



HLC Primary Special Educational Needs **Policy**

“Belong, Respect, Inspire, Succeed, Enjoy”

Approved By HLC Governing Body	Date: 11 July 2024
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The policy is to be reviewed on	July 2026

HADLEY LEARNING COMMUNITY SEND POLICY

Purpose

The purpose of this Special Educational Needs and Disabilities (SEND) Policy is to ensure that HLC Primary School provides a high-quality, inclusive education for all pupils, including those with SEND. This policy outlines our commitment to identifying and supporting pupils with SEND at the earliest opportunity, ensuring they have access to a broad and balanced curriculum and are fully included in all aspects of school life. HLC Primary School is committed to working in partnership with parents, carers, local authorities, and external agencies to ensure a multi-agency approach to meeting the needs of pupils with SEND.

We aim to promote equality of opportunity, remove barriers to learning, and enable every child to achieve their full potential. In doing so, we strive to ensure that pupils with SEND are fully included in all aspects of school life, work collaboratively with parents, carers, and external professionals, and promote high expectations to raise attainment and aspirations for all pupils with SEND.

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1. Legislation and guidance

This policy is underpinned by the statutory guidance set out in the [SEND Code of Practice: 0 to 25 years \(updated 2024\)](#), which provides a framework for the identification, assessment, and provision for children and young people with SEND.

It reflects the duties placed on schools by:

- [Part 3 of the Children and Families Act 2014](#), which outlines the responsibilities of schools in supporting pupils with SEND.
- [The Equality Act 2010 \(Section 20\)](#), which requires schools to make reasonable adjustments to ensure that pupils with disabilities are not disadvantaged.

Upcoming National SEND Reforms (2026)

The Government published Every Child Achieving and Thriving & SEND Reform: Putting Children and Young People First in Feb 2026, proposing reforms that include:

- Individual Support Plans (ISPs) replacing current school-level plans for pupils with additional needs
- A universal offer and three tiers of support (Targeted → Targeted Plus → Specialist)
- More routine access to specialists through 'Experts at Hand'.

These reforms are still in consultation and therefore **not** statutory yet.

2. Definitions

According to the *SEND Code of Practice: 0 to 25 years (updated 2024)*, the definition of Special Educational Needs and Disabilities (SEND) is:

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

A child of compulsory school age or a young person has a learning difficulty or disability if they:

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

Special educational provision is defined as educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting.

3. Roles and responsibilities

At HLC Primary School, we recognise that supporting pupils with Special Educational Needs and Disabilities (SEND) is a shared responsibility. All members of the school community play a vital role in ensuring that pupils with SEND receive the support they need to thrive.

The Governing Body

The Chair of Governors is Mrs Julie Henry

The appointed SEND governor is Ms Becky Mosely

The Governing Body has a legal duty to ensure that the school complies with the SEND Code of Practice and relevant legislation. Governors must:

- Ensure that the necessary provision is made for pupils with SEND.
- Monitor the implementation and effectiveness of the SEND policy.
- Appoint a governor with specific oversight of the school's arrangements for SEND.
- Ensure that SEND provision is integrated into the school improvement plan and budget.

The Headteacher

The Headteacher is Mr Ben Evans (hlcprimaryadmin@lct.education Tel: 01952 951406).

The Headteacher has overall responsibility for the provision and progress of learners with SEND.

They must:

- Ensure that the SEND policy is implemented effectively across the school.
- Work closely with the SENDCo to monitor the quality of provision.
- Allocate resources appropriately to meet the needs of pupils with SEND.
- Ensure that staff receive appropriate training and support.

The Special Educational Needs and Disabilities Coordinator (SENDCo)

The SENDCo is Mrs Adelaide Knight (Adelaide.knight1@lct.education Tel: 01952 951406). In line with the Special Educational Needs and Disability (Amendment) Regulations 2024, the SENDCo holds the required statutory mandatory training requirement.

