Inclusion SEND Policy

Hampton Lakes
Primary School

Policy last reviewed:	September 2026
Next review due:	September 2027
Member of staff responsible:	Mrs Katie Steel
Ratified by:	HL LGB

1.0 Legislation

This policy complies with the guidance in *Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65).* It is intended as guidance for staff, parent/carers and children with reference to the following guidance documents:

- **SEND Code of Practice: 0 to 25 Years (January 2015, current version).**
- **Children and Families Act 2014.**
- **Equality Act 2010.**
- **Keeping Children Safe in Education (current version).**
- **Working Together to Safeguard Children (current version).**
- **Education for Children with Health Needs Who Cannot Attend School (updated December 2023).**
- **Supporting Pupils at School with Medical Conditions.**
- **The National Curriculum in England.**
- **Safeguarding Policy.**
- **Accessibility Plan.**
- **Teachers' Standards.**

2.0 General Statement of Principles

As a trust of schools our overarching values are "People and Learning" and at Hampton Lakes we believe that children should "Live, Love and Learn". We aim to create an atmosphere of encouragement, acceptance, respect and understanding of individual needs, in which all children can maximise their potential. We will endeavour to make every effort to achieve an environment that does not discriminate against any child regardless of disability and/or special educational need.

Hampton Lakes Primary School is committed to inclusive education and ensuring that all pupils, including those with SEND, are able to achieve, belong and participate fully in the life of the school.

The school recognises that high-quality teaching, inclusive practice and early identification are the foundation of effective SEND provision.

3.0 Aims and Objectives

- To appreciate that each of our children is a unique person, "who is constantly learning and can be resilient, capable, confident and self-assured" (Statutory Framework for the Early Years Foundation Stage 2017)
- To 'promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others' *(National Curriculum 2014)*

- As far as practicable and reasonable, we endeavour to achieve access to the curriculum and school activities for all pupils
- To achieve high levels of attainment and excellent rates of progress for all
- To provide a caring environment within which children can learn and develop to reach their potential
- To celebrate the achievements of all children through academic achievement, extra-curricular or enrichment activities
- To see and value children as individuals with differing interests, knowledge and skills
- To see pupil support as additional to the differentiated learning opportunities already provided in the classroom
- To ensure the identification of all children requiring SEN/D provision as early as possible in their school career and a clear system of assessment – plan - do – review
- To work closely with children and parents/carers as partners and actively involve them in the graduated approach to SEND
- To work closely with other agencies such as Health, Social Care and the Local Authority
- To carefully map provision for all vulnerable learners and ensure staff deployment, resource allocation and choice of interventions has positive impact; maintain a clear and transparent record of the use of resources
- To achieve a high level of staff expertise, to meet student need, by providing targeted continuing professional development.
- To ensure that children and young people with SEND are able to access a broad, balanced and ambitious curriculum.
- To ensure reasonable adjustments are made in accordance with the Equality Act 2010.
- To support attendance, wellbeing and positive outcomes for pupils with SEND.
- To ensure pupils with SEND are fully included in educational visits, extracurricular activities and wider school life.

4.0 The Definition of Special Educational Needs and Disabilities

Children and young people have special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them that is in **addition to**, or **different from,** differentiated curriculum and teaching plans. In addition, Hampton Lakes Primary School regards children as having a learning difficulty if they have significantly greater difficulty in learning than the majority of students of the same age. Children are not regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught.

A pupil has a disability if he/she has a physical or mental impairment, which has a long term effect on his/her ability to carry out normal day-to-day activities (from the definition in the Disability and Equality Act 2010). This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

The school also recognises that persistent difficulties with attendance, emotionally based school avoidance, anxiety and mental health needs may require assessment and support through the graduated approach.

