



SHIPTON BELLINGER PRIMARY SCHOOL
SPECIAL EDUCATIONAL NEEDS and DISABILITY (SEND) POLICY
Autumn 2025

Principles/Philosophy

Shipton Bellinger Primary School is a nurturing and inclusive mainstream school where all children are valued equally regardless of their abilities, aptitudes, interests and behaviour. We work extremely hard to identify needs early, work with parents and seek advice from outside agencies as needed, to maximise progress, whatever their starting point. Each child is entitled to a broad, balanced, relevant and differentiated curriculum, with progression and achievement. However, some children experience considerable differences in learning at certain stages in their school life. The majority of children will learn and progress within the normal class situation, those who have differences may have SEND.

Inquiries about an individual child's progress should be addressed at first to the class teacher since he/she is the person who knows the child the best. Other enquiries can be addressed to our Special Needs Coordinator who can be contacted on SENDCO@shiptonbellinger.hants.sch.uk.

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- 2014 Children and Families Act
- Schools SEN Information Report Regulations (2014) (see www.sendgateway.org.uk Hampshire's Illustrative Regulations as a guide for schools completing SEN Information Report)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 framework document Sept 2014
- Shipton Bellinger's Safeguarding Policy
- Shipton Bellinger's Single Equality Plan
- Teachers Standards 2012

Objectives

- To identify, at the earliest opportunity, barriers to learning and provide for pupils who have SEND so they become confident individuals living fulfilling lives
- To work in partnership with parents
- To ensure that every child experiences success in their learning and achieves to the highest possible standard, making expected rates of progress
- To enable all children to participate in lessons fully and effectively
- To work within the guidance provided in the SEND Code of Practice, 2014
- To operate a "whole pupil, whole school" approach to the management and provision of support for children with SEND.
- To provide support and advice for all staff working with pupils with Special Educational Needs and Disabilities.
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND
- To work closely with all external agencies, where appropriate, to support the needs of individual pupils
- To ensure that all staff have access to training and advice to support quality first teaching and learning for all pupils

Identifying special educational needs

The SEND Code of Practice 2014 details four broad areas of need that should be planned. The purpose of identification is to work out what action a school needs to take not to fit a pupil into a category. When planning the school considers the needs of the whole child not just the special educational needs of the child.

There are four broad areas of need, as outlined in The SEND Code of Practice, 2014 :-

The four primary areas of SEND

Four areas of primary need are identified, but it is recognised that many children do not easily fit into one area and/or may change over time. We recognise that behavioural difficulties do not necessarily mean that a child has a special educational need. The four main areas of need are:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

It is the responsibility of the educational setting in consultation with parents and the young person to decide whether a child or young person requires additional SEND support. 'They must ensure that children and young people who receive additional SEND support have an identified SEND and that their progress has not been hampered by weak teaching or poor attendance.' Educational settings must account to Ofsted for the progress of all children. Many children can have their needs met through normal teaching and learning strategies, modification to teaching approaches and to classroom organisation or through provision of ancillary equipment and aids. However, some may have SEND and require support and/or interventions that are additional to or different from those normally provided and will need additional SEND support. A rigorous assessment of SEND should be carried out to decide if this is necessary.

Communication and interaction

6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

6.33 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

Sensory and/or physical needs

6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

The school is all on one level with a ramp to the main entrance and is accessible for wheel chairs. There is also a designated disabled parking bay.

The school also recognises that pupils may have needs which impact on progress and attainment that are **not** SEN. These include:

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation — these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare

- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman
- Behaviour as a need does not necessarily describe SEN but can be an underlying response to a need. Defining SEND

Shipton Bellinger has a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person.

'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable.'

CoP 2014

The first response to such progress should be high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the Class Teacher, working with the SENDCo, will assess whether the child has SEN. While informally gathering evidence (including the views of the pupil and their parents), the school will not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required. The pupil's response to such support can help identify their particular needs.

