



SEND POLICY

This policy was approved at a meeting of the Full Governing Body on 3rd July 2026

Chair of Governors: Mr J Howes

Headteacher: Ms Y Nunn

Signed *Joe Howes* Chair of Governors

Signed *Yvonne Nunn* Headteacher

Review date: Autumn 2027

This policy is written in line with the requirements of:

Children and Families Act 2014

SEND Code of Practice 2015 (DfE, updated September 2024)

SI 2014 1530 Special Educational Needs and Disability Regulations 2014

Part 3 Duties on Schools – Special Educational Needs Co-ordinators

Schedule 1 regulation 51– Information to be included in the SEND information report

Schedule 2 regulation 53 – Information to be published by a local authority in its local offer

Equality Act 2010

Schools Admissions Code, DfE Dec 2014

SI 2012 1124 The School Information (England) (Amendment) Regulations 2012

SI 2013 758 The School Information (England) (Amendment) Regulations 2013

SI 2014 2103 The School Information (England) (Amendment) Regulations 2014

SI 2016 451 The School Information (England) (Amendment) Regulations 2016

Special Educational Needs and Disability (Amendment) Regulations 2024 (SI 2024/535)

This policy was developed with parents/carers, representatives from the governing body, parent teacher's association (PTA), and coastal alliance of primary schools and will be reviewed annually.

This policy should be read in conjunction with the following school policies:

Relationship and Positive Behaviour Policy, Single Equality Scheme and Accessibility Policy, Safeguarding Policy, Medical and Intimate Care Policy, Complaints Policy. These policies can be found on the school's website. This policy should also be read alongside the school's SEND Information Report, which is published annually on the school website and provides detailed information about the SEND provision available at Hampton Primary School.

Definition of SEND

A child or young person has special educational needs or disability (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 if he or she:

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) 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. (*SEND Code of Practice: 0-25 years DfE/DoH, 2015, p.15*)

Definition of disability

Many children and young people who have SEND may also have a disability under the Equality Act 2010 – that is ‘a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. 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.’ (*SEND Code of Practice 2015, p.16*)

1. Special educational needs for which provision is made at Hampton Primary school

At Hampton Primary school, we are able to make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan (EHCP), for instance, dyslexia, dyspraxia, speech and language needs, autism, learning difficulties and social, emotional, and mental health difficulties. There are other kinds of special educational needs which do not occur as frequently and with which the school is less familiar, but we can access training and advice to enable us to meet these needs.

The school also currently meets the needs of pupils with an Education, Health and Care plan with the four following areas of special educational need:

- Physical and Sensory
- Communication and Interaction
- Social, Emotional and Mental Health
- Cognition and Learning

Decisions on the admission of pupils with an Education, Health and Care plan are made in conjunction with the school and Local Authority and dealt with on an individual basis.

The admission arrangements for pupils without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs and disabilities (SENDD).

2. Information about the policy for identification and assessment of pupils with SEND

At Hampton Primary School we monitor the progress of all pupils three times a year to review their academic progress. We also use a range of assessments for pupils at various points which include:

- Formative/summative assessments
- Y1 phonics assessments
- End KS2 SATs assessments (and non-compulsory KS1 SATs assessments)
- Speech and/or language link
- Accelerated Reader (Reading age assessment)
- Boxall Profiling
- Dyslexia screening assessment

Where progress is not sufficient, even if a special educational need has not been identified, we put in place intervention programmes which are evidenced on provision maps and reviewed three times a year at pupil progress meetings with the Headteacher, Inclusion Leaders, Deputy Headteachers, Year Group Manager and Class Teachers/Set teachers.

Some pupils may continue to make inadequate progress, despite high-quality teaching and intervention programmes targeted at their areas of weakness. For these pupils, when the school feel the need is appropriate and in consultation with parents, can have access to external support who are able to contribute to undertaking assessments to identify the child's needs.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make best progress. These will be shared with parents, put into the pupil's Personalised Learning Plan (PLP) or EHCP provision plan, reviewed regularly and refined/revised whenever necessary. At this point we will have identified that the pupil has a special educational need (SEND) because the school is making special educational provision for the pupil which is additional and different to what is normally available.

The Graduated Approach

Hampton Primary School follows the graduated approach outlined in the SEND Code of Practice (2015). This is a four-part cycle of:

Assess – identifying a pupil's strengths and needs through teacher assessment, observations, progress data, parent views, pupil voice and, where appropriate, specialist assessment.

Plan – agreeing outcomes, support strategies, adjustments, interventions and review dates with parents and the pupil.