5.0 Arrangements for SEN at Hampton Lakes Primary School

5.1 Admissions

Hampton Lakes will not discriminate on the grounds of SEN or disability. It fully supports the Admissions Code, agreed in partnership with the Local Authority. Children who have an EHCP that names Hampton Lakes Primary School will be admitted provided it is the view of both the school and the Local Authority that the pupil's needs can be met and that an efficient and effective education can be provided to enable the student to make good or better progress. (*See Admissions Policy)*

5.2 Roles and Responsibilities

5.2.1 SENCo

The Deputy Head of School is the school's qualified SENDCo and holds responsibility for coordinating SEND provision in accordance with the SEND Code of Practice. The SENDCo will work strategically with senior leaders to ensure SEND remains central to school improvement priorities. The SENDCo will support staff in implementing adaptive teaching approaches and inclusive classroom practice. The SENDCo will support transitions into, through and beyond Hampton Lakes Primary School.

The SENCO is responsible for reporting regularly to the Executive Headteacher and Governing Body on the effectiveness of this policy, including the achievement and progress of students.

SENDCo – Contact Details
Mrs Katie Steel 01733 246826 Mrs Steel can be contacted via: Office@hamptonlakesprimary.org.uk

SEND Assistant – Contact Details
TBC 01733 246826 _____ can be contacted via: Office@hamptonlakesprimary.org.uk

In line with the recommendations in the SEN Code of Practice 2014, the Head of School/SENDCo will oversee the day-to-day operation of this policy by:

- Maintaining and evaluating the SEND provision and provision for vulnerable learners.

- Identifying and recording children with SEND, highlighting needs, objectives and strategies to support progress.

- Maintain a record of provision for SEND, identifying those in receipt of additional SEN support from the school's notional SEND budget, those in receipt of High Needs Funding and those with EHC Plans.

- Co-ordinating provision for children with SEND.

- Liaising with, and advising, teachers, key workers and teaching assistants.

- Contributing to the in-service training of staff.

- Implementing and carrying out a programme of Annual Reviews for all those with Statements and EHC Plans. Complying with requests from the EHC Plan Co-ordinator to participate in reviews.

- Overseeing the records of all children with Special Educational Needs.

- Carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEN support from school's notional SEND budget), that a student may have a special educational need which will require significant support.

- Overseeing the smooth running of transition arrangements and transfer of information for Foundation Stage, Year 6 pupils.

- Monitoring the school's system for ensuring that One Page Profiles and Co-ordinated Plans, where it is agreed they will be useful for a child with special educational needs, have a high profile in the classroom and with children.

- Evaluating regularly the impact and effectiveness of all additional interventions for SEND pupils.

- Liaising and consulting sensitively with parents and families of children on the SEN list, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers.

- Attending area SENCo network meetings and training as appropriate.

- Liaising with the school's SEND Governor, keeping him/her informed of current issues regarding provision for children with Special Educational Needs (nationally, locally and within school).

- Liaising closely with a range of outside agencies to support vulnerable learners.

5.2.2 Class Teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Adapting teaching and learning through adaptive teaching strategies to meet the needs of all learners whilst maintaining high expectations.
- Developing their knowledge of SEND in order to meet the needs of every pupil in their class.
- Ensure that the intent, implementation and impact of the curriculum is both aspirational and accessible for every pupil in their class.
- 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 SENDCo to review each pupil's progress and development and decide on any changes to provision.
- Ensuring that they follow this SEND policy.
- Liaising regularly with parents to assess, plan and review progress towards targets.
- Identifying emerging SEND needs through ongoing assessment and communication with families.
- Implementing the Assess-Plan-Do-Review cycle collaboratively with the SENDCo.

5.2.3 All Staff

All staff at Hampton Lakes Primary School have a responsibility for maximising achievement and opportunity of vulnerable learners, specifically **all** teachers are teachers of pupils with identified SEND and EAL.

All staff are aware of their responsibilities towards vulnerable learners and a positive and sensitive attitude is shown toward all students at all times.

