SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

University of Winchester Academy Trust

Awbridge Primary School

Approved by: LAC
Date: November 2026
Last reviewed on: November 2026
Next review due by: November 2027

1. Aims and Objectives

Awbridge Primary School is an inclusive mainstream school which values every child as an individual. We are committed to identifying needs at the earliest opportunity and ensuring all pupils achieve their full potential regardless of starting point.

Our SEND policy aims to:

- Support and make provision for pupils with SEND.
- Ensure all pupils can access a broad and balanced curriculum.
- Remove barriers to learning and participation.
- Promote high aspirations and positive outcomes.
- Support pupils to become confident, independent learners.
- Work in partnership with parents, carers and external agencies.
- Ensure staff understand their responsibilities in supporting pupils with SEND.
- Ensure the policy is consistently implemented throughout the school.

2. Vision and Values

At Awbridge Primary School we believe every child should feel valued, safe, included and able to succeed.

We are committed to:

- Providing high-quality inclusive teaching for all pupils.
- Creating a nurturing and inclusive environment.
- Ensuring reasonable adjustments are made where required.
- Promoting independence and resilience.
- Working closely with families to achieve the best outcomes.
- Celebrating strengths as well as recognising areas of need. All pupils will have access to a broad and balanced curriculum, with provision tailored to their individual needs and abilities.

3. Legislation and Guidance

This policy is based on:

- SEND Code of Practice: 0 to 25 Years (2015)
- Children and Families Act 2014

- Special Educational Needs and Disability Regulations 2014
- Equality Act 2010
- Keeping Children Safe in Education
- Working Together to Improve School Attendance
- The School Admissions Code
- Academy Trust Governance Guide

This policy also complies with the University's funding agreement and articles of association.

4. Inclusion and Equal Opportunities

Awbridge Primary School is committed to providing equal opportunities for all pupils regardless of race, faith, gender, disability, background or ability.
We strive to create an inclusive teaching environment by:

- Making reasonable adjustments.
- Adapting teaching approaches and resources.
- Supporting participation in all aspects of school life.
- Preventing discrimination and promoting equality.
- Actively investigating and addressing bullying concerns.
- The school has a zero-tolerance approach to bullying, particularly where pupils with SEND are concerned.

5. Definitions

5.1 Special Educational Needs

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

A learning difficulty or disability exists where a child has:

- Significantly greater difficulty in learning than most others of the same age; or
- A disability which hinders access to educational facilities generally provided.

5.2 Disability

- A pupil has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

5.3 The Four Areas of Need

Communication and Interaction

Including:

- Autism Spectrum Condition
- Social Communication Difficulties
- Language Disorders and Delays
- Speech Sound Difficulties

Cognition and Learning
- Including:
- Dyslexia
- Dysgraphia
- Dyscalculia
- Dyspraxia
- Moderate Learning Difficulties
- Global Developmental Delay

Social, Emotional and Mental Health
Including:
- ADHD
- ADD
- Anxiety
- Attachment Difficulties
- Mental Health Needs

Sensory and/or Physical
Including:
- Hearing Impairment
- Visual Impairment
- Physical Disabilities
- Fine and Gross Motor Difficulties

6. Roles and Responsibilities
6.1 SENDCo
Tanya Rafferty is the SENDCo at Awbridge Primary School.

The SENDCo is responsible for:
- Overseeing day-to-day SEND provision.
- Coordinating support for pupils with SEND.
- Advising staff on appropriate provision.
- Working with parents and external agencies.
- Supporting the graduated approach.
- Monitoring interventions and impact.
- Coordinating EHC processes.
- Maintaining SEND records.
- Contributing to staff training.
- Preparing the SEND Information Report.

6.2 Local Academy Committee
The LAC will:
- Monitor the effectiveness of SEND provision.
- Ensure statutory duties are fulfilled.

- Support strategic development of SEND provision.
- Ensure sufficient resources are available.

6.3 SEND Governor

The SEND Governor is **Mr Chris Stephens**
The SEND Governor will:

- Monitor the quality of provision.
- Challenge and support school leaders.
- Report to the LAC regarding SEND provision and outcomes.

6.4 Headteacher

The Headteacher will:

- Lead strategic development of SEND provision.
- Ensure legal responsibilities are met.
- Monitor SEND funding and provision.
- Support training and development.
- Work with the SENDCo and SEND Governor.

6.5 Class Teachers

Class teachers are responsible for:

- High-quality inclusive teaching.
- Progress and attainment of pupils in their class.
- Effective differentiation.
- Monitoring interventions.
- Working with parents.
- Contributing to Assess-Plan-Do-Review cycles.