The SENDCo plays a central role in coordinating SEND provision. Their responsibilities include:

- Overseeing the day-to-day operation of the SEND policy.
- Coordinating provision for pupils with SEND.
- Liaising with and advising colleagues, parents, and external agencies.
- Managing the SEND register and maintaining accurate records.
- Supporting the identification of pupils with SEND and ensuring appropriate interventions are in place.
- Contributing to staff training and development.
- Ensuring that Education, Health and Care Plans (EHCPs) are implemented and reviewed in line with statutory requirements.

Class Teachers

Class teachers are responsible for the progress and development of all pupils in their class, including those with SEND. They must:

- Identify pupils who may have SEND and raise concerns with the SENDCo.
- Plan and deliver high-quality teaching that is adapted to meet individual needs.
- Implement support strategies and interventions as advised by the SENDCo.
- Monitor and review the progress of pupils with SEND and contribute to review meetings.
- Communicate regularly with parents and carers regarding their child's progress and support.

Support Staff

Support staff, including teaching assistants, work under the direction of the class teacher and

SENDCo to:

- Deliver targeted interventions and support programmes.
- Provide in-class support to promote inclusion and access to learning.
- Monitor pupil progress and provide feedback to teaching staff and the SENDCo.

4. Identification and Assessment of SEND

At HLC Primary School, we are committed to the early and accurate identification of pupils who may have Special Educational Needs and Disabilities (SEND), ensuring that appropriate support is put in place to help every child reach their full potential. Guided by the SEND Code of Practice (2015, updated 2024), we follow a graduated response that is inclusive, evidence-based, and centred on the individual child. We recognise that children may present with a range of needs at different stages of their development, and we work proactively with staff, parents, and external professionals to ensure no child's needs go unrecognised.

To support consistent and equitable identification, we use clearly defined SEND register entry criteria. These are tailored to each year group and aligned with the four broad areas of need:

- communication and interaction,
- cognition and learning,
- social, emotional and mental health,
- sensory and/or physical needs.

This structured approach ensures that only pupils who meet the threshold for SEND are formally identified, enabling us to provide targeted and appropriate support from the outset.

The Monitoring Register

As part of our graduated response, we use a Monitoring Register which is a school-based tool designed to track and support pupils who are not currently on the SEND register, but who are showing early signs of difficulty in one or more areas of learning or development. This allows us to observe, assess, and implement early interventions where necessary, ensuring that support is timely and proportionate. Pupils on the Monitoring Register are regularly reviewed and may be moved onto the SEND register if their needs require more targeted or sustained support.

Purpose of the Monitoring Register

- To identify pupils at risk of underachievement or emerging special educational needs.
- To provide a structured, evidence-based approach to early intervention.
- To ensure timely support is in place before a formal SEND designation is made.

To ensure a structured and responsive approach, we follow a Monitoring – Assess – Plan – Do - Review (MAPDR) cycle, which allows us to track progress and adjust interventions as needed. These pupils receive high-quality teaching alongside targeted support within the classroom setting. The views of both pupils and parents are actively sought to inform planning and ensure a person-centred approach. Evidence gathered throughout this process is used to determine whether a pupil should be moved onto the SEND register or removed from monitoring.

Possible Outcomes

- Progress made → pupil returns to high quality universal provision.
- Limited progress → further MAPDR cycles or referral to external agencies.
- Persistent difficulties → pupil is added to the SEND Register.

Graduated Response: Assess – Plan – Do – Review

Before entry onto the SEND register, the following must be evidenced:

- At least two cycles of the Graduated Response on the Monitoring register (MAPDR). Please note, cycles on the MAPDR can be shortened if significant needs are identified.
- Evidence of limited or no progress despite support
- Pupil voice and parental input gathered and documented

The SEND Register

The SEND Register is a formal list maintained by the school of pupils who have been identified as having Special Educational Needs and/or Disabilities (SEND). These pupils require additional or different support from what is typically provided to help them succeed in school. Children on the SEND register access tailored interventions that are in line with our graduated response.

