

# Hook-With-Warsash Church of England Academy

## Special Educational Needs and Disability Policy



Signed:

Chair of Governors \_\_\_\_\_

Headteacher \_\_\_\_\_

Reviewed: December 2025

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Statutory Review Period: Annual

Pupil Discipline, Curriculum & Early Years Committee

*"Let Your Light Shine"*

*To provide an inspirational environment based on Christian values where individuals can excel and flourish academically, socially and emotionally, preparing them for life's journey.*

# **HOOK WITH WARSASH C of E ACADEMY POLICY STATEMENT**

## **STATEMENT OF PRINCIPLES**

Hook with Warsash C of E Academy values the abilities and achievements of all its pupils. We are committed to discovering and providing the best learning conditions for each pupil, promoting development in understanding and social maturity alongside their peers wherever possible.

All pupils are entitled to an inclusive education; to experience a broad and balanced curriculum and have equal access to all the opportunities and activities provided by the school. At Hook with Warsash C of E Academy we are committed to making this accessible to all our pupils through access arrangements and varied tasks/teaching styles, according to individual needs, enabling every child to achieve his or her full potential.

We will involve parents and carers, and pupils themselves, in discussions about any difficulties and plan appropriate action with them, whether for the short or long term.

## **DEFINITION OF SPECIAL EDUCATIONAL NEEDS and DISABILITY**

Children have special educational needs if they:

- have a learning difficulty or disability which calls for special educational provision to be made to them.
- have significantly greater difficulty in learning than the majority of others of the same age.
- have a disability which prevents or hinders them from making use of the facilities of a kind generally provided for others of the same age in mainstream schools.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

### **Special educational provision means:**

educational provision which is *additional to*, or otherwise *different from*, the educational provision made generally for children of their age in the school.

## **DEFINITION OF DISABILITY**

Disability is as defined in the Equality Act 2010 and amplified in the Academy's Disability Scheme and Access Plan.

## **AIMS AND OBJECTIVES**

It is the right of every pupil to have access to a broad and balanced curriculum, relevant and differentiated, which demonstrates progression and coherence.

Our approach to the identification, teaching and monitoring of pupils with special needs will embrace the following aims:

- All pupils with special educational needs will be identified and assessed as early

as possible.

- Staff will have confidence in their ability to identify and provide for pupils with special educational needs. They will be aware of the need for a sympathetic approach to the pupils who may be encountering learning difficulties.
- The Special Educational Needs and Disability co-ordinator (SENDCO) will have time to support and monitor the progress of pupils who are identified as having particular needs, and involve outside agencies as appropriate.
- To ensure that the Special Educational Needs and Disability Act and relevant codes of practice and guidance are implemented effectively across the school.
- To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those pupils recorded as having SEND.
- To have high ambitions for our pupils with SEND and set stretching targets for them.

### **FUNDAMENTAL PRINCIPLES OF THE CODE OF PRACTICE**

- A child with SEND should have their needs met.
- The SEND of children will normally be met in a mainstream school.
- The views of the child should be sought and taken into account whenever this is possible.
- Parents/carers have a vital role to play in supporting the child's education.
- Children with SEND should be offered full access to a broad and balanced education, including an appropriate curriculum for the Foundation stage and the National Curriculum.

### **THE ROLE OF THE SEND Co-ordinator**

The SENDCO at Hook-with-Warsash Academy is **Mrs Zoe Hine**.

The Headteacher, Governors and the SENDCO are committed to ensuring that effective provision is made for pupils with SEND. The role of the SENDCO is to co-ordinate and facilitate the class teachers, to enable them to be responsible for their own pupils with special needs. Where extra staffing is allocated for individual needs, the SENDCO undertakes to co-ordinate and sustain the learning support.

The SENDCO:

- Maintains an up-to-date register of pupils with SEND;
- Monitors the quality and effectiveness of provision for pupils with SEND;
- Discusses the needs of pupils referred by the class teachers, bearing in mind the needs of all pupils and the availability of teaching assistant support;
- Recommends more detailed diagnosis and assessment where necessary;
- Helps to establish, alongside the class teacher, efficient learning programmes catering for the needs of all individuals;
- Ensures all records and Individual Education Plans (IEPs) are updated regularly. (As a school we update termly or sooner if deemed necessary).
- Offers support to all colleagues involved with SEND;
- Where appropriate, liaises with parents/carers and available outside support services;
- Organises and attends annual review meetings and writes requests for Education, Health and Care Plans (EHCP's)
- Helps to improve and purchase resources that will enhance the learning for all pupils in their class;

- Contributes to the in-service training of staff;
- Liaises with the Governing Body regularly about SEND matters.
- Completes all diagnostic assessments alongside class teachers, for NHS and private requests, within manageable timescales for the school.