All staff share responsibility for safeguarding pupils with SEND and recognising that children with SEND may be more vulnerable to abuse, neglect, exploitation and bullying.

All staff will receive regular training and updates regarding SEND and inclusive practice.

'Teachers are responsible and accountable for the progress and development of pupils in their class, including where pupils access support from teaching assistants or specialist staff.'
SEND Code of Practice 0-25 Years, July 2014

5.3 Complaints

If parents have concerns relating to the provision for children with SEN or EAL, they should firstly raise them with the class teacher. The SENDCo/Head of School should then be informed if a resolution has not been found. Then, if they are not satisfied, parents should refer their concerns to the Executive Headteacher. In the case of an unresolved complaint, the issue should be taken through the general Governors' complaints procedure *(see separate Complaints Policy).*

6.0 The identification, assessment and provision for Children with SEN/D

6.1 The kinds of SEN provided for at Hampton Lakes Primary School:

As an inclusive school, we do not seek to closely define the SEN for which we make provision. Our aim is to include those children with identified SEND from our local community as best we can.

In admitting children with SEN, we expect to have collaborative and informative discussions with the pupils' families and the Local Authority to ascertain the suitability of our provision.

We understand that it is initially our responsibility to make provision for a pupil with SEN through the school's devolved SEN budget. Thereafter, we are aware of the process of applying for High Needs Funding if the pupil's and the school's needs make that a necessity.

As a mainstream school there may be occasion whereby the needs of a pupil are so significant, severe or profound that as a mainstream school we are unable to provide suitable provision, to the extent that we may discuss whether they would be best placed in a special school. We expect that this would include an assessment of the needs of each student and constructive conversations with both parents, the Local Authority and other agencies.

6.2 Graduated Support

The Code of Practice outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support:

- **Universal Provision:** high-quality, inclusive teaching and adaptive teaching approaches which are responsive to individual needs.

- **Targeted Provision:** students require intervention which is **additional to** or **different from** the well differentiated curriculum offer for all students. Students requiring this level of support will have their provision outlined in an **APDR.**

- **Education Health Care Plans:** students with complex needs, supported through a personalised approach / provision. (Students with a Statement of Educational Need will be reviewed and assessed, with the support of the Local Authority, and transferred as appropriate to an Education Health Care Plan).

The school follows the Assess-Plan-Do-Review cycle described within the SEND Code of Practice to ensure provision remains responsive and evidence based.

6.3 Identification

When identifying the needs of a pupil with SEND, we refer to the four broad areas of need as detailed in the Code of Practice (2014, p.86). These are as follows:

Communication and Interaction - this includes children with speech, language and communication needs (SLCN) and those who fall on the autistic spectrum (ASD).
Cognition and Learning - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.
Social, Emotional and Mental Health (SEMH) - this includes children who may be withdrawn or isolated, displaying disruptive or disturbing behaviour and underlying mental health difficulties, e.g. anxiety, depression. Other children may have features of hyperactivity, concentration difficulties and/or impulsive behaviours or attachment disorder.
Sensory and/or Physical - this includes children with sensory impairment, visual impairment, hearing impairment or multisensory impairments and physical difficulties which may require ongoing support and specialist equipment.

Early identification is essential if progress and attainment are to be maximised. A variety of methods are used to identify possible SEN/D. These include:

- Baseline and end-of-key-stage assessments
- Reading / spelling ages causing concern
- Tracking individual pupil progress over time, including academic, mental, emotional and social
- Feedback from teachers and teaching assistants
- Parental concerns
- Information from previous schools or pre-school settings
- Information obtained from additional, more in-depth assessments, where appropriate
- Information from other specialist services.

Where a pupil is identified as having SEN/D, we take action to remove barriers to learning and put effective special educational provision in place. This information is then used to create and maintain a central SEN/D register and provision map that sets out the level of need and the support / resources needed. All stakeholders will be provided with this information.

