



**THE FEDERATION OF HAZEL WOOD INFANT SCHOOL  
AND LYDLYNCH INFANT SCHOOL**



**SPECIAL EDUCATIONAL NEEDS and DISABILITY POLICY**

DATE FINALISED - September 2025  
DATE TO BE REVIEWED - September 2026

**Name of SENDCOs**

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<https://www.federationofhazelwoodandlydlynch.co.uk/>

## **Principles/Philosophy**

All teachers are teachers with children with Special Educational Needs and Disability (SEND). In the Federation, we welcome children of all abilities, all children are valued equally, and we ensure that our school is fully accessible and inclusive to all learners. Each child is entitled to a broad, balanced, relevant and tailored curriculum, with progression and achievement. We value the views of parents' carers and children and see working with all stake holders essential to ensuring all children make good or outstanding progress. The majority of children will learn and progress within the normal class situation. The children are described as having Special Educational Needs if they have a significantly greater difficulty in learning than the majority of others of the same age, or if they have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in school. Special Educational Needs provision is provision that is additional to or different from that made generally for all other children.

## **Compliance**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 - 25 (September 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE revised June 2018
- Keeping Children Safe in Education September 2024
- Schools SEN Information Report Regulations (2014) (see [www.sendgateway.org.uk](http://www.sendgateway.org.uk) Hampshire's Illustrative Regulations as a guide for schools completing SEN Information Report)
- Statutory Guidance on Supporting pupils at school with medical conditions updated 2017
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2014
- The Federation of Hazel Wood Infant School and Lydlynch Infant School Safeguarding Policy (2024)
- The Federation of Hazel Wood Infant School and Lydlynch Infant School Single Equality Plan
- Teachers Standards (2012 updated 2022)

This policy was created by the school's SENCO's and the Headteachers in both schools in consultation with the Governing body, staff and parents of pupils with SEND.

## **Aims**

To achieve the principles outlined in the SEN Code of Practice (2014), the Federation aims to:

1. Foster an inclusive climate which accepts and nurtures the individual child, irrespective of their special educational needs, by focusing on aspirational outcomes.
2. Remove barriers to learning and raise expectations and achievement of pupils with SEND.
3. Ensure that educational provision is planned, differentiated and is reviewed to ensure it is effective in meeting the individual needs of children with special educational needs.
4. Monitor individuals to ensure that they receive provision that is appropriate to their needs.

5. Build self-esteem in all pupils with SEND by making the curriculum enjoyable and building on their strengths.
5. Work in partnership and collaboratively with parents, children, appropriate agencies and previous settings to ensure the early identification and the highest level of support is given and a consistent effective approach is possible.
7. Make effective provision for resource entitlement for children with SEND.
8. Fully integrate children with Special Educational Needs and Disability (SEND), giving them full access to the Early Learning Goals and the National Curriculum.

### **Objectives**

1. To identify and provide for pupils who have SEND so they become confident individuals living fulfilling lives
2. To work within the guidance provided in the SEND Code of Practice, 2014
3. To operate a "whole pupil, whole school" approach to the management and provision of support for children with SEND.
4. To provide a SENDCO who will work with the Senior Leadership Team to uphold the SEND Policy.
5. To provide support and advice for all staff working with pupils with Special Educational Needs and Disabilities.

### **Identifying Special Educational Needs**

The SEND Code of Practice 2014 (update 2020) details four broad areas of need that should be planned. The purpose of identification is to work out what action a school needs to take not to fit a pupil into a category. When planning the school considers the needs of the whole child not just the special educational needs of the child.

There are four broad areas of need, as outlined in The SEND Code of Practice, 2014:

#### **Communication and interaction**

6.28 - Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all the different aspects of speech, language or social communication at different times of their lives.

6.29 - Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

#### **Cognition and learning**

6.30 - Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties

cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 - Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### **Social, emotional and mental health difficulties**

6.32 - Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

6.33 - Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour, so it does not adversely affect other pupils.

### **Sensory and/or physical needs**

6.34 - Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

The school also recognises that pupils may have needs which impact on progress and attainment that are **not SEN**. These include:

- Disability (the Code of Practice outlines the "reasonable adjustment "duty for all settings and schools provided under current Disability Equality legislation - these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)

- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a service child
- Behaviour as a need does not necessarily describe SEN but can be an underlying response to a need.

## Federation Approach and Early Identification

### Improving outcomes: High aspirations and expectations of children with SEN

The Federation has a clear approach to identifying and responding to SEND. The benefits of early identification are widely recognised - identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person.