### **THE ROLE OF GOVERNORS**

The named governor responsible for SEND at Hook- with- Warsash Academy is **Kate Bartlett**.

It is the responsibility of the Governing Body to report upon the successful implementation of the SEND policy and its success in achieving progress for each child.

Governors need to keep up-to-date about the school's SEND provision, including how funding, equipment and personnel resources are deployed; make sure SEND provision is an integral part of the school's development plan and continually monitor the quality of SEND provision.

They will ensure the following are maintained:

- The maintenance of accurate, up to date records by the SENDCO and other staff.
- IEPs (Individual Education Plans, TPA's (Transition Partnership Agreements) and Individual Behaviour Management Plans (IBMPs) are in place and regularly reviewed and updated.
- School Census returns completed. (Information to the Local Authority).
- Annual reviews met and all the legal requirements carried out.
- All staff are offered the opportunity to engage in professional training in the management of SEND.
- Evidence of staff awareness of individual learning / behavioural needs and targets.
- Efficient transfer of information between key stages and between all staff.
- Evidence of variation of tasks to meet individual needs.

### **THE ROLE OF STAFF**

We believe that the responsibility for children with SEND should be distributed throughout the school.

Class teachers are responsible for the day-to-day teaching and assessment of children with SEND, for reporting to parents/carers and for the on-going tracking of progress of children with SEND.

Class teachers are responsible for ensuring that regular discussions take place regarding the planning and provision for children with SEND. Identification of pupils for the register will take place using the Hampshire Criteria alongside discussions with the Senior Leadership Team during Progress meetings and the SENDCo, liason with outside agencies and parents.

The Senior Leadership team (Headteacher, Deputy Headteacher, SENDCO, English Manager and Maths Manager) will ensure that discussions regarding the progress of pupils on the register are held at least termly as part of the whole school monitoring programme. Provision for children with SEND will be monitored through IEPs, lesson

observations, work scrutiny, Pupil Progress meetings and regular discussions with classroom staff. The SLT are responsible for ensuring that there are regular opportunities for staff training

## **IDENTIFICATION, ASSESSMENT AND REVIEW PROCEDURES**

### **Curriculum Provision**

The school system for regularly observing, assessing and recording the progress of all children is used to identify children who are not progressing satisfactorily and who may have additional needs.

In order to make progress a child may only require tasks to be altered to reflect their needs or overcome their barriers. These alterations may involve modifying learning objectives, teaching styles and access strategies.

Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Alterations will be recorded in the daily planning by the class teacher.

Monitoring of progress will be carried out by the class teacher and used to inform future adjustments within whole class planning.

The child's progress will be reviewed at the same intervals as for the rest of the class, and a decision made about whether the child is making satisfactory progress at this level of intervention.

Where a period of support has not resulted in the child making adequate progress OR where the nature or level of a child's needs are unlikely to be met by such an approach, a greater level of provision may be needed. This is called 'SEN support'.

This could be because:

- There has been little or no progress made through ordinarily available provision.
- Additional support beyond ordinarily available provision is required for cognition and learning
- Additional support beyond ordinarily available provision is required for social, emotional and mental health difficulties
- Additional support beyond ordinarily available provision is required for sensory or physical needs
- Additional support beyond ordinarily available provision is required for communication or interaction needs

Some children may need the involvement of specialist services. A variety of support can be offered by these services, such as advice to the school about targets and strategies, specialised assessment or some direct work with the child. The specialist services will always contribute to the planning, monitoring and reviewing of the child's progress.

A child who is identified as 'SEN Support' is placed on the SEND register and will have an Individual Education Plan.

Monitoring will be carried out on a regular basis by all those involved with the child. Significant achievements and difficulties will be recorded. The SENDCO will discuss the child with the class teacher and make adjustments to the provision for the child, if appropriate.