CoP 2014

Early identification of pupils with SEND is a priority. The school will ascertain pupil progress through the use of appropriate screening and assessment tools, such as:

- Evidence obtained by teacher observation/assessment.
- Foundation Stage Records
- Their performance against age related expectation (Pupil Progress Meetings)
- Standardised screening or assessment tools.
- Reports or observations from outside agencies
- Records from previous schools
- Information from parents
- National test results

On entry to the school each child's attainment will be assessed. On entry an assessment is carried out during the first six weeks of entry to the school. Such assessments help to inform the school of a child's aptitudes, abilities, and attainments, and are used to improve continuity in learning. The records provided help the school to design appropriately differentiated learning programmes. Termly meetings will be held to discuss the attainment and progress of all pupils in each class with the class teacher, SENDCO and leadership team. These are known as Pupil Progress Meetings. Some children may just need short term support to 'catch up' with their peers. They may not have a specific SEND. Other children may need a more tailored approach to address a specific SEND that is impacting on their ability to learn.

Where support additional to that of usual class provision is required the pupil will be placed on the SEND Register and a SEND Support Plan will be written. If, after further consideration, a more sustained level of support is needed, the school will consider requesting an Education, Health and Care Needs Assessment from the Local Authority. Parents will be fully consulted at each stage.

A graduated approach to SEN Support

At Shipton Bellinger Primary School, we believe in early identification to inform us of any learning difficulty. To assist the Teachers in early identification of children with special educational needs we continuously assess and monitor children's progress against the National Curriculum (including the Year One Phonics Screening Test) and Foundation Stage Profile. We also carry out a screening procedure (DEST) for the majority of pupils during KS1, to identify any specific literacy difficulties. Pupils that require further support will then be placed in specific interventions according to need.

At Shipton Bellinger, all Class Teachers will differentiate work for all their pupils according to their individual level of need. Teachers will modify and adapt resources, activities and environmental factors to enable all pupils to access the curriculum, regardless of the nature of their educational needs. Pupils who require further classroom support are given additional small group and sometimes individual interventions or early intervention.

programmes. If this support does not assist pupils in making expected progress, some pupils may need 'additional to or different from' (CoP 2014) learning experiences and these pupils under the Code of Practice, are known as needing 'SEN Support'. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where they access support from teaching assistants or specialist staff.

The Headteacher and leadership team regularly and carefully reviews the quality of teaching for all pupils by undertaking work scrutiny, lesson observations and analysis of pupil progress. This includes reviewing and, where necessary, improving, Teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered. Where necessary, the School Nurse, Children's Services, Specialist Teacher Advisers, Educational Psychologists and other appropriate outside agencies will be contacted and liaised with in order to maintain the appropriate provision for a child with additional educational needs.

Staff Expertise

All our teachers are trained to work with children with SEND and all have access to advice, information, resources and training to enable them to teach all children effectively. There is an overarching SEND provision register, which details all children who are receiving SEND support and the interventions being used. This details each child's needs, outcomes and progress. It is updated continually by the SENDCo and the whole document is shared termly with the Headteacher and SEN Governor. The SENDCo meets formally with each Class Teacher each half term to review each child's progress, using a range of evidence. During this meeting ideas are shared regarding the next appropriate outcomes for the child, prior to meetings with the child and their parents. Pupils needing SEN Support will have a Pupil Passport which targets the particular area/s where they require 'additional to or different from' support. Those pupils identified with additional special needs will receive support in one or more of the following ways:-

1. Differentiated work, modified timetable and environment
2. A specific intervention program
3. Ideas for home support activities

There is a core expectation that the Teacher holds the responsibility for evidencing progress according to the outcomes described in the plan. The level of provision needed is decided by using progress data and outcomes from ongoing assessments. The school recognises the many facets of support that are needed for each individual child and signposts parents to the Hampshire County Council's Local Offer. More information can be found on <http://www.hantslocaloffer.info> and in our own SEN Information Report, available on our website. If progress data and pupil observations indicate that the provision is not fully meeting the needs of the child, the school will modify the outcomes and take into account the expertise of other professionals. The SENDCo is responsible for managing this process and also taking into account the school's budget allocation for external support services. Parents and pupils are partners in this process. The SENDCo and Headteacher, on advice of external services, are responsible for sourcing additional funding and support from the LA, as appropriate. If it is felt that it is appropriate to request for additional funding the school, with parents and external agency support, will commence the statutory assessment process to apply for an Education and Health Care Plan (EHP).