'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. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

(CoP 2014 p 15-16)

Making higher quality adaptive teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable.' CoP 2014

The first response to such progress should be **High Quality Adaptive/Inclusive Teaching (HQIT)** targeted at their areas of weakness. Where progress continues to be less than expected the class or subject Teacher, working with the SENDCO, will assess whether the child has SEN. While informally gathering evidence (including the views of the pupil and their parents), the school will not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required. The pupil's response to such support can help identify their particular needs. CoP 2014

### A GRADUATED APPROACH TO SEN SUPPORT



In the Federation we believe in early identification to inform us of any learning difficulty. To assist the Teachers in early identification of children with special educational needs we continuously assess and monitor children's progress against the Early years Curriculum, National Curriculum (including the Year One Phonics Screening Test). We also carry out a screening procedure (DEST) for the majority of pupils in their reception year, to identify any specific literacy difficulties.

All class teachers will adapt and tailor work for all their pupils according to their individual level of need. Teachers will modify and adapt resources, activities and environmental factors to enable all pupils to access the curriculum, regardless of the nature of their educational needs. Pupils who require further classroom support are given additional small group and sometimes individual interventions or **Early Intervention** programmes. If **Early Intervention** support does not assist pupils in making expected progress, some pupils may need 'additional to or different from' (CoP 2014) learning experiences and these pupils under the Code of Practice, are known as needing '**SEN Support**'. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where they access support from teaching assistants or specialist staff.

The Headteacher and SENDCO regularly and carefully reviews the quality of teaching for all pupils by:

- Undertaking book scrutiny, lesson observations, analysis of pupil progress and termly review of children on the SEN register to ensure that all children are receiving the support they need to make good or better progress.
- Reviewing, and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

Where necessary, the School Nurse, Children's Services, Specialist Teacher Advisers, Educational Psychologists and other appropriate outside agencies will be contacted and liaised with to maintain the appropriate provision for a child with additional educational needs.

Each school has a SEND Register which identifies children with SEND, and maps their provision, the provision they receive and their outcomes.

We also have an Early Intervention register which is monitored and reviewed termly.

### **Managing Pupils' Needs on the SEND Register**

There is an overarching provision register, which details all children who are receiving SEND support and the interventions being used. This details each child's needs, outcomes and progress. It is updated continually by the SENDCO and the whole document is shared termly with the Headteacher, all staff and SEN Governor.

The SENDCO meets formally with each class teacher at the middle of each term to review each child's progress, using a range of evidence. During this meeting ideas are shared regarding the next appropriate outcomes for the child, prior to meetings with the child and

their parents, where in consultation, the Individual education plan is finalised. Pupils needing SEN Support will have an Individualised Education Plan (IEP), which targets the area where they require 'additional to or different from' support. Those pupils identified with additional special needs will receive support in one or more of the following ways:

1. Teacher Support (High Quality Adaptive/Inclusive Teaching)
2. Learning Support Assistants (LSA)
3. Adapted work, modified timetable and environment
4. A specific intervention program (e.g. ELSA, Speech, OT, Sensory Circuits)
5. Ideas for home support activities

**There is a core expectation that the teacher holds the responsibility for evidencing progress according to the outcomes described in the plan.**

The level of provision needed is decided by using progress data and outcomes from ongoing assessments. The school recognises the many facets of support that are needed for each individual child and signposts parents to the Hampshire County Council's Local Offer. More information can be found <https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page> and in our own SEN Information Report, available on our website [Home | The Federation of Hazel Wood Infant School and Lydlynch Infants School](#).

### **Criteria for exiting SEN Support**

When a child consistently meets the outcomes set on their IEP and is 'keeping up' not 'catching up' with age-appropriate expectations there will be a review with the child, parents/carers and class teacher about removing the child from the SEN register. At this stage if any more support strategies are of help these are shared with the parents and pupil. The children that have been removed from the SEN register continue to be monitored for a year to ensure they do not fall behind again.

### **What happens if progress is not being made and provision is not meeting need?**

#### **Educational and Health Care Plan (EHCP)**

If progress data and pupil observations indicate that the provision is not fully meeting the needs of the child, the school will modify the outcomes and consider the expertise of other professionals. The SENDCO is responsible for managing this process and taking into account the school's budget allocation for external support services. **Parents and pupils are partners in this process.** The SENDCO and Headteacher, on advice of external services, are responsible for sourcing support and additional funding and from the LA, as appropriate. If it is felt that it is appropriate to request for additional support funding, the school, with parents and external agency support, will commence the statutory assessment process to apply for an Education and Health Care Plan (EHP).

### **Supporting pupils and families**

We strongly believe in working in close partnership with parents/carers and their children. Parents/carers have unique strengths, knowledge and experience to contribute to the shared

view of their child's needs and the best way to support them. However, if they need extra support of advice this can be found in the following places.

The LA Local Offer <https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>.

The school's SEN Information Report can be found on each school's website

[Home | The Federation of Hazel Wood Infant School and Lydlynch Infants School](#).

These reports also detail links with other agencies to support families and pupils. Our admission arrangements can be found on the home page of our website, [Home | The Federation of Hazel Wood Infant School and Lydlynch Infants School](#).