Do – implementing the agreed provision. The class teacher remains responsible for the pupil's progress and development on a daily basis, even where interventions involve additional adults or specialist staff.

Review – evaluating the effectiveness of the support, considering progress towards outcomes, and deciding on any changes required. Parents and pupils are involved in this review process.

This cycle is repeated as necessary to ensure provision is closely matched to individual needs and leads to improved outcomes

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it, we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress

without the additional and different resources he or she will not be identified with special educational needs. When any identification of SEND is changed, parents will be notified.

Hampton Primary school ensures that all teachers and support staff who work with the pupil are aware of the support which should be provided as well as the teaching approaches to be used.

3. Information about the school's policies for making provision for pupils with special educational needs whether or not they have EHC Plans, including:

3a. How the school evaluates the effectiveness of its provision for such pupils

Each review of the SEND support personalised learning plan (PLP) will be informed by the views of the pupil, parents and class/subject teachers and the assessment information from teachers which will show whether adequate progress is being made. This may be social, emotional, physical or academic. These reviews form part of the school's ongoing Assess–Plan–Do–Review cycle and are used to evaluate the impact of provision and inform next steps.

The *SEND Code of Practice (2015, para 6.17)* describes inadequate progress thus:

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

For pupils with an Education, Health and Care Plan (EHCP) there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. The collation of all annual review evaluations of effectiveness will be reported to the governing body and Local Authority.

3b. The school's arrangements for assessing and reviewing the progress of pupils with special educational needs

Every pupil in the school has their progress tracked three times per year. In addition to this, pupils with special educational needs may have additional assessments and progress monitoring.

If these assessments do not show adequate progress is being made, personalised learning plans and provision maps are reviewed and adjusted.

3c. The school's approach to teaching pupils with special educational needs

The graduated approach begins with high-quality, inclusive teaching. Where pupils require additional support, interventions and reasonable adjustments are implemented through the Assess–Plan–Do–Review process.

“High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. [At Hampton Primary School, we] “regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. 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.” (SEND Code of Practice 2015, para 6.37).

Hampton Primary School promotes a whole-school culture of inclusion in which all staff share responsibility for the progress, attainment and wellbeing of pupils with SEND. Through ongoing professional development, collaboration and reflective practice, staff work together to ensure provision remains effective, responsive and inclusive.

At Hampton Primary School the quality of education, behaviour and attitudes and leadership and provision are judged to be good. Personal development and Early Years provision are judged to be outstanding (Ofsted Report December 2024).

We follow Mainstream Core Standards advice (https://www.kelsi.org.uk/_data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf) developed by Kent County Council on how to appropriately adapt the curriculum and the learning environment for pupils with special educational needs and to ensure that teaching conforms to best practice guidance and principles. We also incorporate the advice provided as a result of children’s assessments, both internal and external and the strategies described and outlined in Education, Health and Care Plans (EHCPs). These can be delivered by additional resources implemented through the protected funding for academic year 2025/26 provided to the school as ‘High Needs Funding’ and through funding obtained from the Community of Schools (CoS) for cohort-based requests.

3d. How the school adapts the curriculum and learning environment for pupils with special educational needs

At Hampton Primary School, we follow the guidance set out in the Mainstream Core Standards and advice from external specialists to adapt the curriculum and learning environment for pupils with special educational needs. We also implement recommendations arising from both internal and external assessments, as well as the strategies detailed in Education, Health and Care Plans (EHCPs):

Hearing impairment awareness training – equipping staff with strategies to support pupils with hearing loss.

ASC awareness training for the whole school – promoting understanding and inclusion for pupils with Autism Spectrum Condition.

High-quality reading provision for all – ensuring access to diverse and appropriate reading materials.

Laptops and iPads available for individual children – supporting personalised learning and accessibility needs.

Communication in Print training – enabling staff to use visual supports for pupils with

communication difficulties.

Language through Colour approach in literacy – helping pupils understand sentence structure through colour coding.

Cued articulation – supporting speech development through visual and tactile cues.

Attachment disorder training – increasing staff awareness of attachment needs and strategies for support.

ACE training – building trauma-informed practice to support pupils affected by adverse childhood experiences.

Diabetes/Epipen training – ensuring staff can respond effectively to the management of diabetes and anaphylaxis.

Mental Health First Aid – equipping staff to support pupils with anxiety or emotional regulation challenges.

Dyslexia and Dyspraxia awareness – providing strategies for literacy and motor skill development.

Speech and Language development training – supporting pupils with speech and language needs.

Visual impairment awareness – using tactile markers, large print, and contrast adjustments to aid pupils with vision needs.