This SEN/D support takes the form of a cycle through which provision is revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress and securing good outcomes. This may highlight where the support of more specialist expertise is required.

The school recognises that attendance difficulties may be an indicator of unmet SEND needs and will investigate concerns through the graduated response where appropriate.

The school recognises that pupils with SEND may be at increased risk of exclusion, persistent absence and social isolation and will take reasonable steps to mitigate these risks.

6.4.0 Provision
In addition to differentiated work provided by teachers, vulnerable learners and pupils with SEND may receive a combination of the following approaches:

- Small group withdrawal (time-limited and carefully monitored)
- Individual class support / individual withdrawal
- Access to materials in translation, where necessary
- In class support for small groups with a Teaching Assistant working with the classroom teacher
- Learning Mentors
- Home Learning Club
- Key vocabulary and spelling
- Supported reading strategies
- Specialist differentiation of resources including, visual timetables, work stations sensory resources, writing slopes, pencil grips, coloured overlays
- Social skills groups
- Therapeutic input
- Additional specialist time to devise interventions and means of measuring impact
- Alternative provision, such as an extended EYFS in Y1 and Y2

Some children may have an amended timetable to support additional development of literacy and numeracy, medical needs, or behavioural and social needs.

In addition to the aforementioned, some children, as they grow and develop, may need additional plans in order to keep themselves and others safe at specific times. Risk Management Plans will be created in conjunction with parents and shared with staff to support at these times.

6.4. 1 Provision

At Hampton Lakes we are committed to ensuring all children receive the 'right' support at the 'right' time, as such we work closely with multiple agencies to ensure provision is adapted and developed as needed. These agencies include (not exhaustive);

- Educational Psychologist
- Speech and Language Therapy (SALT)
- Autism Outreach Team · ADHD Specialist Teacher
- Occupational Therapist · HI/VI Specialist Teacher
- Emotional Health and Well Being Team
- SPLD Assessor
- Primary SEND Hubs (e.g. ASD, SEMH, SPLD, SCLN, PI, HI)
- School Nurse
- Aspire
- CHUMS/CAMHS
- Family Support Workers (Barnardo's)
- Early Help Team
- SPCC
- Physiotherapist

Provision may also include reasonable adjustments, assistive technology, environmental adaptations and personalised strategies to support access to learning.

Provision maps will be reviewed regularly to evaluate impact and value for money.

6.5 Review
The effectiveness of the support and interventions and their impact on the pupil's progress is reviewed at least termly. The impact and quality of the support and interventions is evaluated, along with the views of the pupil and their parents. Staff, working with the SENCO, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. This usually takes place at SEND Review meetings each term.

Pupils will be encouraged to participate in reviews and contribute their views, wishes and aspirations in an age-appropriate manner.

6.6 Education Health Care Plans

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school will consult the Local Authority threshold document and decide if it is appropriate to pursue an Educational, Health and Care Needs assessment. The co-ordinated or SEND School Support plan is used to provide evidence of the school's provision and impact on the child's outcomes. The school recognises that parents, young people and the school may request an Education, Health and Care Needs Assessment from the Local Authority.

