



Otterbourne Church of England Primary School

Trust, Respect and Determination

SPECIAL EDUCATION NEEDS POLICY

Name of Headteacher:	Martin Geraghty
Name of Chair of Governors:	Sue Barham
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Contact Information:

Special Educational Needs Coordinator (SENDCo): Miss Hannah Whitbread (NASENCo Award)
h.whitbread@otterbourne.hants.sch.uk

SEND Governor: Amber Reed

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Section 1: Introduction

This policy has been formed in conjunction with the SENDCo (Special Educational Needs and Disabilities Co-Ordinator), Senior Leadership Team (SLT), governors and teachers. It is disseminated and shared with parents and carers via the school website and a hard copy can be viewed in the school office. This policy has been written to reflect the SEND Code of Practice, 0-25 guidance.

Otterbourne Church of England Primary School is a caring and inclusive school, which values the ability and achievement of all its pupils. We are committed to making the curriculum accessible to all pupils through high quality teaching, which meets the needs of all children through the use of varied pedagogical approaches. We believe that all teachers are teachers of all – including those children and young people with Special Educational Needs and/or Disabilities (SEND).

This school fully recognises its responsibility to safeguard and promote the welfare of children at our school.

We recognise that children are unique and learn at different rates. Many factors affect attainment, progress and overall achievement but a child who has Special Educational Needs and/or a disability (SEND) will have a significantly greater difficulty in learning than the majority of others at the same age and/or a disability which prevents or hinders him / her from making use of facilities of a kind generally provided for others of the same age in mainstream schools (SEND Code of Practice, 2015:15-16).

Section 2: Aims and Objectives

Our key aim is to be aspirational for all children with Special Educational Needs and Disabilities (SEND) and we believe that children with SEND have just as much chance to succeed as any other child. Therefore, there is a focus on the outcomes of the individual child and not just on the hours of support and provision put in place. To do this, we aim:

1. To identify and provide for pupils who have special educational needs and/or disabilities;
2. To work within the guidance provide in the SEND Code of Practice, 2015;
3. To operate a “whole pupil” approach to the management and provision of support for SEND;
4. To provide a Special Educational Needs and Disabilities Co-ordinator (SENDCo) who will work with the SEND Policy;
5. To provide support and advice for all staff working with pupils with SEND.

Section 3: Identification

The SEND Code of Practice, 0-25 Years states four broad areas of SEND. These are (definitions taken from the Code of Practice):

Communication and Interaction:

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.

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:

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.

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:

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.

Sensory and/or Physical Needs:

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 habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

The purpose of identification is not to fit a pupil into a category, rather to establish the action needed to be taken to best support the pupil. At Otterbourne Church of England Primary School, we identify the needs of a pupil by considering the needs of the whole child, which may include needs other than those of special educational needs.

Although not descriptors of SEND, we do recognise that there are other factors which may impact on progress and attainment.

- Disability (although reasonable adjustments may be made for a disability under the Disability Equality legislation, these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being in receipt of Service Premium Grant
- Being a Looked After Child

Additionally, a pupil's behaviour does not describe SEND. Rather, any concerns relating to a pupil's behaviour are seen as a response to an underlying need which will then be identified as the needs of the whole child are considered.

Section 4: A Graduated Response to SEND Support

At Otterbourne Church of England Primary School, there is a strong emphasis placed on high quality teaching within the classroom. We believe that all teachers have a responsibility to provide for children with SEND and maintain responsibility and accountability for the progression and attainment of all pupils, including where pupils access support from other members of staff. Pupils are identified as having SEND if they do not make adequate progress after high quality, personalised teaching and once interventions and reasonable adjustments have been made. High quality, differentiated teaching for individual pupils is the first step in responding to pupils who have, or may have, SEND. Although additional intervention and support cannot compensate for a lack of good quality teaching, it may be seen as necessary and beneficial for individual pupils to receive some extra support in a specific area. This may take place 1:1 with a Learning Support Assistant (LSA) or in a small group.

The quality of teaching for all pupils, and data analysis of the pupils, is regularly monitored and reviewed by the Senior Leadership Team and the SENDCo. This includes reviewing and improving, where necessary, teachers' understanding of strategies used to identify and support vulnerable pupils and their knowledge of SEND most frequently encountered.

The class teacher is the first point of contact for any concerns about a pupil. The decision about whether to make special educational provision involves discussions between the class teacher and the SENDCo and takes into consideration information gathered about the pupil's progress, alongside national data and expectations of progress. Where the decision is made by the SENDCo that a higher level of need is being presented, access is made to specialised assessments from external agencies and professionals.