Individual Education Plans will be reviewed termly, although some pupils may need more frequent reviews. The class teacher and Learning Support Assistant will take the lead in the review process.

Parents/carers and wherever possible, the child, will be invited to contribute and will be consulted about any further action. The SENDCO will monitor and review the IEP each time a new one is written.

As part of the review process, the SENDCO and school colleagues, in consultation with the parents/carers, may conclude that despite receiving an individualised programme and/or concentrated support for a considerable period, the child continues to have significant needs which are not being met by current interventions. Where this is the case a decision may be made to apply for an 'Education, Health and Care Plan. (EHCP)

If an EHCP is issued the school are responsible for funding the first twelve and half hours. The local Authority are responsible for funding anything above this. Once an EHCP has been issued an Annual Review, chaired by the SENDCO will be held to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made.

### **Transition Partnership Agreement. (TPA)**

As mentioned above for a very small percentage of children, who have more complex needs an EHCP may be considered. If a child is not issued with an EHCP or one hasn't been deemed necessary a TPA (Transition Partnership Agreement) provides an alternative to an EHCP to ensure a child's needs are met. Its purpose is to

- avoid unnecessary assessment and paperwork
- record quality information about your child's strengths and needs
- record what arrangements are already in place to help meet those needs and what new arrangements might be required
- safeguard your child's interests through documentation that is agreed by all those involved.

The process will be shorter and simpler than the EHC Plan assessment process. It will still, however, be specific to a child's needs. The TPA can be implemented much more quickly than an EHC Plan and, in some cases where new arrangements are being proposed, can begin to meet a child's needs within a shorter timescale.

### **NATURE OF INTERVENTION**

Intervention for pupils with SEND may take many forms.

- A selection of specific targeted interventions for pupils identified as requiring SEND Support, a TPA or EHCP. Pupils may have a personalised individual programme to follow, which has either been advised by an outside agency, or, as a school we have carried out an assessment and feel there is a need for a pupil to follow a specific programme.

Modification of support may be necessary and one-to-one/small group teaching may be required. Arrangements will be made for the pupil to have access to these either in the classroom or if necessary they may be withdrawn. If the pupil is to be withdrawn for a specific intervention it is the teacher's responsibility to make sure the pupil accesses the National Curriculum successfully.

- Additional interventions which enable children to work at age – related expectations. Many of these interventions are carried out in small groups for short periods of time.
- Inclusive quality teaching for all (Ordinarily available provision)

### **ARRANGEMENTS FOR CO-ORDINATING EDUCATIONAL PROVISION FOR PUPILS WITH SEND.**

Hook-with-Warsash employs clear procedures to identify pupils whose communication and interaction, cognition and learning, social, emotional and mental health or sensory and/or physical needs is giving cause for concern. The school identifies pupils' areas of weakness, which requires extra attention from the classroom teacher, or other members of staff. The school develops, monitors, reviews and records in consultation with parents and involving the pupils as soon as possible, individual education plans (IEPs) designed to meet each pupil's, identified needs.

These plans include written information about:

- Individual programmes of work.
- Performance targets/objectives.
- Success criteria
- Review dates, outcomes and decisions.
- Parental involvement in and support for the plans.
- Arrangements for pupil involvement.
- Information on any external advice or support.
- Resources that have been used.

Teachers and Learning Support Assistants are then responsible for carrying out programmes in order for those pupils to achieve their targets.

All teachers at Hook-with-Warsash C of E Academy are responsible for teaching children with SEND.

Class teachers will:

- Plan alterations to task or access arrangements for SEND pupils
- Keep up-to-date records of work programmes and review IEPs when necessary. (at least termly)
- Attend all EHCP annual reviews and TPA meetings of those children who are identified as having a TPA or an EHCP and will arrange at least termly meetings with parents/carers to discuss current IEPs and set new targets.
- Undertake to involve all parents/carers in the discussion of the children's needs and to encourage home/school links as part of the on-going support of these pupils.

Pupil voice is taken very seriously at Hook-with-Warsash C of E Academy and all the children's opinions and views are listened to and valued. All the children are involved in their own assessment for learning.

The Code of Practice sets out a model of action and intervention that is designed to help pupils towards independent learning. Part of this model should, wherever possible include involving pupils in setting their own targets for the IEP, and in agreeing and implementing appropriate strategies, and evaluating the outcomes. Teachers should

usually aim to talk to pupils about their IEPs in a quiet place away from the rest of the group or class.

