or hinders use of the educational facilities generally provided. Examples include vision impairment, hearing impairment, multisensory impairment and physical disability. Pupils may require specialist support, equipment or adaptations.

Children's needs and requirements may fall into one or more of these four areas; many children will have inter-related needs.

The identification of SEN is embedded in the whole school process of monitoring the progress and development of all pupils. We recognise the benefits of early identification and making effective provision in improving the long-term outcomes for children with SEN. The purpose of identification is to work out what action the school needs to take, not to fit the pupil into a category. It is also important to identify the full range of needs, not simply the primary need of an individual pupil.

Objectives

At the Federation of Broughton and West Tytherley Primary Schools, all children have an equal right to a full and rounded education, a broad and balanced curriculum and membership of a caring school community. We adapt teaching and provision to help pupils achieve ambitious outcomes from their individual starting points.

Our objectives are:

- To identify any barriers to learning at the earliest opportunity.
- To follow the 'Assess, Plan, Do, Review' graduated approach cycle recommended in the SEND Code of Practice.
- To develop effective whole school provision management of support for pupils, focusing on inclusive practices and removing/reducing barriers to learning.
- To support all pupils with SEND to meet or exceed the high expectations we set for them against national data and based on their age and starting points.
- To ensure that assessment and monitoring systems are effective and provide sufficient information of attainment and achievement for careful planning of progression.
- To ensure that all those involved with children with SEND work as a team to support each child's learning.
- To take into account the views of pupils and their parents/carers and to encourage their participation and partnership in decision-making about provision to meet special educational needs.
- To ensure that every child experiences success in their learning and achieves the best possible educational and other outcomes.
- To support children and young people with SEND and medical conditions to take part in the activities of the school alongside those who do not have SEND.
- To value and encourage the contribution of all children to the life of our school.
- To work with the Governing Board to enable them to fulfil their statutory monitoring role with regard to the specific supervision of the school's arrangements for SEN and disability.
- To work closely with partners in education, health and social care, where appropriate, to support the needs of individual pupils, ensuring that there is a multi-professional approach to meeting the needs of vulnerable learners.
- To ensure that all staff have access to continuing professional development and advice to support quality teaching and learning for all pupils.

- To help children and young people prepare for a successful transition into the next phase of their education and to adulthood.

In keeping with the SEND Code and the participation principles in section 19 of the Children and Families Act 2014, we listen to pupils' and parents' views, wishes and feelings, enable their participation in decisions, and provide accessible information and support to help them participate. We focus on the best possible educational and other outcomes. Section 19 directly governs local authority functions; these principles also guide our school practice.

The local offer

Hampshire County Council publishes the Local Offer, describing education, health and social care provision available for children and young people with SEND from birth to 25, and how families can access it. Each school publishes its own SEN Information Report on its website. This report explains how the policy is implemented and is distinct from the local authority's Local Offer. It is updated annually, with changes during the year updated as soon as possible. The reports include the SENCO's name and contact details, statutory information about provision and disability access, and links to the Hampshire Local Offer. Copies can be requested through the school office.

The SEND team at The Federation of Broughton and West Tytherley Primary Schools

Headteacher (also Designated Safeguarding Lead): Lucy Macey

SENCO: Hannah Lowey

Designated Governor for SEND: Chris Lloyd

Roles and responsibilities

The Headteacher works with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in the school. The Headteacher has overall responsibility for the provision and progress of learners with SEN and/or a disability.

Hannah Lowey completed the National Award for SEN Co-ordination (NASENCO) in 2023 and is not required to complete the NPQ for SENCOs. The governing body will ensure that the designated SENCO is a qualified teacher or the headteacher and meets the applicable statutory qualification requirements. Since 1 September 2024 the NPQ for SENCOs is the mandatory qualification for those required to obtain it, normally within three years of appointment, subject to the statutory exemptions and transitional arrangements.

The SENCO works with the Headteacher and SEND governor to determine the strategic development of the SEND policy and the co-ordination of SEN Support provision in the school. They also provide guidance to colleagues and work with staff, parents, pupils, the local authority and other agencies to ensure that pupils with SEND receive appropriate teaching and support following the graduated approach outlined below. The SENCO attends network meetings to share good practice with colleagues at cluster schools and keeps up to date with SEND developments.