The school undertakes an **Assess – Plan – Do – Review** process to identify and place children on the SEND register.

Assess: Throughout the school, regular assessments of children are made. Prior to entry to Year R, there are meetings with parents, teachers and pre-schools to identify children experiencing SEND. In the Summer Term of Year R or during Year One, if it is suspected that children have dyslexic tendencies,

children will be screened using a tool called DEST (Dyslexia Early Screening Test). Appropriate intervention strategies will then be put in place as necessary. The school also routinely screens for signs of dyslexia (GL Dyslexia Digital). However, if there is a feeling that a child might be dyslexic, they too will be screened. Dyslexia screeners do not provide a diagnosis and are used as a tool to support learning and support children's gaps e.g. their working memory.

On-going monitoring takes place with the class teachers and the SENDCo to assess evidence accumulated against set criteria. Children identified via this monitoring process are further assessed using relevant materials, depending upon the nature of the concern reported. For example, children with literacy difficulties will be tested using the NFER Reading and SWST Spelling tests at interim points throughout the year in order to track progress. Children in Years 1-6 are also assessed for reading fluency using the Words Per Minute (WPM) assessment.

Teachers will use a variety of whole school assessment methods to assess an individual pupil where adequate progress, despite high quality teaching, is not being made. This includes teacher assessment and experience of the pupil; assessments made using the tools mentioned above; information about previous progress, attainment and behaviour; the development of the pupil in comparison to their peers; the views of the parents and pupils and advice and assessment from external support services. Teachers will identify the gaps in a pupil's learning and development and, alongside the SENDCo, will establish what the barriers to learning may be. Teachers' assessments are monitored and discussed termly with the Headteacher in progress meetings.

Plan: Once assessments have been completed and discussed, if a pupil requires SEND support, parents will be formally notified. Together, the class teacher, parents and SENDCo will agree the adjustments, interventions and support to be put in place, as well as the expected impact on development and progress. A date for review will be set. Planning for the pupil will take place in the form of a 'Personal Plan' which will list targets, support to be put in place and success criteria.

Do: As the teacher remains responsible for working with a pupil on a daily basis, they will work closely with any LSA or specialist member of staff also involved in the delivery of support. Together, they will plan and assess the impact of support and interventions and how they can be linked to the high quality classroom teaching. Interventions at Otterbourne C of E Primary School may take place on a 1:1 basis or the pupil may work with a small group of their peers, inside or outside of the classroom.

Review: Children on the SEND register will have a Personal Learning Plan (PLP). PLP targets will be reviewed termly by the class teacher, in liaison with any additional adults involved in the provision for the pupil. The targets will be reviewed more than once a term if necessary and changes made to the PLP as required. The effectiveness of the support in place will also be reviewed and targets will be adjusted where necessary. Reviewed targets will be shared with parents and the pupils and parents will be asked to sign a copy of their son / daughter's Personal Learning Plan or send an acknowledgement email in agreement. Both pupil and parental views will be taken into account during the review process.

Children do not have to be on the SEND register to receive targeted support. The class teacher and SENDCo may decide that a pupil would benefit from short term support in a specific area which may be given through in class support or an intervention based out of the classroom.

Section 5: Managing Pupils' Needs on the SEND Register

Where a pupil is receiving support that is additional to and different from the other children in their year group, regular monitoring and assessment is in place. Personal Learning Plans allow the class teacher, SENDCo and other support staff involved to monitor targets set and the progress being made. Success

criteria for each target are listed on the Personal Learning Plan and when these have been met, the target is noted as being achieved. Class teachers liaise closely with the LSAs and other staff involved with the pupil to maximise the progress potential within the classroom. LSAs keep records of any interventions that they are involved in delivering, although it is the class teacher's responsibility to maintain and update the Personal Learning Plan. Levels of provision are decided by the class teacher, along with the SENDCo and, where necessary, any outside agencies, and the impact of interventions are recorded by the LSAs, with rates of progress for each of the pupils receiving a specific intervention noted.

Occasionally, the SENDCo may decide that additional support from outside agencies is necessary. Such agencies may include, but do not exhaust:

- Speech and Language Therapy
- Educational Psychology
- Occupational Therapy
- School Nurse
- Physiotherapy
- Primary Behaviour Service
- CAMHS (Children and Adolescent Mental Health Services)
- Mental Health Support Team (MHST)

Any additional support required from outside agencies is monitored by the SENDCo and notes of meetings and assessments are kept within the pupil's individual file on the school computer system. Where additional support is required, parents will be notified and may be asked to provide any relevant information about their son / daughter.