Children who have an EHC Plan or have a TPA also contribute to their own Annual Review. They will talk about what they have achieved and liked that year and what they would like to achieve next year.

IEP targets should be continually kept 'under review,' by the class teacher.

### **THE ALLOCATION OF RESOURCES TO AND AMONGST PUPILS WITH SEND**

Learning Support Assistants are based throughout the school where support is needed and identified on the SEND register. The type of support given is specific to each pupil as identified on their IEP.

The SENDCO is responsible for overseeing the allocation of resources to support SEND and for ensuring that the resources are appropriately and effectively deployed. The resources are used to enhance the learning opportunities for pupils with SEND and support the development of independent learning.

### **USE MADE OF TEACHERS AND FACILITIES FROM OUTSIDE THE SCHOOL, INCLUDING SUPPORT SERVICES.**

Some pupils require additional support in order for them to have the same opportunities as their peers to access the full curriculum. If it is agreed that advice should be sought on the provision for certain pupils, parents are consulted and the appropriate agency contacted for support and advice on work programmes and /or effective teacher support. Pupils whose communication and interaction, cognition and learning, social, emotional and mental health or sensory and/or physical needs is giving cause for concern may be referred to an outside agency. Parents are always consulted before any outside agency becomes involved. This is to ensure that all pupils have their needs met as early as possible or to eliminate concerns that the class teacher may have regarding the pupils progress.

### **ARRANGEMENTS FOR PARTNERSHIP WITH PARENTS**

An important feature of the SEND Code of Practice is the partnership between parents/carers and school. We strongly endorse key principles within the Code of Practice and recognise that parents/carers hold key information and have a critical role to play because they understand their child in a way that no-one else can. Parents/carers are informed if their child is on the SEND register and termly meetings are held with the class teacher and parents to discuss targets and how they can help their child with these. If parents/carers wish to speak to the SENDCO appointments can be made. In addition to the school, information and advice is available from the LA Support4 SEND organisation This service offered by the Hampshire County Council provides parents with accurate, neutral information on their rights and the roles and responsibilities within the SEND process.

### **TRANSITION**

- Reception class teachers liaise with the pre-school nurseries to ensure progression. The children visit Hook-with-Warsash C of E Academy during the Summer term, and where necessary the SENDCO liaises with the SENDCO at the pre-schools.
- Pupils transferring to secondary schools have a planned series of visits their new school and teachers. The SENDCO liaises with the SENDCO at secondary level. This is followed by a visit from the secondary school SENDCO to meet the pupil and discuss his/her needs with the class teacher and SENDCO.
- When pupils with SEND transfer at the end of each year to a new class their records are handed to the next staff member and time is allocated for discussion between the previous year's teacher and the receiving teacher. This enables the child's needs to be met quickly and with continued progression.

### **EQUALITY ACT 2010**

In accordance with the above act at Hook-with-Warsash C of E Academy we have very good facilities for pupils or staff with disabilities. We have all rooms on one floor, and the corridors and doors are wide. We also have a hygiene room and disabled toilet. All our pupils have the same entitlement to the curriculum.

### **ADMISSION ARRANGEMENTS**

Details regarding admission arrangements for students with SEND are included within the admission arrangements for the school as a whole.

### **POLICY SUCCESS CRITERIA**

Pupils with SEND are thriving at school.

Objectives met within the strategic plan for pupils with SEND.

Adjustments within the curriculum is provided to meet diverse individual needs.

Regular monitoring and reviews of individual needs are taking place with clear records kept of action taken.

Good home/school communication is established and maintained.

SEND Policy is regularly reviewed, updated and monitored.

### **COMPLAINTS PROCEDURES**

In the first instance any concern should be addressed to the SENDCO. In the event of the difficulty persisting the matter should be referred to or the Headteacher. If the problem cannot be resolved by this means the Governors; Complaints Procedure will be invoked. *(Please see Complaints Policy)*

In the final instance, if Academy based solutions fail to resolve the complaint, parents should write to:

The Education Department (SEND Section), Hampshire County Council, The Castle, Winchester, SO22 8UG

Agreed by Committee: November 2025

Ratified by Full Governing Body: December 2025

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