



Hampton Hargate Primary School

Special Educational Needs and Disability Policy

Date: AUTUMN 2025
Review date: AUTUMN 2026

Key Stage Two SENDCo: Amanda Christophi, Assistant headteacher, a member of the senior leadership team. Currently holds the Advanced SENDCo award. Has been a SENDCo at the school since March 2009. Contact details: 01733 296780, SEND@hampton-hargate.peterborough.sch.uk

EYFS/Key Stage One SENDCo: Anne Sullivan.

Hampton Hargate Primary School believes that all children, regardless of ability and behaviour are valued equally. Groups of pupils (eg. SEND pupils, children in care, EAL pupils etc) are not viewed as separate but are part of the whole school approach. As a Dyslexia Friendly School, we understand the importance of pupils acquiring literacy and numeracy whilst promoting a broad and balanced curriculum, accessible to all. We recognise that different children's needs are met through varied and flexible provision and the use of different styles of teaching & learning throughout the curriculum. Every Child Matters (ECM) is an important part of the school ethos and we encourage all staff, governors, visitors, helpers etc to play their part in promoting this. This policy therefore applies to all our children, regardless of their gender, faith, race, culture, family circumstances or sexuality.

This school is committed to safeguarding and promoting the welfare and safety of all children and expects all staff to share in this commitment. All staff

must follow the guidelines set out in the relevant section of **myconcern®** which is available online.

1. Introduction
2. Objectives and Guiding Principles of the SEND policy
3. Definition of Special Educational Needs.
4. Factual Information
 - Key Individuals
 - Admissions policy
 - Special facilities and building adaptation
5. School Responsibilities
 - Curriculum Entitlement
 - Educational Inclusion
 - Teaching arrangements for pupils with SEND
 - Allocation of Funding
 - SEND Training for staff
6. Identification, assessment and Intervention
 - Coordinated plans
 - Education Healthcare Plans (EHCP)
7. Parent Partnership
8. Relationship with outside agencies
 - Involvement with educational support services
 - Links with medical, social and voluntary organisations
 - Links with special/mainstream schools
9. Complaints Procedure
10. Monitoring and Evaluating the success of the Policy
11. Review date

1. Introduction

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 -25 (2014)
- Schools SEND information regulations (2014) (see www.sendgateway.org.uk Hampshire's Illustrative Regulations as a guide for school completing SEND Information Report)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- State how this policy was created by the school's SENDCo with the SEND Governor in liaison with the SLT, all staff and parents of pupils with SEND refer to co-producing policy in the spirit of current reform.
- Disability and Equality Scheme.

This policy is in keeping with the school's aims, its teaching and learning policies, and its policy on equal opportunities. Hampton Hargate Primary School is committed to a policy of inclusion: one in which the teaching, learning, achievements, attitudes and wellbeing of all children matter - including those identified as having Special Educational Needs or disabilities.

Hampton Hargate Primary School believes that all children, regardless of ability and behaviour are valued equally. SEND children are not viewed as a separate group but are part of the whole school approach, and different children's needs are recognised and met through varied and flexible provision through the curriculum.

2. Aim (the longer view)

To raise the aspirations of and expectations for all pupils with SEND. Our school provides a focus on outcomes for children and young people and not just hours of provision/support. To ensure that all children, whether or not they have SEND, have access to a broad, balanced and relevant curriculum which is differentiated to meet their individual needs.

3. Objectives and Guiding Principles of the SEND policy

- To ensure early identification, assessment and provision for any child who may have Special Educational Needs or disabilities.
- 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 special educational needs and disabilities.
- To provide a Special Educational Needs Co-ordinator (SENDCo) who will work with the SEND Inclusion Policy.
- To help every child realise their full potential and optimise their self-esteem.

- To enable all staff to play a part in identifying SEND pupils and to take responsibility for recognising and addressing their individual needs.
- To provide support and advice for all staff working with special educational needs pupils and children with disabilities.
- To encourage the whole school community to demonstrate a positive attitude towards SEND.
- To encourage an effective parent partnership in developing and implementing a joint learning approach at home and at school.
- To encourage and support children to participate in all decision-making processes that occur in their education. Their views will be sought and taken into account.

4. Identification of Special Educational Needs

Definition as taken from the SEND Code of Practice (2014) 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 of compulsory school age or a young person has a learning difficulty or disability if he or she: has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

While the class teacher remains responsible for working with the child on a daily basis, they should also work with the school's SENDCo to plan and deliver targets to meet the needs of the child. The class teacher and SENDCo will monitor and review the action and plan any future interventions.

