

Amport CE (Aided) Primary School



SEND Policy and Information Report

COURAGE COMPASSION RESPECT

Approved by:	Governing Body	Date: 26/11/2024
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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and/or disabilities (SEND).
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.
- Support the timely identification of children with SEND in order to ensure that their needs are met as early as possible.
- Establish an entitlement of access to the entire National Curriculum for all pupils.
- Establish expectations for all teaching staff to provide adequately for children with SEND.
- Promote continuity and coherence of SEND provision across the school.
- Record the strategies used to meet the objectives outlined in the rationale.
- Record the strategies used to fulfil the expectations of the SEND Code of Practice (DfE, 2015).
- Establish an understanding of what we mean by ‘Special Educational Needs and Disabilities’.

Amport Church of England (Aided) Primary School is an inclusive mainstream primary school which is fully committed to valuing each child as an individual. This is underpinned and supported by the Christian ethos of our school and our school values of Courage, Compassion and Respect. All pupils, irrespective of individual needs or prior attainment, are offered full access to a broad, balanced and relevant education. We recognise that happy children, who feel safe and valued, learn best within a rich learning environment. Our inclusive philosophy gives the opportunity for all pupils to achieve challenging academic standards, develop personally, socially and emotionally as well as to develop their spirituality, morals and cultural knowledge and understanding.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) (DfE, 2015) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools’ responsibilities for pupils with SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for Education, Health and Care (EHC) plans, SEN Coordinators (SENCo) and the SEN Information Report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCo

The SENCo is Chloé Black

She will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Alongside the headteacher, will advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with previous and potential next providers of education to ensure pupils and their parents are informed about options so a smooth transition is planned
- Work with the head teacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings

- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCo to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENCo and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of 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
- Keeping Provision Maps with Progress Trackers and Pupil Passports up to date for each child on the SEN register
- Working with the SENCo, headteacher and deputy head teacher to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autism, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia, poor working memory
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), autism
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate and multiple learning difficulties

5.2 What are the admission arrangements for disabled children?

The admission of children with disabilities is considered in the first instance in the same way as non-disabled children. Further considerations are made in the light of need and accessibility; the school works with parents/carers and other agencies involved to ensure that appropriate support can be

provided. It is the school policy to accommodate children with disabilities should parents wish and individual needs are planned for to prevent any children with disabilities being treated less favourably than other children.

In practice, we ensure that classroom and extra-curricular activities encourage the participation of all children, including those categorised as having Special Educational Needs and Disabilities; staff organise human and physical resources within the school to increase access to learning and participation by all children.

5.3 Identifying pupils with SEN and assessing their needs

At Amport, children are identified as having SEN through a variety of means, usually through a combination of some of the following:

- Liaison with the child's pre-school or school from which the child has transferred where all relevant records will be shared
- Through the assessment and monitoring arrangements that the school has in place for all children
- Through holistic dyslexia screening undertaken for all children at the end of Year R or early in Year One
- Through concerns raised by parents / carers via discussion with staff
- Through assessment or advice given by external agencies e.g. speech and language therapy, educational psychology
- As a result of observations and discussions between staff and the Special Educational Needs Coordinator (SENCo)
- A medical diagnosis by an appropriately qualified pediatrician

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.4 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents. We will formally notify parents when it is decided that a pupil will receive SEN support and each term, will invite them to join school staff for a 'Plan, Do, Review Meeting' (in line with the graduated approach).

5.5 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The pupil's own views
- The views and experience of parents
- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national standards
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

5.6 Supporting pupils moving between phases

We will work closely with all previous schools as well as receiving secondary schools, sharing information with them and holding transition partnership agreement (TPA) meetings for those children for whom transition is likely to prove most challenging. When appropriate, children will have the opportunity to attend additional familiarization visits.

5.7 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. Most children learn in the classroom, with their peers, with tasks and/ or outcomes adapted, differentiated and scaffolded as required.

We will also provide the following interventions:

- Phonics based reading and spelling programmes including SIDNEY as a programme of support/phonological awareness, Rapid Phonics & Rapid Reading
- Precision Teach: reading, spelling, maths support
- Language interventions: Nuffield Early Language Intervention (NELI), Infant/ Junior Language Link
- Body breaks and sensory integration support

5.8 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, teaching style, content of the lesson, by grouping, 1:1 work etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger fonts etc.