Criteria for exiting SEND Support

When a child consistently meets the outcomes set on their Pupil Passport and is 'keeping up' not 'catching up' with age-appropriate expectations they will then receive Early Intervention strategies and their progress will be monitored closely by the Class Teacher. Our SEN Information Report and SEND Provision fully detail all the interventions we use at every stage.

Children with Social, Emotional and Mental Health Needs

Behaviour is not classified as a Special Educational Need. If a child shows consistent undesirable behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma we can also refer to the Family Support Service or the Early Help Hub who can provide support and signpost additional services that exist in the local area.

If parents and school are concerned that the child may have mental health needs, we can offer a range of structured programmes to support in these areas. The programmes are generally delivered by our school ELSA/Family and Pupil Support Lead and we can refer them to their GP or CAMHS. All children's behaviour is responded to consistently in line with our Behaviour Policy.

Working with parents and children

We aim to have good and informative working relationships with all of our parents. If a child is experiencing difficulties, parents will be informed during informal meetings to discuss the child's progress and together we will plan their provision. The provision put in place is then monitored at least every term/half term depending on the child's needs. Progress towards targets set is monitored and new targets and provision is set. This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' required in the Code of Practice. Teachers are responsible for the learning (progress and attainment) of all of the children in their class and spend time each day working with all the children, including those with SEND, individually or as part of a group. When allocating additional LSA support to children, our focus is on outcomes, not hours; we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

The school has a range of interventions available for children to access. When considering an appropriate intervention, we look first at the child's profile of learning in order that we can select the interventions which is best matched to the child. Where the needs are complex and there is more than one main area of need, the needs are prioritised and only 1 or 2 are addressed at a time. Targets for children at SEN support are deliberately challenging in the attempt to closing the attainment gap between them and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher, who monitors progress towards the targets during the intervention, and by the SENDCo who monitor the overall progress after the intervention. Interventions are planned in 6-8 week blocks with time to apply and embed the learning in their class work. At the end of each block children's progress towards their targets is assessed and recorded. A decision is then made as to whether to focus on another area of need.

The LA Local Offer can be found at <http://www.hantslocaloffer.info>. The school's SEN Information Report can be found at <http://www.ShiptonBellinger-Inf.hants.sch.uk/policies/>. These reports also detail links with other

agencies to support families and pupils. Our admission arrangements can be found on the home page of our website, under Key Information. To ensure children with SEND are able to access assessments the school follows DfE guidelines and the responsibility for monitoring this belongs with the Headteacher.

The transfer of children between settings is managed through a well-planned programme of visits for children and their parents, sharing of information between staff and formal TPA meetings, as appropriate. Children can have as many visits as they need to make transition a process, not an event.

Supporting children at school with medical conditions

- The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.
- The school has a policy in place to support pupils at school with medical conditions and this can be found on our website, in line with recent guidance published by DfE;

Monitoring and Evaluation of SEND

The school has a detailed management plan, which ensures that there is a full range of monitoring activities so that each child continues to make age-appropriate progress. These include pupil progress meetings between the Headteacher, SENDCo and Class Teacher, work scrutiny, lesson observations and detailed analysis of the achievement and progress of identified groups, including those with SEND.

The Headteacher and SENDCo regularly report on children's progress to the Governing Body. Learning Walks conducted throughout the year have a focus of SEND and the outcome of these are shared as appropriate.

The school has regular parent consultations when the progress of each child is discussed.

Pupils are regularly interviewed to gauge their views.

The school uses a full range of questionnaires and informal opportunities to gather the views of all its stakeholders.

All the evaluations we undertake feed into our School Improvement Plan to ensure that we continue to improve provision for all children.