Why is a child added to the SEND Register?

A child is added to the SEND register at HLC Primary School when they are identified as having a Special Educational Need or Disability that requires special educational provision - that is, support that is additional to or different from what is normally available to pupils of the same age in a mainstream setting.

This decision is typically made when:

- The child has a significantly greater difficulty in learning than the majority of their peers, despite receiving high-quality teaching and targeted interventions.
- The child has a disability that prevents or hinders them from accessing the curriculum or school environment in the same way as their peers.
- Evidence from the Monitoring Register (through the MAPDR cycle) shows that the child's needs are persistent and require more formalised, sustained support.

Parents/carers and the child (where appropriate) are involved in discussions and agree that the level of need warrants formal SEND support. Once added to the SEND register, the child will have an Individual Learning Plan (ILP).

This school currently uses the term Individual Learning Plans (ILPs) to document the assess, plan, do review process. We acknowledge that the national expectation is to move toward Individual Support Plans (ISPs) once statutory guidance is updated. We will transition accordingly when required.

What happens next?

Each child on the SEND register has an Individual Learning Plan (ILP) which outlines their specific needs, strengths, and the strategies that will be used to support them. The ILPs are created in collaboration with parents and the pupils themselves, with the child being central to any decision making. Teachers and support staff implement tailored interventions and approaches to help the child make progress, and both parents and the child are actively involved in planning and reviewing this support on a regular basis. Where appropriate, the school may also involve external professionals, such as Speech and Language Therapists or Educational Psychologists, to provide further assessment and guidance.

The child's progress is reviewed at least termly. If they make significant progress and no longer require additional support, they may be removed from the SEND Register. However, if their needs are more complex or long-term, the school may consider applying for an Education, Health and Care Plan (EHCP) to ensure continued, coordinated support.

5. SEND Support and Provision

At HLC Primary School, we follow a graduated approach to SEND support, ensuring that all pupils receive the right level of help at the right time. Our provision begins with high-quality, inclusive teaching strategies that are adapted to meet a wide range of needs across all areas of learning and development. In line with the SEND Code of Practice (2015, updated 2024), HLC Primary School will use its best endeavours to secure the special educational provision required to meet pupils' needs.

For pupils requiring additional support, we offer targeted interventions through our Monitoring Register, which allows us to track progress and respond early to emerging difficulties. If a pupil meets the threshold for SEND, they are added to the SEND register and receive personalised support through an Individual Learning Plan (ILP), developed in collaboration with parents, pupils, and the SENDCo.

Support is tailored to the individual and may include small group or 1:1 interventions, assistive technology, therapeutic programmes, and collaboration with external professionals. For pupils with more complex or persistent needs, enhanced or specialist support is provided, including bespoke curriculums and multi-agency involvement.

A full breakdown of the interventions available at each stage of support across Early Years, Cognition and Learning, Communication and Interaction and Social, Emotional and Mental Health is detailed in the Graduated Response Documents, attached as appendices.

HLC Primary's existing graduated approach aligns closely with the layered support model proposed in the 2026 SEND reforms. Pupils on our Monitoring Register currently receive high-quality teaching and early, targeted interventions, which reflects the national Targeted layer designed for commonly occurring needs that go beyond the universal offer. When a pupil meets threshold criteria and is added to the SEND Register, their support becomes more formalised through an ILP and multi-agency involvement where appropriate, aligning with the Targeted Plus layer, which includes access to specialist input through services such as the proposed Experts at Hand offer. For children whose needs are persistent, complex, and require coordinated multi-disciplinary provision, the school may request an Education, Health and Care Plan (EHCP), which corresponds to the Specialist layer described in the reforms, where provision is delivered through nationally-defined specialist support packages. This structure ensures our current practice is fully aligned with the direction of national SEND policy.