All the Federation of Broughton and West Tytherley Primary Schools' teachers are trained to work with children with SEND. All members of staff have access to advice, information, resources and training to enable them to support children with SEND effectively.

Each class teacher remains responsible and accountable for the progress and development of every pupil in their class, including where pupils receive support from teaching assistants or specialist staff. Teachers are responsible for:

- 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 SENCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.

We also have a team of teaching and support assistants, including a higher level teaching assistant (HLTA), who are trained to deliver SEND provision.

The governing body retains overall accountability for SEN and disability arrangements. It will use its best endeavours to secure the special educational provision called for by each pupil's SEN, ensure parents are informed when special educational provision is made, and ensure pupils with SEN participate in school activities alongside their peers so far as reasonably practicable and compatible with their provision, the efficient education of other pupils and the efficient use of resources. It will have regard to the SEND Code of Practice and fulfil its Equality Act duties.

The Governor with particular responsibility for SEND is Chris Lloyd. The SEND Governor will work with the Headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school. The SEND Governor will also help to raise awareness of SEND issues at Governing Board meetings and monitor the quality and effectiveness of SEND provision within the school and update the Governing Board on this.

The governing body provides strategic oversight and challenge through regular reports on provision, progress, participation, attendance and pupil and family experience. It monitors the effective use and impact of SEND funding, staff expertise and external support. It ensures the SENCO has sufficient time away from teaching, administrative support and resources, and oversees statutory publications, equality duties and accessibility planning. The lead SEND governor supports this work; accountability remains with the full governing body.

The graduated approach to SEN Support

The graduated approach is a repeated cycle of Assess, Plan, Do and Review. Assessment informs provision, its impact is evaluated, and support is refined as understanding of the pupil's needs develops. Specialist expertise is sought where needed.

By using the Graduated Approach, we aim to make reasonable adjustments to ensure that the majority of children and young people with SEND are able to access and have their needs met within our mainstream provision, so that they enjoy the same opportunities as their peers wherever possible and are fully included within school.

We provide high-quality teaching, appropriately adapted to meet pupils' needs, within a broad and balanced curriculum. Ordinarily available provision and reasonable adjustments are planned proactively. Where a pupil requires special educational provision, SEN Support is put in place promptly alongside classroom teaching.

In many cases, pupils with SEN and disabilities will be able to study the full curriculum within whole- class settings. Careful planning of lessons and regular assessment of pupil achievement and progress can address potential areas of difficulty and remove many barriers to learning. We also consider evidence that a pupil may have a disability under the Equality Act 2010 and if so, what reasonable adjustments may need to be made for them.

Identifying children with SEND

Assess

In addition to high-quality teaching, appropriately adapted to meet pupils' needs, some children may need additional support such as focused interventions targeting particular skills. We recognise the benefits of early identification of SEND and that making effective provision at the earliest point improves long-term outcomes for the child or young person.

Children with SEND are identified as early as possible within our setting. Initial concerns are usually raised through comments brought by parents or school staff working directly with the child. These concerns may be based on the pupil's general well-being, their emotional or behavioural presentation, their progress in comparison to their peer group, or their profile against recognised characteristics of specific forms of SEND.

At The Federation of Broughton and West Tytherley Primary Schools, we assess each pupil's current skills and levels of attainment on entry and at regular intervals, building on information from previous settings and key stages where appropriate. Assessment may include progress in areas other than attainment – for instance where a pupil needs to make additional progress with their wider development or social needs in order to make a successful transition to adult life. Class teachers, supported by the SENCO, make regular assessments of progress for all pupils. These assessments seek to identify pupils making less than expected progress. This can be characterised by progress which:

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

Where a pupil is making less progress than expected, the first response is high quality teaching targeted at their areas of weakness. The progress of every child is monitored at termly Individual Education Plan and Pupil Progress Meetings. Where children are identified as continuing to make less than expected progress, given their age and individual circumstances and in spite of high-quality teaching, they are discussed with the SENCO and/or Headteacher and a plan of action is agreed. The class teacher, working with the SENCO, will assess whether the child has SEND. While gathering evidence (including the views of the pupil and their parents), the school may put in place extra teaching or other interventions, designed to secure better progress, that are additional to or different from those provided as part of the school's usual curriculum offer and strategies. The pupil's response to such support can help identify their particular needs.

Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. For example, some children and young people may be high achieving academically, but may require additional support in communicating and interacting socially. Some learning difficulties and disabilities occur across the range of cognitive ability and left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

In addition to school-based assessments, parents/carers may ask us to look more closely at their child's learning. We understand the importance of listening and understanding when parents express concerns about their child's development. We also listen to and address any concerns raised by children and young people themselves. Frequently, the concern can be addressed by high-quality teaching or some parental support. Otherwise, a graduated approach to supporting pupils with SEN or disabilities is initiated, following the process explained below.

Teaching and learning

Plan

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

We may make the following adaptations to support pupils' needs:

- Adapting the curriculum, teaching sequences, scaffolding and assessment to enable access while maintaining ambitious expectations.
- Adapting resources.
- Adapting staffing, for example, use of teaching assistants for small group or 1:1 support.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Adapting teaching approaches, including processing time, pre-teaching vocabulary, accessible explanations and reading instructions aloud where appropriate.

We will regularly review the effectiveness of the support and interventions and their impact on pupils' progress.

The teacher and SENCO consider the pupil's strengths, needs, progress and assessment information alongside parents' and pupils' views. A pupil is identified as having SEN when their learning difficulty or disability calls for special educational provision. Neither the duration of support nor a description such as "moderate" is a prerequisite. A diagnosis is not required before support is provided. Pupils may also need reasonable adjustments without having SEN.

For higher levels of need, the SENCO may (with parental consent) request the involvement of external support services (such as Educational Psychology, Hampshire's Autism Team, Speech and Language Therapy, CAMHS Links Service, Physiotherapy and Occupational Therapy Services) who can provide more specialist advice and assessments that can inform planning and measurement of a pupil's progress, give guidance on the use of specialist strategies or materials, help with setting targets, and in some cases provide support for particular activities.

The school identifies educational needs and puts support in place but does not make clinical diagnoses. Where a clinical assessment may be helpful, the SENCO discusses appropriate referral routes with parents and relevant professionals. Provision and reasonable adjustments will not be delayed while a pupil waits for assessment or diagnosis.

Where assessment indicates a learning difficulty or disability which calls for special educational provision, the pupil will be identified as having SEN and recorded at SEN Support on the school's SEND register. Parents will be informed and involved, with the pupil participating in ways appropriate to their age and communication needs. A meeting will establish strengths, difficulties, concerns, agreed outcomes and next steps. The school will remove barriers to learning and put provision in place through Assess, Plan, Do and Review.

Once a child has been identified at SEN Support, an Individual Education Plan (IEP) is set up. This is used to record the child's and parents' views and to collate assessment data from a range of sources. Details of additional levels of support are recorded to outline the provision available to the child, e.g. resources and strategies to be implemented towards desired outcomes. Child, parents, and class teacher will have the opportunity to discuss their child's progress at regular meetings (half termly) where the IEP will be discussed and reviewed, and the impact of support interventions will be evaluated.

Do

Targets at SEN Support reflect the pupil's individual needs and agreed outcomes, including learning, communication, wellbeing, participation and independence where relevant. The class teacher remains responsible for teaching the pupil and works closely with support staff and the SENCO to ensure interventions connect with classroom learning and their impact is monitored.

In class interventions and other support strategies are planned and reviewed each term or sooner. Children's progress towards their targets is assessed and recorded. A decision is then made as to whether to continue the intervention/support strategy, to change to a new intervention/strategy, or to allow a period of consolidation in class/group.

SEN Support can take many forms. This could include:

- an individual learning programme
- evidence-based interventions to support different areas of need
- additional support from a teacher or a teaching assistant
- creating or adapting materials, resources or equipment
- working with a child in a small group
- maintaining specialist equipment
- observing a child in class or at break and keeping records
- supporting a child to take part in class activities
- making sure that a child has understood things by encouraging them to ask questions and to try something they find difficult
- helping other children to work with a child, or play with them at break time
- supporting a child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing
- following a care plan or action plan provided by an external agency, e.g. Educational Psychology, Speech & Language Therapy, Physiotherapy, Occupational Therapy, Hampshire Autism Team, Emotionally Healthy Schools Team etc.