- Differentiating our teaching, for example, giving longer processing times, use of Widgeo visuals, pre-teaching of key vocabulary, reading instructions aloud etc.

5.9 Additional support for learning

We have 5 teaching assistants to support learning across classrooms in the school

We work with the following agencies to provide support for pupils with SEN:

- Primary Behaviour Service
- Educational psychologists
- Specialist advisory teachers
- Health Services including: CAMHS, GPs, school nurse, clinical psychologists, paediatricians, speech and language therapists, occupational therapists and physiotherapists

5.10 Expertise and training of staff

Our SENCo is a qualified teacher with 10 years of experience working in education. She qualified with distinction prior to taking up the role at Ampert C of E Primary School.

She is allocated ½ a day per week to manage SEN provision, usually on a Thursday afternoon.

We have a team of 5 teaching assistants, who undertake training led by the SENCo to deliver SEN provision.

In the last academic year, support staff have been trained in Precision Teach and Junior Language Link

In order to respond to the emotional needs of our children, especially following the pandemic, we have an experienced teaching assistant ready to undertake emotional literacy support training this year. She will be a fully qualified ELSA (emotional literacy support assistant) by 13.07.2022.

5.11 Securing equipment and facilities

All decisions regarding provision of equipment and facilities to support children with SEND will be on an individual basis, in consultation with the headteacher and the administration officer alongside external agencies.

5.12 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their targets each term
- Termly meetings between parents, teachers and SENCo to discuss progress
- Reviewing the impact of interventions after no more than 8 weeks
- Monitoring by the SENCo and members of SLT – class visits, book looks and discussions with children
- Using provision maps with progress trackers to measure progress
- Creating pupil passports to give pupils a platform to share their voice with all staff working with them
- Holding annual reviews for each pupil with an EHC plan

5.13 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will plan for the necessary support to be provided to ensure that this is successful and involve parents in this process.

A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities will be provided in school.

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to take part in sports day/school plays/special workshops

5.14 Support for improving emotional and social development

We are an inclusive school that holds a child's emotional well-being as a priority. Emotional, social and medical needs can be a barrier to a child learning and their progress. We are conscious of the need to further develop our provision to support for pupils to improve their emotional and social development. We support our pupils in the following ways:

- The class teacher has overall responsibility for the pastoral, medical and social care of every child in his or her class. This teacher should always be a parent's first point of contact. If further support is required, the class teacher will liaise with the Inclusion Manager (headteacher) for further advice and support. This may involve working with outside agencies, such as health and social services and/or the Primary Behaviour Service.
- The school's SLT and SENCo are involved in planning for pupils with a wide range of social and emotional issues. They support staff and pupils in the implementation of these plans.
- We have an anti-bullying policy which can be found on our website.
- We have signed up to emotional learning support assistant (ELSA) training and will have a fully qualified ELSA by 13.07.2022

5.15 Working with other agencies

We work closely with any external agencies that we feel are relevant to individual children's needs within our school. These agencies include the following:

- Primary Behaviour Service
- Educational psychologists
- Specialist advisory teachers
- Social Services and locality teams
- Health Services including: CAMHS, GPs, school nurse, clinical psychologists, paediatricians, speech and language therapists, occupational therapists and physiotherapists

5.16 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher in the first instance but may then be passed to the SENCo.

The school has a complaints policy, available on our website, if appropriate and needed.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

- Contact the Support4SEND (formerly Parent Partnership Service) 01962 845870 - support4SEND@hants.gov.uk
- Contact Hampshire SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service) <https://www.hampshiresendiass.co.uk/>
- Contact IPSEA (Independent Parental Special Education Advice) www.ipsea.org.uk

5.17 Contact details for raising concerns

The first point of call should be the child's class teacher. Contact can also be made to:

- SENCo -Chloe Black
- Headteacher – Nicky King

5.18 The local authority local offer

Our contribution to the local offer can be found on the Hampshire local offer which is published here: [Hants Local Offer](#)

6. Monitoring arrangements

This policy and information report will be reviewed by Chloe Finlay-Black and Nicky King **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to the following documents

- Teaching, Learning and Curriculum Policy
- Accessibility Policy
- Behaviour Policy
- Single Equality Scheme

- Supporting pupils with medical conditions Policy
- SEN Information Report