Sensory processing training – supporting pupils with sensory integration challenges.

Manual handling training – ensuring safe support for pupils with physical disabilities.

Autism-specific communication strategies – including PECS (Picture Exchange Communication System) for non-verbal communication.

Assistive technology training – using voice-to-text, screen readers, and accessibility apps to enhance learning.

Emergency evacuation procedures for SEND pupils – implementing PEEPs (Personal Emergency Evacuation Plans) for safety.

Physical environment enhancements include:

Handrails in corridors and toilets – improving safety and accessibility for pupils with mobility needs.

High visibility reflectors on fencing and seating – reducing risk for pupils with visual impairments.

Hazard lines at door entrances – providing clear visual cues for safe movement.

Additional disabled parking bays with enhanced road markings – improving access for families and visitors.

Slope for wheelchair access in main reception area – ensuring inclusive entry to the school.

Relocation of disabled visitors' toilet for easy access – improving convenience and dignity.

Parents of disabled children swipe pass to enter car park – facilitating safe and efficient access.

Improved visitor entry system for wheelchair users – ensuring smooth and independent entry.

Soundfield systems and acoustic panels in classrooms and hall – improving sound quality and speech clarity for hearing-impaired pupils.

Accessible wellbeing spaces – providing a safe environment for emotional regulation.

Automatic door openers in corridors – improving independence for wheelchair users.

Accessible playground equipment – promoting inclusive outdoor play.
Improved lighting and glare reduction – enhancing visual comfort for all pupils.
Clear wayfinding signage with symbols – supporting pupils with communication or cognitive needs.

Reasonable Adjustments

In accordance with the Equality Act 2010, Hampton Primary School will make reasonable adjustments to ensure that disabled pupils are not placed at a substantial disadvantage compared with their peers. Adjustments may include changes to the physical environment, teaching approaches, resources, communication methods, timetables, assessment arrangements and access to extracurricular activities. The school adopts an anticipatory approach to accessibility and inclusion, seeking wherever possible to remove barriers to participation before they arise.

3e. Additional support for learning that is available to pupils with special educational needs

Notional SEND funding is the amount allocated within a school's overall budget to support pupils with Special Educational Needs and Disabilities (SEND). It is not a separate grant but a portion of the school's core funding, calculated based on factors such as pupil numbers and deprivation indicators. Schools are expected to use this funding to provide up to £6,000 per year of additional support for each pupil with high needs before requesting any extra funding from the Local Authority. This funding is used to maintain high-quality teaching across the school and to ensure sufficient resources are available for additional or differentiated support for pupils with SEND. It is expected to cover the first tier of additional support. The level of support required for each pupil varies according to individual needs. In a small number of cases, pupils with complex needs may require a significantly higher level of resources.

Where the cost of provision exceeds this threshold, the school is now advised to submit cohort-based funding requests through the Community of Schools to access additional top-up funding from the Local Authority.

3f. How the school enables pupils with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs

All clubs, trips, and activities offered to pupils at Hampton Primary School are available to pupils with special educational needs, whether or not they have an Education, Health and Care Plan (EHCP). Where necessary, the school will use the resources available to provide additional adult support to enable the safe participation of the pupil in the activity.

The school is committed to ensuring that pupils with SEND are able to participate in educational visits and enrichment activities alongside their peers wherever possible. Where risks or barriers are identified, reasonable adjustments will be explored and implemented following an individual risk assessment.

In exceptional circumstances, where significant concerns remain regarding the safety of the pupil or others despite reasonable adjustments being considered, alternative arrangements may be agreed in partnership with parents and carers to ensure access to a meaningful educational experience. The school will communicate with parents and carers when it is deemed there is a significant risk to a pupil accessing a school trip and reasonable adjustments will be arranged according to an individual pupil risk assessment.

In rare cases, a pupil may not be able to attend a school trip due to significant concerns about their own safety, or the safety of staff and peers. Alternative arrangements will be made in this scenario and discussed with parents and carers.

3g. Support that is available for improving the emotional and social development of pupils with special educational needs

At Hampton Primary School, we recognise that a key aspect of our provision is supporting all pupils to develop emotional resilience and social skills. This is achieved through both direct teaching, such as structured lessons and interventions, and indirect opportunities embedded within the wider school experience.