Review

Meetings with parents will be held half termly and a record kept to support the assess, plan, do, review cycle. A record of any external agency support, contact or advice will also be kept, as well as any records of observations or evidence which supports any observed impact on learning (e.g. class work, photos, behaviour log, etc.)

Support is tailored to individual needs and evaluated at least termly. Teaching assistant support promotes access and independence. Where an EHC plan specifies provision, the school will deliver the provision for which it is responsible and work with the local authority to secure it. Promoting independence must not reduce or replace provision specified in the plan.

EHC needs assessments

Where, despite relevant and purposeful action through SEN Support, a pupil has not made expected progress, the school and parents will consider requesting an Education, Health and Care (EHC) needs assessment. The legal test is whether the child has or may have SEN and it may be necessary for special educational provision to be made in accordance with an EHC plan. Local guidance, including Hampshire's SEND Toolkit, supports preparation of evidence but does not replace this statutory test.

Parents may request an EHC needs assessment directly from the local authority and do not require the school's permission. A person acting on behalf of the school may also request an assessment. There is no blanket requirement to complete a fixed number of support cycles, obtain a diagnosis or exhaust a set funding amount before a request can be considered.

The school will contribute evidence of needs, progress, provision and its impact, together with parent and pupil views and relevant professional advice. The local authority is legally responsible for assessment and plan decisions, even where panels advise it. It must normally notify parents within six weeks whether it will assess. Where a plan is issued, the process normally concludes within 20 weeks of the request, subject to statutory exceptions. Families will be signposted to independent SEND information, advice and support and informed of relevant mediation and appeal rights.

If the local authority decides an EHC plan is necessary, it prepares a draft and gives parents at least 15 days to comment and request a school. The final plan sets out needs, outcomes and specified provision. The local authority must secure the special educational provision in section F. The school works with the authority and relevant agencies to implement the plan and promptly raises any gaps in delivery.

Annual reviews of EHC plans

The local authority must review each EHC plan at least every 12 months. The school normally organises and hosts the review meeting on its behalf, inviting parents, the pupil as appropriate and relevant education, health and social care representatives. Invitees receive at least two weeks' notice of the meeting. Advice and information are sought and circulated at least two weeks before the meeting. The school sends the review report and recommendations to the local authority and those invited within two weeks of the meeting.

The local authority must notify parents and the school within four weeks of the meeting whether it will maintain, amend or cease the plan. If it proposes amendments, the statutory amendment process and rights of representation and appeal apply. School monitoring of provision and progress takes place at least termly and does not replace the statutory annual review. For children under five, the Code recommends considering reviews at least every three to six months. For transfer from primary to secondary school, the local authority must review and amend the plan by 15 February in the year of transfer.

EHC plans and school records

The statutory EHC plan contains sections A to K covering views and aspirations, SEN, health and social care needs, outcomes, provision, placement, any personal budget and assessment advice.

The school maintains working records to support implementation, including:

- Ongoing, collated assessment data from a range of sources (e.g. class teacher and SENCO).
- Smaller, SMART targets for the child or young person based on outcomes described in the EHC Plan.
- Record of implemented and reviewed resources and strategies - including resulting impact and progress (assess, plan, do, review cycles).
- Specific amounts (times and costs) – e.g. costed provision map.
- Records of meetings with parents, with at least three discussions each year and the federation's half-termly SEN Support reviews.
- Record of any external support, contact or advice (including action plans, reports or assessments) which has been implemented and reviewed.

Records of any completed observations or evidence which supports any observed impact on learning (e.g. class work, photos, etc.).

Specialist

Where specialist provision may be appropriate, the school works with parents, the pupil, the local authority and relevant professionals through assessment or review. The local authority makes decisions on placement in an EHC plan under the statutory framework, taking account of parental preference and applicable legal tests. A review meeting or advisory panel does not itself change a placement. Parents retain applicable rights to challenge local authority decisions.

Criteria for removing pupils from the SEND Register

A pupil may be removed from SEN Support on the SEND register when review shows that they no longer require special educational provision. The decision is made with parents and, where appropriate, the pupil, recorded and followed by monitoring. Progress achieved through continuing special educational provision is not itself a reason for removal. Disability-related reasonable adjustments continue where needed. Only the local authority can cease an EHC plan through the statutory process.