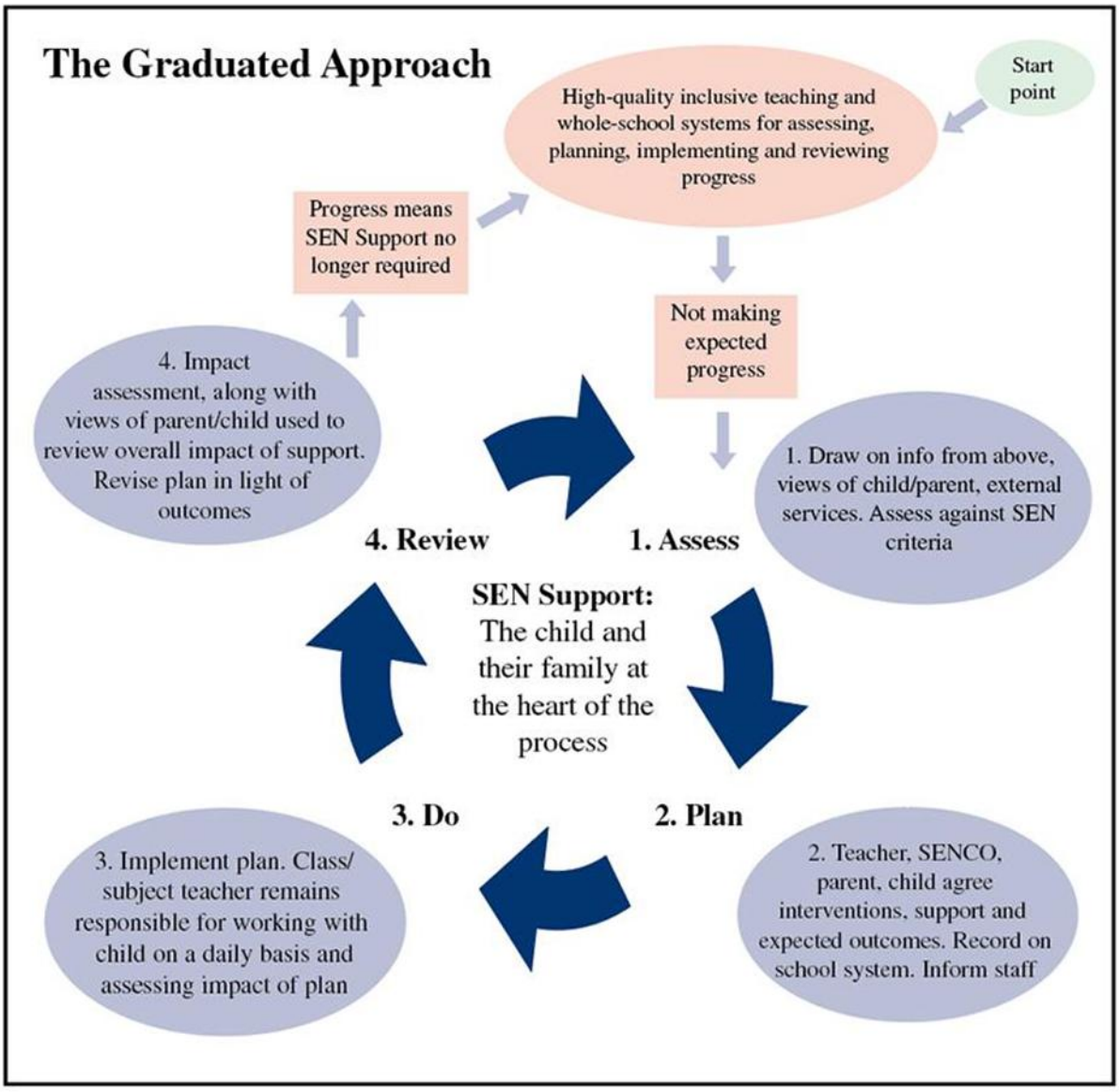
All children with an EHCP will have access to all arrangements for pupils on the Hampton Lakes Primary SEN record and appropriate Targeted Provision; complex needs will be assessed and supported through a personalised approach.

Education Health Care Plans are statutory documents and must be reviewed annually. The annual review process will consider progress towards outcomes, preparation for the next stage of education and any changing needs or aspirations.

6.7 Exiting the SEN/D Record

If it is felt that children are making progress which is sustainable then they may be taken off the Record of Inclusion. If this is the case then the views of the teacher, SENCo, pupil and parents need to be taken into account, as well as that of any other professionals involved with the child. If it is agreed by all to take the pupil off of the record, all documents will be kept until the pupil leaves the school (they will be passed on to the next setting). The pupil will continue to be monitored through the school's usual monitoring procedures. If it is felt that the pupil requires additional assistance in the future, then the procedures set out in this policy will be followed.

