



Hemingford Grey  
SCHOOL

# **SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY**

Date policy was last reviewed and approved:	<b>January 2026</b>
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## **Statement of philosophy**

At Hemingford Grey Primary School we support the principle of an inclusive education system and believe that all children within our community have equal rights to the opportunities offered by education. A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

As stated in the SEND code of practice - Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives.

## **At our school we have:**

A commitment to ensuring that every child is supported appropriately and given the opportunity to develop the attitudes, skills and knowledge that will enable them to thrive in the present and prepare them for the future.

Teachers who understand the different perspectives of children who come here and having done this, entice them to learn.

Continued rigorous monitoring of teaching and learning to ensure that every child meets the high expectations set for them.

Children are encouraged to work within the 7Rs (Resilience, Respect, Relationships, Risk taking, Reflection, Resourcefulness, Responsibility)

## **As well as addressing the aims of the school, this policy addresses the following aims in Special Educational and Disability Needs:**

The right to:

- Access to a high-quality educational experience
- Participate in a broad and balanced curriculum
- Be part of the social life of the school

The school strives to ensure that

- Decisions are informed by the insights of parents/carers and those of children and young people themselves
- Children on the SEND register have high ambitions and stretching targets are set for them
- Staff track children's progress towards these goals
- Staff keep under review the additional or different provision that is made for children
- Staff promote positive outcomes in the wider areas of personal and social development
- Staff ensure that the approaches used are based on the best possible evidence and are having the required impact on progress

The needs of children will be identified and met as early as possible. The children will be involved in planning their education, encouraging them to become independent and take responsibility within the school.

## **Equal Opportunities**

All children have an entitlement to receive and benefit from the curriculum. At Hemingford Grey we aim to organise our classroom groupings and planning to take account of each child's experiences and abilities, recognising their needs irrespective of gender, disability, race, learning or behavioural difficulties. Pupils with EHCPs will be included in mainstream classes with support, taught in small

groups or individually, as appropriate, to enable them to have access to a suitably broad and balanced curriculum. We strive to enable pupils with SEND to engage in activities available to those in the school who do not have SEND. All of our extra-curricular activities and school visits are available to all our pupils, all pupils are encouraged to take part in sports day/school plays/special workshops, no pupil is ever excluded from taking part in these activities because of their SEN or disability.

### **Teaching Strategies**

Teachers will provide effective learning opportunities for all children through:

- Setting suitable learning
- Responding to children's diverse needs
- Overcoming potential barriers to learning and assessment for individuals and groups of children.
- Make provision for increased curriculum adaptations based on the child's strengths and areas for development
- Flexible planning and a variety of approaches and teaching methods.

### **Expected learning outcomes**

Adequate progress will be made if:

- The attainment gap may be closed between the pupil and his or her peers
- The attainment gap has not grown wider
- The attainment gap is similar to that of peers starting from the same baseline
- Access is enabled to the full curriculum
- There is an improvement in emotional and social skills
- Children are able to self-regulate.

### **Time allocation and organisation**

**Initial Concern** – If a teacher and or parent/carer has a concern about a child's progress, it is raised with the Inclusion Lead. The child is monitored with an 'Assess, plan, Do, review' programme by the class teacher and Inclusion Lead. Specific intervention and adaptations are put in place in the classroom or the school day to support the child.

**SEND Support** – Children are identified as having a special educational need or disability. More individualised support is needed and the child is placed on the school SEND register and a programme of intervention or provision devised for the child. Advice may be sought by external agencies. A Pupil Passport will be produced for the child detailing all intervention and provision in place for the child.

**Educational Healthcare Plan (EHCP)** Following advice and recommendation from external agencies, school may apply for an EHCP for a child with significant complex needs to the County Statutory Assessment Team.

### **Learning Environment**

Children with Special Educational Needs and Disabilities' achievements are celebrated across the school through displays, assemblies and other aspects of school life. Children's learning is supported within the classroom environment as appropriate.

### **Resources**

The school has a large variety of specific resources to support the learning and development of pupils with Special Educational Needs.

### **Assessment and Record Keeping**

Summative and formative assessments are completed in accordance with the school's assessment approach and are driven by the nature of the child's needs. When needed outside agency support is sought from Specialist teachers, educational Psychologists, Speech and Language therapists, the community paediatric team, Emotional Health and Wellbeing team, YOUnited, Education Inclusion family worker team, Child and Adolescent Mental Health Service, occupational therapy service and physiotherapists. The school also employs a TA that is responsible for supporting pupil's pastoral care.

Parental and pupil views are sought at every stage of the assessment and review of a pupil with Special Education Needs. Each pupil on the SEND register has a Pupil Passport detailing the reasons the child is on the register and the support they need to help them thrive. It also provides evidence of any intervention the child is receiving and the input they are receiving from external agencies. This is reviewed, assessed and next steps identified and discussed with parents on a half termly or termly basis.

### **Health and Safety**

When working with equipment and materials, the children will be taught to use their environment to ensure the health and safety of themselves and others.

### **Admissions Arrangements**

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.

### **Transition Arrangements**

The school will work closely with the feeder Early Years settings, the Pre-school and any other professional involved in coming to a decision about the most appropriate provision for pupils with SEND. Likewise, when pupils transfer to the next phase, the school will liaise with the SENCO of the transfer school and pass on records of pupils with SEND and enable an individualised transition programme where necessary.