Children with Social, Emotional and Mental Health Needs

Behaviour is not itself a category of SEN. Disruptive or withdrawn behaviour may communicate an underlying need, including communication, learning, social, emotional or mental health needs, sensory needs, trauma or unmet needs. The school assesses possible causes and considers safeguarding concerns as well as educational needs; it does not assume that behaviour automatically indicates SEN.

If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) we may complete a multi-agency approach with the family (Early Help) and support the child through that process. We try to make appropriate provision for a child's short-term needs in order to prevent problems escalating. Where there are long-lasting difficulties we will consider whether the child might have SEND, following the graduated approach explained above.

If parents and/or school are concerned that a child may have mental health needs, we encourage parents to ask their GP for a referral to CAMHS (Child and Adolescent Mental Health Services).

If the child is felt to have long-term social, emotional or mental health needs, the school offers a range of social skills interventions. These are generally delivered by trained teachers or TAs who develop positive, trusting relationships with the children.

The Behaviour Policy is applied with regard to individual needs and Equality Act duties. Reasonable adjustments are considered proactively, including communication, sensory environments, transitions, routines and support for regulation. Staff assess whether unmet needs or inaccessible provision contribute to behaviour and review support accordingly. Responses protect the safety and wellbeing of all pupils and are coordinated with safeguarding practice where necessary.

English as an Additional Language (EAL)

When identifying and assessing SEND for children whose first language is not English, the school will look carefully at all aspects of a pupil's performance in different areas of learning and development to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not considered SEND.

Supporting pupils with medical conditions

The school recognises that pupils with medical conditions should be appropriately supported so that they have full access to education, including school trips and physical education. Where it is the case that a medical condition meets the criteria of disability, the school will comply with its duties under the Equality Act 2010. Reasonable adjustments will always be made to promote access to all areas of the school curriculum for pupils with a disability, e.g. an extra adult to accompany a child on school trips or residential visits.

The governing body makes arrangements to support pupils with medical conditions under section 100 of the Children and Families Act 2014 and has regard to the DfE statutory guidance Supporting pupils at school with medical conditions. Where a pupil has SEN as well as medical needs, arrangements are coordinated with SEN Support or their EHC plan.

Appropriate staff training and individual healthcare plans support needs such as diabetes, allergies and the use of prescribed adrenaline auto-injectors. Emergency arrangements, medicines, allergy risk management and staff competence are addressed through the Supporting Pupils with Medical Conditions Policy and relevant healthcare advice.

The school office coordinates medicine administration and healthcare records under the Supporting Pupils with Medical Conditions Policy. Relevant staff receive the information and

training needed to support pupils safely. A separate medical needs register is maintained. Medical needs, disability and SEN may overlap but do not automatically imply one another.

Working with Parents and Children

At The Federation of Broughton and West Tytherley Primary Schools, we aim to build positive and informative relationships with parents. The school actively encourages and recognises the rights of parents/carers in terms of their involvement in the provision for their child's special educational needs. If a child is experiencing difficulties, parents will be informed either during informal meetings to discuss the child's progress, at parents' meetings, or at meetings called to discuss/review First Concerns, SEN Support or EHC Plans. The class teacher or SENCO will discuss relevant assessments that have been completed and involve the parent/carer in decision-making regarding the strategies by which their child's individual needs will be met. This will usually include an agreed plan of provision for the next term with relevant targets. Children may be invited to attend all or part of these meetings. Thereafter, parents (and children) will be invited to a meeting at least termly (these may coincide with parents' evenings) to review progress made, celebrate successes, update targets and agree provision for the next term.

Equal opportunities and inclusion

The Governors and staff at The Federation of Broughton and West Tytherley Primary Schools are committed to providing equal opportunities for all, regardless of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. We believe that all members of the school should be treated with respect and that individual, diverse needs should be recognised and met within a caring and non-judgmental ethos.

The schools follow the School Admissions Code 2021 and Equality Act 2010. Pupils with SEN but without an EHC plan are considered under the same published admission arrangements as other applicants and must not be refused because of SEN or disability. Where a school is named in a final EHC plan, it must admit the pupil under section 43 of the Children and Families Act 2014. Published oversubscription criteria apply to other applications. Reasonable adjustments, including auxiliary aids and services where reasonable, prevent substantial disadvantage for disabled pupils.