### **Accessing Assessments**

To ensure children with SEND can access assessments the school follows DfE guidelines and the responsibility for monitoring this belongs with the Headteacher.

### **Supporting Transitions**

The transfer of children between settings is managed through a well-planned programme of visits for children and their parents, sharing of information between staff and formal TPA meetings, as appropriate. Children can have as many visits as they need to make transition a process, not an event.

The school has a policy on managing the medical conditions of pupils and this can be found on the policy section of our website.

### **Supporting Pupils at School with Medical Conditions**

- The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.
- The school has a policy in place to support pupils at school with medical conditions and this can be found on our website, in line with recent guidance published by DfE; [www.sendgateway.org.uk](http://www.sendgateway.org.uk).

### **Safeguarding**

Taken from Model Safeguarding Policy, Procedure and Guidance Published December 2023 - Hampshire County Council

Special educational needs and disabilities

Children who have special educational needs and/or disabilities can have additional vulnerabilities when recognising abuse and neglect. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- The potential for a disproportionate impact on children with SEND, for example by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers
- Having fewer outside contacts than other children
- Receiving intimate care from a considerable number of carers, which may increase the risk of exposure to abusive behaviour and make it more difficult to set and maintain physical boundaries
- Having an impaired capacity to resist or avoid abuse
- Having communication difficulties that may make it difficult to tell others what is happening
- Being inhibited about complaining for fear of losing services
- Being especially vulnerable to bullying and intimidation
- Being more vulnerable than other children to abuse by their peers.

We will respond to this by:

- Making it common practice to enable disabled children to make their wishes and feelings known in respect of their care and treatment
- Ensuring disabled children receive appropriate personal, health and social education (including sex education)
- Ensuring disabled children know how to raise concerns and give them access to a range of adults with whom they can communicate.

This could mean using interpreters and facilitators who are skilled in using the child's preferred method of communication

- Recognising and utilising key sources of support including staff in schools, friends and family members where appropriate
- Developing the safe support services that families want, and a culture of openness and joint working with parents and carers on the part of services
- Ensuring that guidance on good practice is in place and being followed in relation to: intimate care; working with children of the opposite sex; managing behaviour that challenges families and services; issues around consent to treatment; anti-bullying and inclusion strategies; sexuality and safe sexual behaviour among young people; monitoring and challenging placement arrangements for young people living away from home.

We also take the guidance from Keeping Children Safe in Education 2024 which highlights that.

When considering sexual abuse staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk. It also suggests that as a school we recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming

and radicalisation and are confident we have the capability to support SEND children to stay safe online.

### **Monitoring and Evaluation of SEND**

The school has a detailed management plan, which ensures that there is a full range of monitoring activities so that each child continues to make age-appropriate progress. These include pupil progress meetings, each term between the Head of School and Class Teacher, work scrutiny, lesson observations and detailed analysis of the achievement and progress of identified groups, including those with SEND.

The Headteacher and SENDCO regularly report on children's progress to the Governing Body. The school has regular parent consultations when the progress of each child is discussed. Pupils are regularly interviewed to gauge their views. The school uses a full range of questionnaires and informal opportunities to gather the views of all its stakeholders.

All the evaluations we undertake feed into our School Improvement Plan to ensure that we continue to improve provision for all children.

### **Training and Resources**

All mainstream schools are provided with resources to support those with additional needs, including pupils with SEN and Disabilities. Most of these resources are determined by a local funding formula. Schools have an amount identified within their overall budget, called the notional SEN budget. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget. *CoP 2014*

### **Funding**

As part of our normal budget planning, we determine how to use our resources to support the progress of pupils with SEN. The SENDCO, Headteacher and Governing Body have a clear picture of the resources that are available to the school. We consider our strategic approach to meeting SEN in the context of the total resources available, including any resources targeted at groups, such as the pupil premium. *CoP 2014*

Schools have an amount identified within their overall budget, called the notional SEN budget. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget.

### **Training**

To maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

The Headteachers meet with the teaching staff during the performance management cycle and discusses and plans their training needs.

The SENDCO meets regularly with staff to review provision and training needs. At the beginning of each year a training audit is carried out and from this, the performance

management and the needs of the children in the school that year's needs are identified. This is for both individuals and whole school training. The SENDCO has completed the national accreditation for SENDCOs.

Staff are trained in:

Nurture Group provision

Learning Intervention programmes, e.g. Catch Up, Talk Boost, writing and maths.

ELSA (Emotional Literacy)

Framework Enhanced Individual Pastoral Support (FEIPS)

Team Teach (positive behaviour handling)

Precision Teaching

Cued Articulation

Picture Exchange Communication System (PECS)

Speech and Language Therapy

Dyslexia (DEST)

## **TEAM TEACH**

All staff have regular in-house training to keep them up to date with current practices and procedures. The SENDCO also attends the LA's SENDCO network meetings in order to keep up to date with local and national updates. The SENDCO has strong links with local schools.