For some pupils with the highest level of special educational need, for further support in this area we can also provide the following:

- Access to outside agencies such as Early Help, Specialist Teaching and Learning Service, NELFT Emotional Well-being practitioners
- Access to play therapy intervention from the school's play therapist
- Support from the school's Well-being Team
- Access to the school's breakfast nurture group provision ('The Hive')
- Access to the school's additional nurture group provision ('The Nest')
- ELSA (Emotional Literacy Support) – Drawing and Talking therapy
- Access to the school's internal SEND provision (Woodland Class)
- In addition, members of staff are trained as Boxall Profile practitioners to enhance the school's PSHE and emotional well-being provision

Pupils who are in the early stages of emotional and social development due to their special educational needs will receive targeted support to help them develop and mature appropriately. This support typically involves additional and differentiated resources beyond those required by pupils who do not need this level of intervention.

3h. How the school supports the attendance of pupils with special educational needs

Hampton Primary School recognises the strong link between regular school attendance, wellbeing and positive educational outcomes. The attendance of pupils with SEND is monitored carefully as part of the school's wider safeguarding and inclusion responsibilities. Where attendance concerns arise, the school works in partnership with parents, carers and external agencies to understand and address any barriers to attendance. This may include:

- Regular communication with families.
- Attendance support meetings.
- Individual risk assessments and support plans.
- Reasonable adjustments to the school day or environment.
- Access to emotional wellbeing support and nurture provision.
- Liaison with external professionals including Early Help, health services and educational psychology services where appropriate.

For pupils experiencing anxiety-related attendance difficulties or Emotional Barriers to School Attendance (EBSA), the school will adopt a personalised and graduated approach, working collaboratively with families and professionals to support successful engagement with education.

Attendance support arrangements will be reviewed regularly and adapted according to the needs of the individual pupil.

3i. Supporting Pupils with Medical Needs

Hampton Primary School recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

Where appropriate, Individual Healthcare Plans (IHCPs) are developed in partnership with parents, healthcare professionals and school staff. These plans outline the pupil's medical needs, required support, emergency procedures and staff responsibilities.

The school ensures that appropriate staff receive training to support pupils with specific medical conditions and works closely with health services to ensure provision remains effective and responsive to changing needs.

4. The name and contact details of the Assistant Headteacher for Inclusion (Inclusion Lead) and SEND Co-ordinator

Mr D Walsh is Hampton Primary School's Assistant Headteacher for Inclusion. He has been teaching at Hampton Primary school since 2014 and has achieved the National SENCO Award. **Mrs J Finch, is the SENCO and Nursery Manager.** She has been teaching at Hampton Primary school since 2013 and has also achieved the National SENCO Award.

Mr Walsh and Mrs Finch are available to contact on 01227 372159 or dwalsh@hampton.kent.sch.uk or jfinch@hampton.kent.sch.uk

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured

Teachers and teaching assistants receive awareness training on e.g Autism awareness, Pathological Demand Awareness, ADHD, SALT, dyslexia, diabetes, hearing impairment, cued

articulation, language through colour, Sensory Circuits, 'Lego therapy', attachment disorder, and Down's syndrome.

Where a training need is identified beyond this we will find a provider who is able to deliver it. Training providers we can approach are: Specialist Teaching and Learning Service (STLS), Educational Psychologist (KEPS), Speech and Language Therapists, Occupational Therapists, Physiotherapists, Dyslexia specialists etc.

6. Information about how equipment and facilities to support children and young people with special educational needs will be secured

Where external advisors recommend the use of equipment or facilities which the school does not have, we will aim to purchase it using the notional SEND funding or High Needs funding, or seek it by loan. For highly specialist equipment the school will seek the advice of external specialists.

7. The arrangements for consulting parents of children with special educational needs about, and involving them in, their education

All parents of pupils at Hampton Primary School are invited to discuss the progress of their children on a number of occasions during the year and receive a written report at the end of the school year. In addition, Hampton Primary School staff are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need. All such provision will be recorded, tracked and evaluated on a class or year group Provision Map three times per year.

If following this implementation, improvements in progress are not seen, we will contact parents to discuss the use of pupil observation and internal or external assessments which will help us to address these needs better. From this point onwards the pupil will be identified as having special educational needs because special educational provision is being made and the parent will be invited to planning and reviews of this provision by the class teacher (sometimes supported by the SENCO if required). Parents will be actively supported and encouraged to contribute to assessment, planning and review and share their views. Hampton Primary School values co-production and seeks to work in partnership with pupils, parents, carers and professionals when planning, implementing and reviewing SEND provision. The views of families are considered central to effective decision-making and positive outcomes for pupils with SEND.

In addition to this, parents of pupils with an Education, Health and Care Plan (EHCP) will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents during these review meetings.