SEND Support

The SENDCo and class teacher, in consultation with parents, will seek advice and help from external support services. This support is provided by the LA, by outside agencies, as well as our school's own qualified dyslexia. The Dyslexia Pathway is set up to identify children at risk of dyslexia and literacy difficulties as well as other associated cognitive difficulties. This is built into our Ordinarily Available Provision (OAP) which outlines the school's SEND offer available to all children ([See our SEND offer](#))

The SENDCo will take the lead in any further assessments of the child and will plan any future interventions with colleagues. The SENDCo and class teacher will monitor and review the actions. Other specialists may be invited to contribute to the review process.

At Hampton Hargate Primary School we identify children with SEND by;

- Listening to the child's concerns and areas they find difficult.
- Closely monitoring progress through termly tracking and progress meetings.
- Meeting with class teachers to discuss specific concerns.
- Engaging with parents to identify any possible areas of need.
- Establishing good transition meetings across year groups and with new schools.
- Where appropriate seeking advice from outside agencies where appropriate.
- SENDCo carry out Dyslexia tests where there are concerns to identify early.
- Trialling intervention strategies where appropriate.

When a child fails to make expected progress despite the good quality first teaching and any interventions in place the child will then be considered to have SEND and placed on the SEND register. Once on the register children will continue to be monitored by the class teacher and team leader in addition to the SENDCo. Termly meetings will be held with the necessary people attending. Where appropriate outside agencies will be referred to.

The list below is not SEND but may impact on progress and attainment;

- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman
- Mental Health & Wellbeing

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 and disability needs (SEND) and may have an Education Healthcare Plan (EHCP) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. Refer the Schools First Aid policy for more information. Where medical needs are significant, the Supporting Pupils with Conditions form will be filled out.

Suspension or Exclusion of children with special educational needs (SEN) or a disability

The head can suspend or exclude any pupil, even if they have SEN or a disability. However, if disruptive behaviour is related to a child's SEN or disability, the school should first take action to identify and address the underlying cause of the behaviour. For example, the school could increase SEN support or pastoral support; seek specialist advice from services, such as behaviour panel and educational psychology teams; request an EHC needs assessment; or arrange an emergency review of an EHC plan.

In some cases, excluding a pupil for behaviour related to their disability could be discriminatory. The school must be able to show that the exclusion is a "proportionate means of achieving a legitimate aim". This might be, for example, if a pupil's behaviour is having an impact on the education or safety of others. If the school cannot show that the exclusion is justified on these grounds, it could be a case of disability discrimination. Suspension or Exclusion should be a last resort.

Under the Equality Act, schools must make reasonable adjustments for disabled pupils. For example, the school might change its behaviour policy so it doesn't treat disabled pupils in the same way as others by punishing with exclusion.

5. A Graduated Approach to SEND Support

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

At Hampton Hargate Primary School we regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement by carrying out termly Lesson observations by SLT which are quality controlled through carrying out paired observations and including governors. Termly pupil progress meetings are carried out to highlight children who are not making the required progress. Termly book scrutiny both within teams, SLT and whole school are also carried.

6. Managing Pupils Needs on the SEND register

Pupils on the register will have a Passport. These will be started at the end of the academic year ready for transition to the new class. These will then be updated termly with the child and class teacher.

Pupils progress will be tracked termly by the class teacher, team leader, SENDCo and head teacher. Where progress is identified as still not being made despite interventions it may be considered to involve outside agencies.

Where issues appear to be of a sensory nature the GO To OT Guide will identify possible programmes to use with the child. Where these have been carried out for a term and still had little effect a referral will then be made to the Occupational therapist.

Where issues appear to be of a speech and language nature we will use Speechlink in the first instance and the Peterborough speech and language website will be referred to. After a term if there is still no progress being made then a discussion will be had with the school's appointed therapist and a decision on whether a referral should be put in will be made. We will also consult with Southfields SALT hub for additional support if needed.

Where issues appear to be of a more medical nature for example ADHD or ASD we will work with parents to star the YOUUnited Pathway.
<https://www.cpft.nhs.uk/younited/>

Where issues are of an educational nature for example slow processing then the Educational Psychologist will become involved. All children on the SEND register will be discussed at the termly Educational Psychologists meetings that take place with the SENDCo.

The whole school and individual provision will track each pupils interventions and the effectiveness that these have. Where an intervention is in place and there is no or little progress then a discussion will take place and the next steps.

Where a child has a high level of need for instance, a number of agencies involved, an Assessment Plan Do Review cycle will be started. This plan will involve the pupil where appropriate, parents, class teacher and SENDCo. These plans will be reviewed termly.

Where a child is unable to access the National Curriculum even after considerable internal and external help and time then, in consultation with the parents, the SENDCo will request an assessment of the pupil's needs. This may lead to an Education Healthcare Plan. The Assessment Plan Do Review cycle, which will already be in place, will form part of the referral process. More information on the process can be found on the Council Website.

Parents may ask the LA to conduct an assessment. The LA must comply with such a request unless they have made a statutory assessment within six months of the date of the request or unless they conclude, upon examining all the evidence provided to them, that an assessment is not necessary.