6.6 Parents and Carers

- Parents will be encouraged to participate fully in planning and reviewing support and provision. They will receive regular updates and contribute to target setting and reviews.

6.7 Pupils

- Pupils will be encouraged to contribute their views regarding support, targets and reviewed outcomes wherever appropriate.

7. SEND Information Report

The school's SEND Information Report is published annually on the Awbridge Primary School website and details how this policy is implemented within the school.

8. Our Approach to SEND Support

8.1 Identifying SEND

Pupils may be identified through:

- Ongoing teacher assessment.
- Termly pupil progress meetings.
- Standardised assessment results.
- Parental concerns.
- External agency involvement.
- Information from previous settings.

*Slow progress alone does not automatically indicate SEND. Staff consider a wide range of factors before determining whether SEND provision is required.

8.2 Consulting and Involving Pupils and Parents

Parents are informed at the earliest opportunity where concerns arise. Discussions focus on strengths, needs, aspirations and outcomes. The school values parental knowledge and pupil voice throughout the process.

8.3 Graduated Approach

Provision follows the Assess-Plan-Do-Review cycle:

- **Assess -** Identification and assessment of need.
- **Plan -** Outcomes and provision agreed.
- **Do -** Implementation of support and interventions.
- **Review -** Evaluation of progress and next steps.

8.4 Levels of Support

SEN Support

Pupils receive support through the graduated approach and are recorded as SEN Support on the SEND Register. Provision may include:

- Adapted teaching.
- Small group interventions.
- Individual programmes.
- Specialist advice.

Education, Health and Care Plans

Where needs are significant and long-term, the school may request an Education, Health and Care Needs Assessment. Pupils with EHCPs receive provision specified within the plan and are reviewed annually.

8.5 Evaluating Effectiveness

Effectiveness is evaluated through:

- Progress data.
- Provision maps.
- Intervention monitoring.
- Annual reviews.

- Parent feedback.
- Pupil voice.
- SENDCo monitoring activities.

9. Attendance

The school recognises that some pupils with SEND may require additional support to attend regularly.
Attendance concerns are identified promptly, and support plans are implemented where appropriate in line with the school's Attendance Policy.

10. Safeguarding

The school recognises that children with SEND can face additional safeguarding challenges.
All staff remain vigilant to indicators of abuse, neglect and exploitation and follow safeguarding procedures accordingly. SEND considerations are reflected throughout safeguarding practice.

11. Expertise and Training of Staff

All teachers are teachers of pupils with SEND.
The school provides regular training and professional development opportunities. Staff access guidance, specialist training and support from both internal and external professionals to ensure high-quality provision.

12. Links with External Professional Agencies

The school works with a range of external agencies including:

- Educational Psychologists
- Specialist Teacher Advisers
- Speech and Language Therapists
- Occupational Therapists
- Physiotherapists
- CAMHS
- School Nursing Team
- Paediatric Services
- Early Help Services
- Children's Services

Referrals are made when specialist advice is required.

13. Admission and Accessibility Arrangements

13.1 Admissions

Awbridge Primary School welcomes applications from all pupils, including those with SEND.
Pupils with an Education, Health and Care Plan naming the school will be admitted in accordance with statutory requirements. Admission arrangements do not discriminate against pupils with SEND or disabilities.

13.2 Accessibility

The school is predominantly on one level and is readily accessible.
Reasonable adjustments are made where necessary to improve access to:

- The curriculum.
- The physical environment.
- Information and communication.

14. Complaints about SEND Provision

Concerns should initially be discussed with the class teacher, SENDCo or Headteacher.
Where concerns cannot be resolved informally, complaints should be made through the school's Complaints Policy.

15. Monitoring and Evaluation Arrangements

15.1 Evaluating Effectiveness

The school evaluates SEND provision through:

- Progress and attainment measures.
- Monitoring of interventions.
- Parent and pupil feedback.
- Attendance data.
- Annual reviews.
- SENDCo monitoring.
- Governor monitoring activities.

15.2 Monitoring the Policy

This policy will be reviewed annually by the SENDCo and Headteacher and approved by the Local Academy Committee.
The policy will also be updated sooner if legislation or guidance changes.

16. Links with Other Policies and Documents

This policy should be read alongside:

- SEND Information Report
- Accessibility Plan
- Behaviour Policy
- Equality Information and Objectives
- Supporting Pupils with Medical Conditions Policy
- Attendance Policy
- Safeguarding and Child Protection Policy
- Complaints Policy
- Hampshire Local Offer: https://www.hantslocaloffer.info/