

Smannell & Enham C.E. (Aided) Primary School



SEND Policy

Agreed: September 2024
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Signed:[A. S. Cox](#)..... Chair of Governors

Date:[Sept 24](#).....

Contents

<i>STATUTORY</i>	3
<i>INTRODUCTION</i>	3
<i>IDENTIFYING SPECIAL EDUCATIONAL NEEDS</i>	3
<i>THE GRADUATED APPROACH</i>	4
<i>SUPPORTING PUPILS AND FAMILIES</i>	4
<i>SUPPORTING PUPILS WITH MEDICAL CONDITIONS</i>	5
<i>SAFEGUARDING AND CHILD PROTECTION</i>	5
<i>ACCESSIBILITY</i>	5
<i>LINKED POLICIES</i>	5
<i>INCLUSION CHARTER</i>	5
<i>CONCLUSION</i>	6

STATUTORY

This policy complies with the statutory requirements laid out in the SEND Code of Practice (0 – 25, January 2015) and has been written with reference to Section 20 of the Children and Families Act 2014.

INTRODUCTION

At Smannell & Enham Church of England Primary School, we are committed to meeting the special educational needs of all our children. We encourage and support children to succeed in all aspects of school life by providing a supportive, respectful, and inclusive environment that fosters confidence and learning.

We identify and provide support across the four broad areas of need:

- Communication & Interaction
- Cognition & Learning
- Social, Emotional, and Mental Health (SEMH) Difficulties
- Sensory and/or Physical Needs

We aim to:

- Provide a broad, balanced, challenging, and relevant curriculum for all children, raising aspirations and expectations, including those with SEND.
 - Identify children as early as possible, removing barriers to learning and participation.
 - Work in partnership with parents, ensuring they are actively involved in supporting their child's education.
 - Monitor and review progress regularly, making appropriate provisions to overcome any barriers to learning.
 - Engage with outside agencies when a pupil requires specialist support, following the Graduated Approach.
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IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Under the Children & Families Act 2014, a child has Special Educational Needs and Disability (SEND) if they have a learning difficulty or disability that requires special educational provision.

A child or young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of their peers.
- Have a disability that prevents or hinders them from making use of educational facilities provided for others of the same age.

The SEND Code of Practice categorizes needs into four broad areas:

1. Communication & Interaction – Includes speech, language, and social communication needs, including Autistic Spectrum Disorders (ASD).
 2. Cognition & Learning – Includes moderate, severe, and profound learning difficulties, such as dyslexia, dyscalculia, and dyspraxia.
 3. Social, Emotional & Mental Health Difficulties (SEMH) – Can include anxiety, depression, ADHD, attachment disorders, and other challenges.
 4. Sensory &/or Physical Needs – Includes visual impairment, hearing impairment, multi-sensory impairment, and physical disabilities requiring additional provision.
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THE GRADUATED APPROACH

Support for children with SEND follows a four-part cycle, known as the Graduated Approach:

1. Assess – The teacher and SENDCo assess the child's needs, creating a baseline for progress measurement.
2. Plan – A Personal Learning Plan (PLP) is developed, setting clear targets, and parents are informed.
3. Do – The teacher and learning support staff deliver targeted interventions and monitor progress.
4. Review – Progress is reviewed termly (at least three times a year) with parental involvement.

To ensure every child receives the appropriate level of support, provision is categorized as:

- Universal – Quality First Teaching (QFT) available to all children.
 - Targeted – Additional support for children who need help beyond QFT.
 - Specialist – More intensive support, requiring input from external agencies.
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SUPPORTING PUPILS AND FAMILIES

Parents are encouraged to discuss concerns with their child's class teacher or SENDCo. The school ensures:

- Early identification and intervention when a child requires additional support.
 - A clear process for communication with parents, outlining the steps involved in SEND provision.
 - Access to external support services, including Hampshire's Local Offer: [Hampshire Local Offer](#).
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SUPPORTING PUPILS WITH MEDICAL CONDITIONS

The school ensures that children with medical conditions are fully supported in school, including participation in trips and physical education. Where relevant, the school will comply with the Equality Act 2010 to provide reasonable adjustments.

SAFEGUARDING AND CHILD PROTECTION

Research indicates that children with SEND are more vulnerable to safeguarding risks. The school follows the Child Protection Policy and Selection & Recruitment Policy to ensure all necessary steps are taken to safeguard these pupils.

ACCESSIBILITY

The school is fully accessible, with:

- Single-level access throughout the building.
 - Wide corridors for wheelchair users.
 - A designated disabled toilet.
 - Collaboration with specialist teacher advisers to provide appropriate equipment and support.
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LINKED POLICIES

This policy should be read alongside:

- SEN Information Report
 - Accessibility Plan
 - Teaching & Learning Policy
 - Behaviour Policy
 - Safeguarding Policy
 - Supporting Pupils with Medical Conditions Policy
 - Complaints Policy
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INCLUSION CHARTER

We uphold the following principles:

- Every teacher is responsible for every child's learning.
- All adults working with children understand their learning needs.

- Differentiation is embedded in planning and teaching.
 - Learning tasks are carefully structured to promote independence.
 - Classroom environments are inclusive, with learning walls that support all pupils.
 - SEND pupils have Individual Pupil Profiles/Pupil Learning Plans.
 - Marking and feedback are continuous to support progress.
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CONCLUSION

Smannell & Enham C.E. (Aided) Primary School is dedicated to ensuring that all children, regardless of their needs, receive the best possible support and education in a fully inclusive environment. We believe in partnership with families, staff, and external agencies to create a school where every child can thrive.

SENDCo Contact:

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Smannell & Enham C.E. Primary School