6.8. Summary of the Graduated Response



7.0 Supporting Students and Families

We strive to work with pupils and their families to meet and agree on their SEN needs and the necessary provision. The school's SEN Information Report provides detailed information for parents on the provision we make for SEN pupils and can be found on the Hampton Lakes Primary School website. The school will ensure that information about SEND provision is published annually through the SEND Information Report as required by the SEND Regulations.

Peterborough City Council have also produced a Local Offer to support parents to make informed choices and to signpost them to different services: https://www.peterborough.gov.uk/residents/special-educational-needs/local-offer/what-is-the-local-offer/

The school will make reasonable efforts to remove barriers to parental engagement and will provide information in accessible formats where required. Family Voice are an organisation that can also provide support and assistance for families with children who have additional needs: http://www.familyvoice.info

The Local Authority employs a Parent Partnership Officer, Marion Deeley, to offer impartial advice, advocacy and information to parents about the SEN process and their rights (contact details: pps@peterborough.gov.uk or 01733 863979). The Parent Partnership Officer can also support parents to access Independent Supporters to help them through the EHC assessment process.

8.0 Supporting Students 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 an Education, Health and Care (EHC) plan which brings together health and social care needs.

Where a pupil has both SEND and a medical condition, provision will be coordinated through SEND support plans, Individual Healthcare Plans and, where applicable, an Education Health and Care Plan.

The school recognises that mental health needs may constitute either SEND, a medical condition, or both, depending on the individual circumstances of the child.

9.0 Monitoring and Evaluation of SEND

The effectiveness of SEND provision will also be evaluated through attendance data, pupil voice, parental feedback, behaviour data, exclusion data and progress towards individual outcomes.

Governors will receive regular reports regarding SEND provision, outcomes and strategic developments.

APPROVED BY GOVERNORS:

……	**……**	**……**
SIGNATURE	**NAME**	**DATE**

Appendix A

In agreeing our graduated support, the following statements and guidance were considered:

'Defining achievement in terms of the number of targets on an Individual Education Plan (IEP) achieved across a given time rarely ensures rigorous evaluation of provision or students' progress. **What made the difference to higher outcomes was effective target setting within the curriculum or personalised programmes**'.

(Inclusion: does it matter where students are taught? [Ofsted, 2006a])

'High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some need provision that is additional to or different from this. This is special educational provision under Section 21 of the Children & Families Act 2014'.

(SEN Code of Practice [2014, Para 1.24])

'This is not necessarily 'more literacy' or 'more Maths' but would be interventions which address the underlying needs of the student in order to improve his or her access to the curriculum'.

(Achievement for All [National Strategies, 2009])

'Across all the education providers visited, the keys to good outcomes were good teaching and learning, close tracking, rigorous monitoring of progress with intervention quickly put in place and a thorough evaluation of the impact of additional provision'.

(Ofsted SEN Review, 2010)

'Ensuring that schools are clear about their provision that is normally available for all children, including targeted help routinely provided for those falling behind and the additional provision they make for those with SEN, should simplify the process of planning the right help at school level'.

(SEN Code of Practice 2014, p68)

Appendix B

Useful contacts:

EDUCATIONAL PSYCHOLOGY SERVICE
Tel: 01733 863792 or 01733 863689
https://www.peterborough.gov.uk/residents/special-educational-needs/educational-psychology/

PARENT PARTNERSHIP SERVICE
Tel: 01733 863658
http://fis.peterborough.gov.uk/kb5/peterborough/fsd/organisation.page?id=dIqN-K1R1Sc

VIRTUAL SCHOOL FOR CHILDREN IN CARE
TEL: 01733 863677
http://www2.peterborough.gov.uk/children_and_families/children_in_care/education.aspx