Where a child has an EHCP and is still having significant struggles to access the curriculum or classroom areas, they may be considered for a place in our enhanced provision of Adventurers'. For more information on admission criteria please refer to Appendix 1.

7. Criteria for exiting the SEND register

Where a child has made good progress and the interventions have worked it may become appropriate to remove the child from the register. This decision will be made with the pupils, parents, class teacher and SENDCo all in agreement.

8. Factual Information

Key Individuals

- Special Educational Needs Co-ordinator (SENDCo)
- Headteacher
- Deputy Headteacher
- Governor with responsibility for SEND
- Class teachers
- Teaching assistants

At Hampton Hargate Primary School, the SENDCo is responsible for:

- managing the day to day operation of the policy;
- co-ordinating provision for children with SEND;
- supporting and advising colleagues;
- managing Teaching Assistants;
- maintaining the School's SEND register;
- liaising with parents of children with SEND;
- contributing to the in-service training of staff;
- acting as a link with external agencies and other support agencies;
- contributing to and managing the records of all children with SEND; and
- maintaining resources and a range of teaching materials to enable appropriate provision to be made.

Admissions Policy

The current LA Admissions Policy reflects equality of opportunity and makes no distinction as to pupils' special educational needs or disabilities. Within the admissions policy, the aim is to meet the needs of any child who wishes to register at the school.

In the case of pupils with an Education Healthcare Plan, the SENDCo will work closely with the LA named officer in coming to a decision about the most appropriate provision for the pupil. No pupil can be refused admission solely on the grounds that s/he has special educational needs or disabilities.

The SENDCo of this school will ensure close liaison with the SENDCo's of local and previous schools, playgroups, health visitors, and the under-fives team in the LA to ensure pupils' needs are fully known when they are admitted to the school.

Special Facilities and Building adaptations

The school is accessible for wheelchair users and there are three toilets available for use by disabled pupils and staff.

9. School Responsibilities

Curriculum Entitlement

All children, including those with SEND, will have access to a broad and balanced curriculum, which will include The National Curriculum. For further information on the National Curriculum see: <https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum>

Educational Inclusion

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, numeracy, 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; and
- helping children to manage their behaviour and to take part in learning effectively and safely.

Teaching arrangements for Pupils with SEND

Children with SEND will be taught in the classroom alongside their peers. Where necessary, those children on an Assessment Plan Do Review cycle, will have group support from a TA.

Teaching strategies and techniques within each class, including differentiated resources and learning tasks, will accommodate those of differing abilities, including those with special needs whenever necessary. This will enable individual learning needs to be met and all children to maximise their potential in all areas of the curriculum.

Pupils who are struggling with acquiring basic reading, spelling, mathematical, language or gross/fine motor skills will, on occasions be withdrawn from the classroom to be given individual or group tuition by the SENDCo or TA.

The teaching arrangements for those children with an Education Healthcare Plan will be determined by their level of needs and objectives as outlined in the plan.

Allocation of Funding

The special needs budget will be used to access resources, support personnel and, where necessary, adapt the school environment in order to allow all pupils (including those with physical or sensory impairments) to access the curriculum and fulfil their development potential.

At some point in their school career, a number of children may experience difficulties in accessing certain areas of the curriculum, but may not necessarily require additional support. This is known as 'Early Intervention'. These children will not normally receive extra funding as their educational provision will be supported through differentiation by the class teacher within their normal classroom environment.

Children on an Assessment Plan Do Review cycle or who have an individual provision map of interventions will receive support in proportion to their level of need. For example, children on an Assessment Plan Do Review cycle will receive a greater proportion of support than those on an individual provision map.

Children with an EHCP will receive funding equal to that provided by Peterborough City Council to meet their needs and will be used to fund the provision outlined in their EHCP.

We will continue to build up a bank of SEND resources which are available to all staff.

SEND training for staff

When planning the staff development and training programmes, the Headteacher will give consideration to the needs of all teachers with regard to special educational needs. The school's in-service training plans for special educational needs will be reported to the Governors, and will include details of training for class and subject teachers, the SENDCo, teaching assistants and other ancillary staff.

The SENDCo will assist in the provision of training for teaching and non-teaching staff, forming links with the LA and other schools to devise and share training opportunities as appropriate. The SENDCo will also attend termly network meetings.

The Governors will give high priority to training on the responsibilities, assessment and provision of SEND when drawing up their own plans for Governor training.

10. Parent Partnership

Our aim is to develop a partnership where teachers, other professionals and parents work together in the best interests of the child. Hampton Hargate Primary School recognises that positive attitudes, sharing of information, procedures and awareness of needs are all important. The views and wishes of the child will always be sought and taken into consideration.