Where it is felt that a pupil requires support in addition to what they are receiving under SEND support, a request for an Education and Health Care Plan (EHCP) may be made. This will require an initial assessment by the Educational Psychologist and will bring together the pupil's views, parents' views, school's views and those of outside agencies. Where an EHCP is in place, annual reviews will be held to monitor, evaluate and set targets.

If children make better than expected progress on their personal targets, it may be suggested that they should come off of the SEND register. This does not necessarily mean that support will no longer be in place for the pupil but will mean that a Personal Learning Plan is not written to outline that support. National guidance states that a standardised score of below 78 is considered to indicate SEND. For example, if a pupil had a standardised score of less than 78 on a reading test, they may be placed on the SEND register for specific learning difficulties relating to reading. After a series of interventions, that pupil would be tested again on a parallel reading test. If their standardised score was above 78, that pupil would no longer be considered to require SEND Support on the SEND Register. At Otterbourne C of E Primary School, these scores form only one part of the overall picture of a child's profile and other evidence from staff working with a child is used to make a judgement.

Section 6: Supporting Pupils and Families

The school works in partnership with parents who have a critical role to play in their child's education and progress. If it is felt that a child should be put on the SEND register or receive additional support, parents will be involved through liaison with the class teacher or SENDCo in order to discuss any support

being put in place. We strive to provide appropriate provision to all pupils and to work co-operatively with parents. If a parent has any queries or concerns over the support that their child is receiving, they should approach the class teacher, Headteacher or SENDCo.

The school's SEND Information Report can be accessed through the school website and can be obtained in hard copy from the school office. Also available on both the website and through the school office are the policies for admissions and for the administration of medication.

The Local Education Authority (LEA) provides a Parent Partnership Service which provides impartial advice, information and support to parents and carers of children and young people with SEND throughout Hampshire. This service can be accessed on: 01962 845870 or via: <http://www3.hants.gov.uk/parentpartnership>. Hampshire County Council's Local Offer and other SEND information can be accessed by parents through the following web link: <http://www3.hants.gov.uk/SEND-home>.

Pupils may be supported in the transition between classes, teachers or schools in a variety of ways. These may include:

- Transition arrangements made with previous schools/nurseries and new schools.
- An induction evening during the second half of the summer term, where new Year R parents can meet staff and gain knowledge of the school routines.
- New Year R children are invited to Stay and Play sessions in the summer term to meet their teachers and see their classroom.
- Photo Booklet of the school
- Visual timetables to support transition.
- Transition days spent at local feeder secondary schools for Year 6 pupils in the summer term.
- Children who are new to the school being 'buddied' up with a child in their new class to help them to settle in.
- Year R children 'buddied' with a Year 6 child.
- Transition Partnership Agreements
- Transfer meetings including staff and parents where necessary

Where additional support is needed for exams such as SATs, arrangements can be put in place if they are already an established part of school routine. The national guidance for the set of exams will be consulted before decisions are made.

Section 7: Supporting Pupils at School with Medical Conditions

At Otterbourne, we recognise 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 SEND and may have an EHCP which brings together health and social care needs, as well as their special educational provision, and the SEND Code of Practice (2015) is followed.

The policy for supporting children at school with medical conditions can be found on the school website or can be obtained in hard copy from the school office.

Section 8: Monitoring and Evaluation of SEND

The progress of pupils with SEND is constantly monitored by the class teacher and SENDCo. Levels of progress are monitored and the effectiveness of interventions evaluated. LSAs delivering interventions are monitored by the SENDCo and all LSAs undertake performance management meetings. The Headteacher and SENDCo monitor the teaching of class teachers on a regular basis to ensure that provision is being made for those pupils with SEND. Both pupil and parent views are also taken into account when evaluating the provision for SEND.

The SENDCo feeds back relevant information about progress and interventions to the SEND governor and this is then disseminated in governor meetings. Governors meet termly to discuss matters of importance relating to many different aspects of the school and are involved in the writing of policies. The governors are made fully aware of the confidentiality policy held in school and adhere to this in their role.