6. Education, Health and Care Plans (EHCPs)

At HLC Primary School, we are committed to supporting pupils with the most complex and long-term needs through a coordinated and person-centred approach. Where a pupil's needs cannot be met through SEND Support alone, and they require provision that is significantly different from or additional to that available in a mainstream setting, the school may request an Education, Health and Care (EHC) needs assessment from the local authority.

An EHCP is a legally binding document that outlines a child's educational, health, and social care needs, the provision required to meet those needs, and the outcomes expected. The decision to apply for an EHCP is made in collaboration with parents, the pupil (where appropriate), school staff, and external professionals. The SENDCo leads this process, ensuring that all relevant evidence is gathered and submitted to support the application.

If an EHCP is issued, the school is responsible for implementing the provision outlined in the plan and reviewing progress towards the agreed outcomes. EHCPs are reviewed at least annually through a formal review meeting involving the pupil, parents, school staff, and any relevant external agencies. This ensures that the plan remains appropriate and responsive to the pupil's evolving needs.

Our aim is to ensure that every child with an EHCP receives the support they need to thrive academically, socially, and emotionally, and to make a successful transition to the next stage of their education.

To ensure progress towards EHCP outcomes is monitored effectively, HLC Primary School aligns each pupil's EHCP outcomes with the long-term outcomes recorded in their Individual Learning Plan (ILP). Staff then break these into realistic, developmentally appropriate SMART targets that are reviewed each term. This process allows for regular monitoring of progress, ensures provision is responsive to need, and maintains clear alignment between the EHCP, the ILP, and classroom practice.

7. Inclusion and Access to the Curriculum.

At HLC Primary School, we are committed to ensuring that pupils with Special Educational Needs and Disabilities (SEND) are fully included in all aspects of school life. This includes access to a broad and balanced curriculum, as well as participation in enrichment activities, school trips, clubs, leadership roles, and social events.

We make reasonable adjustments in line with the Equality Act 2010 to remove barriers and promote equity. These may include differentiated teaching, adapted resources, assistive technology, flexible timetabling, and access to quiet or sensory-friendly spaces.

As part of our inclusive approach, we ensure that all classrooms are autism-friendly. This includes the use of clear visual timetables, low-arousal environments, structured routines, visual supports (such as Widgit symbols), and access to sensory tools. We use guidance from the National Autistic Society and similar organisations to audit and adapt our learning environments, ensuring consistency and accessibility across the school.

We also recognise the importance of physical accessibility. HLC Primary School welcomes pupils with physical disabilities and works closely with Occupational Therapists (OTs) to regularly review and adapt our environment. This includes the provision of specialist equipment, accessible toilets, modified furniture, and personalised workspace arrangements to ensure that all pupils can move around and participate in school life safely and independently.

All staff are trained to understand and respond to a wide range of needs, and we work collaboratively with parents, carers, and external professionals to personalise provision. Our goal is to ensure that every pupil feels safe, valued, and empowered to participate fully in school life.

8. Partnership with Parents and Carers

At Hadley Learning Community Primary School, we are proud to be a community school, where the values of inclusion, collaboration, and mutual respect are embedded throughout all areas of school life. Our community ethos shapes everything we do - from the way we teach and support our pupils, to how we engage with families and the wider local area.

We believe that strong, collaborative partnerships with parents and carers are essential to the success and well-being of pupils with Special Educational Needs and Disabilities (SEND). We are committed to working closely with families to ensure that every child receives the support they need to thrive.

Each pupil identified with SEND has an Individual Learning Plan (ILP), which is reviewed a minimum of three times per academic year. These reviews are conducted in partnership with parents and carers, ensuring that their insights, aspirations, and concerns are fully considered. Parent voice is central to our approach; we actively seek and value their contributions when setting and reviewing learning goals.