Training and Resources

All mainstream schools are provided with resources to support those with additional needs, including pupils with SEN and Disabilities. Most of these

resources are determined by a local funding formula. Schools have an amount identified within their overall budget, called the notional SEN budget. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget. *CoP 2014*

As part of our normal budget planning, we determine how to use our resources to support the progress of pupils with SEN. The SENDCo, Headteacher and Governing Body have a clear picture of the resources that are available to the school. We consider our strategic approach to meeting SEN in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium. *CoP 2014*

The SENDCo meets regularly with staff to review provision and training needs. The SENDCo works alongside Ms Bev Seed (Headteacher).

All staff have regular in-house training to keep them up to date with current practices and procedures. The SENDCo also attends the Local Authority's SENDCo network meetings in order to keep up to date with local and national updates.

Roles and Responsibilities

Provision for pupils with SEND is a responsibility of all the staff at Shipton Bellinger Primary. This includes the following roles:-

- The school's SEND Governor is Clare May, who has a responsibility to liaise with SENDCo and monitor the participation and progress of pupils with SEND.
- Learning Support Assistants – all our Teaching Assistants are fully trained in implementing a range of intervention programmes.
- Designated Teachers for Looked After Children and Pupil Premium is Kate Warland (SENDCo and Assistant Headteacher).
- Member of staff responsible for meeting medical needs of pupils is the SENDCo. Children who have additional medical needs are supported to receive specific training, which is reviewed and monitored.

Storing and managing information

The school details its approach to holding data in its Confidentiality Policy, Freedom of Information Policy, Privacy Notice and Data Protection Policy. All records are stored following DfE guidelines.

Teaching and learning

We believe that all children learn best with the rest of their class and our aim is for all children to be working independently with the work that is varied and suitably challenging set by their teacher. The school identifies barriers to learning through our ongoing monitoring and evaluation procedures. We remove these barriers by ensuring that:

- All Teachers have high expectations for pupils' achievements in all curriculum areas.
- A rigorous, sequential approach to developing literacy and numeracy skills.
- A sharp assessment of progress in order to determine the most appropriate programme or support.
- Carefully planned provision to meet individual needs
- Rigorous monitoring of the impact of provision
- High-quality pastoral care to support all learning.
- Highly effective use of time, staff and resources.

We work with outside agencies and follow guidance to support differential provision needed for individual children. All children will be involved in external activities. We believe in being fully inclusive and make reasonable adjustments to ensure this is the case for activities outside the school classroom, including school trips. We run a range of school clubs, for example art, gardening, cookery, football, music and multi-skills. All staff, including external providers, are briefed about the individual needs of each child so they can take part. Parents who have children with additional needs are able to take part in the planning for trips by liaising with their Teacher and SENDCo. The Governing Body is committed to having a high level of support from Teaching Assistants to ensure children are well catered for at all times in the school day, including lunchtimes and breaks. The school is also open plan in design meaning that it is easily accessible for all pupils. The school has an open door policy and parents and carers are welcome at any time to discuss any concerns. All our information can be provided in a variety of formats on request.

Dealing with complaints

If you as a parent are concerned about any aspect of your child's education regarding SEND, please contact the Class Teacher, SENDCo or Headteacher, as soon as possible. Written information about a formal complaints procedure is available from the school. Hampshire Local Authority (LA) provides a **Support 4 SEND Service**, which can offer you advice and support about special educational needs issues. The contact address and telephone number are available from the school office.

Bullying

The school is highly inclusive. The school has no tolerance for bullying of any sort. The Anti-Bullying Policy can be found on our website at <https://www.shiptonbellinger.hants.sch.uk/key-information/policies>

USEFUL LINKS

SEN Information report - <https://www.shiptonbellinger.hants.sch.uk/key-information/policies> Hampshire County Council's Local Offer

http://www.hantslocaloffer.info/en/Main_Page

Reviewing the policy

This policy is reviewed annually by the full Governing Body. Accessibility (Single Equality) The DDA (Disability Discrimination Act), as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. The school has a Single Equality Action Plan, which outlines clearly its intentions for accessibility and disability action points. All our Single Equality policies can be found on our website.

Policy Updated: October 2025

Review Date: October 2026