### **Roles and Responsibilities**

Provision for pupils with SEND is a responsibility of all the staff in the Federation. This includes the following roles:

- SEN Governor with a responsibility to liaise with SENDCO and monitor participation and progress of pupils with SEND.
- SEND Learning Assistants - all our teaching assistants are fully trained in implementing a range of intervention programmes. This aspect of their work is overseen by Abby Davey at Hazel Wood and Carol Whitmarsh at Lydlynch
- Designated Teacher with Specific Safeguarding Responsibility is Sophie Millington and Hannah Simpson-Riggs

### **However, all school staff have a responsibility to report any concerns in their absence.**

- Designated Teacher for Looked After Children (LAC) is Sophie Millington and Hannah Simpson-Riggs
- There are members of staff in each school who is responsible for meeting the medical needs of pupils. Although all staff are First Aid trained.

### **Storing and Managing Information**

We follow Hampshire's Schools Record Retention Schedule meaning that we:

- Pass on any educational records to the next school.
- Keep any SEN information for date of birth of the pupil + 22 years.
- Keep Violent Incident Reporting current year + 3 years and then destroy.

- Keep Physical Intervention Forms for date of birth of the child+22 years and then destroy.

For further information see the school website with the Data Protection Policy 2023

### Accessibility (Single Equality)

The DDA (Disability Discrimination Act), as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

The school has a Single Equality Action Plan, which outlines clearly its intentions for accessibility and disability action points. All our Single Equality policies can be found on our website.

The school identifies barriers to learning through our ongoing monitoring and evaluation procedures. We remove these barriers by ensuring that:

- All teachers have high expectations for pupils' achievements in all curriculum areas.
- A rigorous, sequential approach to developing literacy and numeracy skills.
- A sharp assessment of progress to determine the most appropriate programme or support.
- Carefully planned provision to meet individual needs
- Rigorous monitoring of the impact of provision
- High-quality pastoral care to support all learning.
- Highly effective use of time, staff and resources.

OFSTED 2014

Both schools are on one level, for children to access. As such, the schools are fully accessible for wheelchairs. Both schools have disabled changing and toilet facilities. To help facilitate access to school premises there are two accessible parking bays at Hazel Wood and one single supervised place at Lydlynch.

We work with outside agencies to resource any extra provision needed for individual children. Families are complete partners in the ensuring that their children are fully included.

All children will be involved in external activities. We believe in being fully inclusive and make reasonable adjustments to ensure this is the case for activities outside the school classroom, including school trips. Although it should be noted that while we are an inclusive school and will do all we can to include every child safely:

- The school will consider all *reasonable* resources to put in place to ensure inclusion
- We look for parental support to always ensure inclusion, including not unreasonably asking if it's possible for a parent to be available (not necessarily supervising at all times though ...)
- **Our duty of care overrides issues of inclusion where the safety of the child, other children or staff cannot be reasonably guaranteed**
- We will do our best to offer alternatives if we feel we cannot ensure safety
- In the final analysis our duty is to the safety of all the children on the visit

We run a range of school clubs, for example gym, football, and multi-skills. All staff, including external providers, are briefed about the individual needs of each child so they can take part. Parents who have children with additional needs can take part in the planning for trips by liaising with their teacher and SENDCO.

The Governing Body is committed to having a high level of support from TAs to ensure children are well catered for at all times in the school day, including lunchtimes and breaks. The schools are on one level meaning that it is easily accessible for all pupils. Each school has a health and well-being team which has access to the ELSA room where, at key times in the day, children are welcome to receive extra support.

The school has an open-door policy, and parents and carers are welcome at any time to discuss any concerns. All our information can be provided in a variety of formats on request.

### **Dealing with Complaints**

If you as a parent are concerned about any aspect of your child's education regarding SEND, please contact the Class Teacher, SENDCO or Headteacher, as soon as possible. Written information about a formal complaint's procedure is available from the school.

Hampshire Local Authority (LA) provides support through <https://www.hampshiresendiass.co.uk/> and also the Local Offer page <https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>

### **Bullying**

The school is highly inclusive and is recognised as such by OFSTED and our local LA. The school has no tolerance for bullying of any sort. The Behaviour and Anti-Bullying Policy can be found on our website at <https://www.hazelwoodinfants.co.uk/> and <https://www.lydlynchinfants.co.uk/>. Pupil surveys report that children feel safe at school and know who to go to if they ever need help.

### **Useful links for SEND**

SEN Information report - at <https://www.hazelwoodinfants.co.uk/> and <https://www.lydlynchinfants.co.uk/>. (home page)  
Hampshire County Council's Local Offer  
<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>