To further strengthen our collaboration, we host regular parent groups and workshops. These sessions provide opportunities for families to connect, share experiences, and receive guidance on supporting their child's learning and development at home. These gatherings also reflect our community ethos - creating a welcoming, inclusive environment where every family feels heard, supported, and empowered.

Through open communication and a shared commitment to our pupils, we aim to build a strong, inclusive community around every child.

9. Pupil Voice

At Hadley Learning Community Primary School, we believe that every child has the right to be heard, and this is especially true for our pupils with Special Educational Needs and Disabilities (SEND). We are committed to ensuring that their views, feelings, and aspirations are actively sought, respected, and used to shape the support they receive.

Pupil voice is a key part of our inclusive ethos. Pupils with SEND are encouraged to share their thoughts about their learning, the support they receive, and their wider school experience. This is achieved through a variety of age-appropriate and accessible methods, including one-to-one discussions, visual prompts, pupil questionnaires, and participation in review meetings.

As part of the Individual Learning Plan (ILP) process, pupils are supported to reflect on their progress and contribute to setting their own learning goals. Their input helps ensure that the support strategies in place are meaningful, relevant, and empowering.

We also provide opportunities for pupils with SEND to take part in wider school decision-making, such as through the school council or SEND-specific focus groups. This reinforces their sense of belonging and helps us to continually improve our provision based on their lived experiences.

Examples of Impact:

- After pupils voiced a desire for more say in their learning targets, we adapted our ILP review process to include a pupil-led section, where children can present their own reflections and goals.
- Following feedback from pupils who expressed anxiety around transitions between lessons, we introduced a consistent approach to visual timetables across school, which have helped reduce stress and improve focus.
- In response to pupils who found it difficult to transition into the school day, we established a soft start nurture provision. This calm, supportive space allows pupils to settle in at their own pace before joining their class, helping them feel emotionally ready and focused for learning.

By listening to our pupils and valuing their perspectives, we aim to foster confidence, independence, and a strong sense of agency in every child.

10. Training and Resources

At Hadley Learning Community Primary School, we are committed to ensuring that all staff are equipped with the knowledge, skills, and resources necessary to provide high-quality support for pupils with Special Educational Needs and Disabilities (SEND). Our approach is rooted in continuous professional development, collaborative practice, and targeted resource allocation.

We have a dedicated team of SEND Support Mentors who are highly trained in delivering a wide range of interventions and support strategies. These mentors work flexibly across the school, providing tailored support to pupils and guidance to staff.

Our SENCO Assistant plays a pivotal role in supporting the implementation of the graduated approach to SEND. This includes managing a weekly caseload of pupils, conducting observations and assessments, meeting with parents, and producing detailed reports with recommendations. All work is supervised by the SENCO to ensure consistency and impact.

Our SEND Learning Support Mentors (LSMs) bring a range of specialist training and experience to their roles, including:

- Autism-specific training, including collaborative work with families.
- Training in therapeutic interventions such as Drawing and Talking.
- Speech and language development training, including direct work with therapists, particularly in Early Years and Key Stage 1.

We invest significantly in staff development and early intervention strategies, recognising the foundational importance of language, emotional regulation, and personalised support in enabling academic success.

Resources are allocated strategically to meet the evolving needs of our pupils. This includes access to specialist equipment, intervention programmes, and external agency support where appropriate.

11. Monitoring and Evaluation

At Hadley Learning Community Primary School, we are committed to continually reviewing and improving our SEND provision to ensure it meets the needs of all pupils effectively. We implement and monitor SEND through our SEND Impact and Development Plan. Monitoring and evaluation are embedded into our practice and are essential to maintaining high standards of inclusive education.