Section 9: Training and Resources

The School Improvement Plan will incorporate action plans and reviews relating to raising the achievement of pupils with SEND. In-house SEND training and professional development will be arranged to meet targets and to ensure that provision for pupils experiencing SEND is appropriately delivered and co-ordinated. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post, which may include a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The SENDCo regularly attends cluster meetings with other local SENDCos in order to keep up to date with local and national updates in SEND. Additionally, updates and training opportunities are received weekly via the Hampshire Schools Communications.

Section 10: Roles and Responsibilities

The SEND Governor, Amber Reed, is responsible for meeting regularly with the SENDCo to discuss the position of SEND in the school. She then feeds back to the entire governing body with any relevant information.

LSAs are managed by the SENDCo and deployment is based on pupils' needs across the school. The role of the LSAs is to work alongside the class teacher to effectively deliver any agreed interventions. LSAs, although managed by the SENDCo, are directed by the class teacher with whom they work.

Mr Martin Geraghty, Headteacher, is responsible for Safeguarding within the school, as well as the funding for Pupil Premium Grants. Ms Caren Reid, Miss Hannah Whitbread and Mrs Kay Davenport are also safeguarding leads within the school.

Mrs Kay Davenport is responsible for managing the school's responsibility for meeting the medical needs for pupils and liaises closely with Mr Martin Geraghty (Headteacher). Ms Caren Reid is the designated teacher for Looked After Children (LAC). Members of the Senior Leadership Team meet on a weekly basis for a Child Welfare meeting, where concerns and progress for children with SEND are discussed.

Section 11: Storing and Managing Information

Any information regarding a pupil and SEND is kept within an individual folder for that pupil. The folders are kept securely in a locked cupboard within the school. Any computerised information is kept within the school network which is only accessible to school staff. The school confidentiality policy can be accessed on the school website or via the office in hard copy.

We are legally required to keep information about pupils with SEND until the child is 25. This is in line with the SEND Code of Practice (2014), 0-25 years.

Section 12: Reviewing the Policy

The school SEND policy will be reviewed annually in conjunction with the SENDCo, governors, Headteacher, and teachers. Any information which changes within the year will be amended in the policy as and when necessary.

Section 13: Accessibility

Building/Site accessibility:

- Each classroom has an external door which is used as a fire exit. Some of these exits have a small step, others do not.
- The separate building located on the field has a ramp for accessibility.
- Otterbourne C of E Primary School is all on one level and is therefore fully accessible.
- We have an accessible toilet and shower within the school, as well as a hoist for use as necessary.
- A therapy room includes a bench which can be used for physiotherapy.
- Where there are constraints, everything possible is done to remove them for children/adults who may need it.
- Parents are asked to be aware of potential staffing / building constraints when considering Otterbourne C of E Primary School for their child.
- Designated accessible parking space
- Access to suitable learning resources, including ICT

Curriculum accessibility:

- All work within class is pitched at an appropriate level so that all children are able to access according to their specific needs. The work will be scaffolded accordingly so every pupil can

meet their full potential. If it is deemed that a child cannot access a specific task, it may be differentiated to be suitable for that child.

- Progress is monitored and teachers' planning is adjusted accordingly.
- Children with SEND are carefully considered when teachers are planning.

The school accessibility plan can be accessed through the school website and the school office in hard copy.

Section 14: Dealing with Complaints

If parents have any concerns, they are firstly encouraged to see the class teacher. The SENDCo can be contacted after this, should the need arise, and further to this, the Headteacher and finally the Governing Body can be approached. External Agencies such as the Parent Partnership Network can also be contacted. Lastly, the Hampshire County Council complaints procedure can be pursued once all other channels have been explored.

Please see the school's complaints procedure policy for further information. This can be obtained in hard copy from the school office.

Section 15: Bullying

We believe that Otterbourne C of E Primary School is a caring and inclusive environment which fosters an attitude of care and concern for each other. With our school values of **trust, determination and respect**, pupils respond in a positive way to each other.

Bullying at Otterbourne C of E Primary School is taken very seriously and all matters are dealt with promptly by class teachers and the HeadTeacher, where necessary. The anti-bullying policy can be accessed on the school website and in hard copy from the school office.

Section 16: Additional Information

To contact the SENDCo, please arrange an appointment through the school office. Additionally, she can be contacted by email on: h.whitbread@otterbourne.hants.sch.uk

Relevant policies may include:

- Accessibility Plan
- Admission
- Anti-bullying
- Behaviour
- Child Protection
- Complaints Procedure
- Data Protection
- Health and Safety
- Learning and Teaching
- SEND Code of Practice

- SEND Information Report
- Supporting Children at School with Medical Conditions