8. The arrangements for consulting young people with special educational needs about, and involving them in, their education

When a pupil has been identified as having Special Educational Needs, their views, wishes and feelings will be actively sought and considered when planning, reviewing and evaluating support.

Hampton Primary School values pupil voice and uses a range of approaches to ensure children are involved in decisions about their education appropriate to their age, understanding and communication needs.

These may include:

- Pupil discussions and informal conversations with trusted adults.
- Contributions to Personalised Learning Plans (PLPs).
- One-page profiles identifying strengths, interests and support strategies.
- Pupil questionnaires and wellbeing surveys.
- Child-centred review meetings.
- Contributions to Education, Health and Care Plan reviews.
- Visual, symbolic or alternative communication approaches where appropriate.

Pupils are encouraged to identify what helps them learn successfully, what they find difficult and what support they feel is most effective. Their views help inform the Assess–Plan–Do–Review process and contribute to decision-making about future provision.

The school recognises that many pupils are better able to express their views through relationships and activities rather than formal meetings. Opportunities to gather pupil voice therefore may take place through nurture provision, emotional wellbeing interventions and regular discussions with familiar adults.

9. The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school

Complaints about provision for pupils with special educational needs at Hampton Primary School follow the school's standard complaints procedure outlined in the school's Complaints Policy. Parents are encouraged to raise any concerns informally with the Class Teacher, SENDCO, or Head Teacher in the first instance so that issues can be resolved quickly and effectively. If the matter cannot be resolved informally, a formal complaint may be submitted to the Chair of the Governing Body.

If the complaint remains unresolved after consideration by the Governing Body, parents may access an independent disagreement resolution or mediation service. Mediation is often a required step before certain appeals.

Where concerns persist, parents may appeal to the First-tier Tribunal (Special Educational Needs and Disability) in cases involving disability discrimination or decisions made by the Local Authority about Education, Health and Care Plans (EHCPs). This includes appeals about needs assessments, issuing or amending EHCPs, or maintaining them.

In some circumstances, usually involving pupils with an EHCP, parents have a statutory right to appeal directly to the SENDD Tribunal against Local Authority decisions. Complaints falling within this category cannot be investigated by the school.

Parents may also raise concerns with the Secretary of State for Education if they believe the school is failing to meet its legal duties, but this is separate from the SENDD Tribunal process.

10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

The governing body and Head Teacher monitor SENDD provision regularly:

- Membership of the Community of Schools (CoS) for access to specialist teaching and learning service advice (and additional cohort-based funding)
- Access to local authority's service level agreement with Speech and Language Therapy Services/Occupational Therapy Services/Physiotherapy Services for pupil's with requirement for direct therapy or advice
- Close liaison with the district Social Prescriber to signpost parents to local support agencies including one day per month spent running a drop-in surgery on school site
- Liaison with NELFT for Emotional Wellbeing support for pupils, access to school-run workshops for pupils and parents
- Ability to make ad-hoc requests for advice from Communication and Assistive Technology Team or Physical Disabilities team etc
- Membership of professional networks for SENDCO e.g. NAS, SENDCO forum, NASEND etc
- Access to Early Help and Social Services support

11 The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)

Information, Advice and Support Kent (IASK)

IASK provides free, impartial, and confidential advice, information, and support to parents, carers, children, and young people (aged 0–25) with special educational needs or disabilities. The service helps families understand their rights and options and empowers them to play an active and informed role in their child's education.

Contact details:

Shepway Centre
Oxford Road
Maidstone
ME15 8AW

Helpline: 03000 41 3000

Office: 03000 412 412

Email: iask@kent.gov.uk

Website: <https://www.iask.org.uk>

Opening hours: Monday–Friday, 9am–5pm.

12. The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

At Hampton Primary School, we work closely with the educational settings attended by pupils prior to joining us to gather the information needed for a smooth and successful transition. This collaborative approach helps ensure continuity of support and learning.

When pupils move on to their next setting, we share relevant information to support their transition. This includes transferring pupil files, data and records to their secondary schools, as well as a detailed handover from current class teachers to Year 7 Heads of Year. SENDCOs meet with parents and liaise with receiving schools, and Heads of Year 7 and SENDCOs visit Hampton to meet pupils. Where appropriate, additional transition arrangements may be provided for pupils with SEND. These may include extra visits, photo books, social stories, transition booklets, visual timetables, meetings with key staff, personalised transition plans and enhanced liaison between settings to support a successful transfer.

13. Information on where the local authority's local offer is published.

The local authority's local offer is published on <https://www.kent.gov.uk/education-and-children/special-educational-needs> and parents without internet access should make an appointment with the SENDCO for support to gain the information they require.