Accessibility planning

Each school's Accessibility Plan sets out how it will progressively increase disabled pupils' participation in the curriculum, improve the physical environment to increase access, and improve delivery of information to disabled pupils in accessible formats. The governing body prepares, implements, resources and reviews these plans under Schedule 10 of the Equality Act 2010. Plans are published on school websites and available through the school office. Equality information and objectives support compliance with the public sector equality duty.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations.
- require different strategies for learning.
- acquire, assimilate and communicate information at different rates.
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy,
- planning to develop children's understanding through the use of all available senses and experiences.
- planning for children's full participation in learning, and in physical and practical activities.

- helping children to manage their behaviour and emotions and to take part in learning effectively and safely.

Transition arrangements

When a parent seeks a place for a child at The Federation of Broughton and West Tytherley Primary Schools, the Headteacher adheres to the criteria outlined in our Admissions Policy in relation to admitting children with SEND (see Admissions Policy). The school requests school records from previous settings, including assessment information, Child Protection files (where appropriate), and details of any SEND (including pupil profiles, SEND or inclusion plans, any EHCPs and most recent targets) when a child is transferring from another school.

We endeavour to make transitions between settings and key stages as smooth as possible for all children, including those with SEND. We will share information with the school or other setting the pupil is moving to.

Enhanced transition arrangements are tailored to meet individual needs. Support strategies may include:

- Additional meetings for parents and child with new teachers.
- Additional visits to new classroom/school environments in order for pupils to familiarise themselves with the new settings.
- Opportunities to meet key people and places in order to create a transition booklet.

Monitoring and evaluation of sen

The Headteacher and the Senior Leadership Team regularly monitor and evaluate the quality of provision for all pupils. The SENCO monitors and evaluates the quality of SEND provision within school. The impact of SEND provision on the progress and outcomes for children on the SEND register is measured through:

- Analysis of pupil tracking data and assessment results at pupil progress meetings.
- Progress against national data and based on their age and starting points.
- Progress against individual targets.
- Half-termly SEN Support reviews, regular monitoring of EHC plan provision and outcomes, and the statutory annual review process.
- SENCO learning walks and book scrutinies.
- Pupils' work, questionnaires and interviews.

Complaints procedure

Concerns should first be discussed with the class teacher or SENCO and, where necessary, the Headteacher. Formal complaints about school provision follow the federation's published Complaints Policy. Families will be signposted to Hampshire SENDIASS for independent information, advice and support. Complaints about local authority decisions or provision follow the relevant local authority arrangements. Statutory mediation, disagreement resolution and SEND Tribunal appeal rights are explained where relevant; school complaints procedures do not replace these rights. Disability discrimination claims may also be made to the SEND Tribunal within the applicable time limit.

Review

The governing body will review this policy annually, with pupil and parent input, and earlier where necessary to reflect changes to legislation, statutory guidance or national SEND reforms. Proposals and consultations are not treated as replacing existing legal duties before relevant

changes take effect. The SEN Information Reports are updated separately each year and as soon as possible when information changes.

Legislation and guidance

The legislation below is applied as amended. The Code and medical conditions guidance are statutory guidance. The governing board and SENCO qualification guidance explain duties and implementation requirements.

- Children and Families Act 2014 Part 3 including sections 20 21 36 43 66 67 69 and 100
<https://www.legislation.gov.uk/ukpga/2014/6/contents>
- Special Educational Needs and Disability Regulations 2014 including SENCO qualification amendments
<https://www.legislation.gov.uk/uksi/2014/1530/contents>
- Equality Act 2010 including disability discrimination reasonable adjustments public sector equality duty and Schedule 10
<https://www.legislation.gov.uk/ukpga/2010/15/contents>
- SEND Code of Practice 0 to 25 years January 2015
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- School Admissions Code 2021
<https://www.gov.uk/government/publications/school-admissions-code--2>
- Supporting pupils at school with medical conditions
<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>
- Mandatory qualification for SENCOs
<https://www.gov.uk/government/publications/mandatory-qualification-for-sencos>
- SEN and disability duties guidance for school governing boards 2025
<https://www.gov.uk/government/publications/sen-and-disability-duties-guidance-for-school-governing-boards>