Parents are fully involved in the school-based response for their child, and we will ensure that they understand the purpose of any intervention and any subsequent programme of action. Parents are informed when a teacher considers that a child's needs are significant enough for the child to be placed on the SEND register. At this point an Assessment Plan Do Review cycle will be developed. Regular meetings are held with parents, teachers, SENDCo and the child where appropriate, to review the child's progress and the action to be taken.

During the procedure of applying for a statutory assessment (EHCP), the parents will be given as much information, guidance, support and advice as possible. They will be required to complete the relevant section on the request for statutory assessment form.

11. Relationship with Outside Agencies

Involvement with educational support services

The SENDCos work alongside the local hubs in Peterborough to support the needs of the children and call on their skills and expertise. The following link provides further information of the local offer and the hubs school has access to:

<https://fis.peterborough.gov.uk/kb5/peterborough/directory/localoffer.page?familychannel=8>

The Educational Psychologist comes into school every term for a planning meeting with SENDCos and throughout the term to visit the children.

Links with medical, social and voluntary, organisation

The school has regular contact with health professionals, such as the school nurse, doctor, speech and language therapists, physiotherapists, the sensory impaired services and occupational therapists. Other organisations including social services are also contacted, where appropriate.

Links with special and mainstream schools

Whenever any pupil transfers to another school, including special schools, Hampton Hargate Primary School will fill in a transfer form and pass on all relevant information. In addition, for SEND pupils, there will also be dialogue between the class teacher and/or SENDCo and/or Headteacher and a senior member of the other schools staff.

We maintain close links with the learning support department and the lower school staff at Hampton College. When a teacher comes to Hampton Hargate Primary School to discuss the transfer of a pupil who has SEND, the SENDCo may also speak to them in addition to the class teacher

12. Monitoring and Evaluating the success of the Policy

The Governors will evaluate the success of this policy by monitoring how effectively pupils with special educational needs and disabilities participate in the whole curriculum and all activities, both in and out of class.

In particular, the SENDCo and SEND link Governor will be reporting on the following aspects within school to the Governing body:

- the views of parents on the working of parent partnerships;

- the effectiveness of the staged provision in meeting needs;
- how well pupils with special educational needs and disabilities take part and make progress in the whole curriculum of the school;
- how resources have been allocated to and between pupils with special educational needs and disabilities;
- details of how many statutory assessments have been made and the number of visits from specialists teachers, other agencies and educational psychologists as recorded in the visitors book.

In addition, the SENDCo will monitor and evaluate the provision of SEND within the school and will:

- assess individual pupils with SEND;
- draw up an Assessment Plan Do Review cycle and review them in conjunction with the class teacher;
- monitor the movement of the children within the SEND system; and
- report to the Headteacher and review the work of the school in the provision of SEND each term.

13. Storing and managing information

All confidential SEND files are locked away in a filing cabinet. See the privacy notice for Hampton Hargate Primary School for more information.

14. Dealing with complaints

Where issues cannot be resolved through discussion with class teacher, SENDCo, or SLT Please refer to the school complaints policy.

15. Review date

The SEND policy will be reviewed every year.

Review date Autumn 2026

This policy was adopted by the Full Governing Body on: 4th December 2025

Signed:  on behalf of the Governing Body

Date: 4th December 2025

Names of staff with responsibility for SEND

SENDCO: Mrs Amanda Christophi and Mrs Anne Sullivan

Headteacher: Mr Andy Lyons

Deputy Headteacher: Miss Sarah Moss

SEND Governor: Mrs Jude Macdonald

Other policies to refer to:

- First Aid Policy
- Complaints Policy
- Supporting Pupils with Medical Conditions Policy

- Disability and Equality Scheme
- Mental Health and Wellbeing policy
- Pupils with Additional Health Needs Attendance policy
- SEND offer
- Access plan
- Suspensions and Exclusions Policy

Appendix 1

Adventurers' admission guidance, mornings, September 2025, Hampton Hargate Primary School

- EYFS
- EHCP or EHCHNA
- Broadly within 10 -36 months
- Pupils will be pre- or non-verbal.
- Pupils will need a transition plan into the main classroom, unless awaiting special school placement.
- Risk assessment to support if place is suitable

Update: Adventurers' admission guidance, mornings, September 2025, Hampton Hargate Primary School

- EYFS and Year 2 (places given because 2 EYFS children did not start)
- EHCP or EHCHNA
- Broadly within 10 -36 months
- Pupils will be pre- or non-verbal.
- Pupils will need a transition plan into the main classroom, unless awaiting special school placement.
- Risk assessment to support if place is suitable

Adventurers' admission guidance, afternoons, September 2025, Hampton Hargate Primary School (sensory provision provided)

- EYFS
- EHCP, EHCHNA, coordinated plan
- Broadly within 10 -24 months for PSED
- Pupils will have C and I difficulties
- Risk assessment to support if place is suitable