The effectiveness of SEND provision is reviewed through a combination of qualitative and quantitative methods, including:

- **Individual Learning Plan (ILP) Reviews:** ILPs are reviewed at least three times per year in collaboration with pupils, parents, and staff. These reviews assess progress against personalised targets and inform any necessary adjustments to support strategies.
- **Classroom Observations and Learning Walks:** The SENCO regularly observes lessons and conduct learning walks to evaluate the quality of SEND support in the classroom. Feedback is shared with staff to celebrate strengths and identify areas for development.
- **Pupil Progress Data:** We closely track the academic and developmental progress of pupils with SEND using both internal assessment data and external benchmarks. This helps us identify patterns, measure the impact of interventions, and respond proactively to emerging needs.
- **Parent and Pupil Feedback:** We gather regular feedback from families and pupils through meetings, surveys, and informal conversations. This feedback is used to shape provision and ensure it remains responsive and person-centred.
- **Provision Mapping and Intervention Tracking:** We maintain a detailed provision map that outlines all interventions and support in place across the school. This is reviewed termly to evaluate the impact of each provision and ensure resources are being used effectively.
- **Staff Reflection and CPD:** Staff are encouraged to reflect on their practice and engage in ongoing professional development. Training needs are identified through performance management, observations, and feedback from the SEND team.
- **SENCO Oversight and Strategic Review:** The SENCO leads termly reviews of SEND provision with the senior leadership team and governors. These reviews consider outcomes, resource allocation, and strategic priorities to ensure continuous improvement.

Through this robust and reflective approach, we ensure that our SEND provision remains dynamic, inclusive, and focused on achieving the best possible outcomes for every child.

12. Transition Support

At Hadley Learning Community, we recognise that transitions can be a particularly vulnerable time for pupils with Special Educational Needs and Disabilities (SEND). We are committed to ensuring that all transitions are carefully planned and supported to promote continuity, confidence, and a sense of security and belonging for every child.

Transition Between Year Groups

When a child is due to go into their next class, early planning begins in the summer term. This process involves the current class teacher and the receiving teacher, the SENDCo, and where appropriate, external professionals. Transition meetings are held to share key information about the pupil's needs, strategies that support them, and any resources or adjustments in place. Individual Learning Plans (ILP) are updated and shared with new staff. Additional visits to the new classroom or teacher may be arranged to help the pupil become familiar with the new environment.

Transition to Secondary School

The SENDCo liaises closely with the SEND team at the receiving secondary school to ensure a smooth handover of information.

Enhanced transition plans are developed for pupils with higher levels of need, which may include:

- Multiple visits to the new school.
- Meetings with key staff such as the SENDCo, pastoral team, or learning support assistants.
- Opportunities for parents/carers to meet with the new school's SEND team.
- Social stories or visual timetables may be used to prepare pupils for changes in routine and environment.
- Where appropriate, external agencies (e.g., Educational Psychologists, Speech and Language Therapists) may be involved in planning and supporting the transition.

Other Transitions

For pupils joining or leaving the school mid-year, a tailored induction or exit plan is created in collaboration with parents/carers and previous or new settings.

13. Complaints Procedure

We are committed to working in close partnership with parents and carers to support all pupils, including those with Special Educational Needs and Disabilities (SEND). We aim to resolve any concerns or complaints at the earliest possible stage through open and honest communication.

If a parent or carer has a concern about the provision for their child with SEND, they are encouraged to speak initially with the class teacher or the SENDCo. Most concerns can be resolved informally through discussion and collaboration.

If the concern persists or the parent/carer feels it has not been adequately addressed, they are encouraged to arrange a meeting with the Headteacher. The Headteacher will listen to the concerns, review the situation, and work with all parties to seek a resolution in the best interests of the child.

Should the issue remain unresolved, the school's formal complaints procedure should be followed. This involves:

- Submitting the complaint in writing to the Headteacher.
- The Headteacher will investigate the matter and respond within a reasonable timeframe.
- If the complainant is not satisfied with the outcome, the complaint can be escalated to the Local Governing Body or the Trust Board, in line with the school's full Complaints Policy.

A copy of the full Complaints Policy and Procedure is available on the school website or upon request from the school office.

We value feedback and view complaints as an opportunity to reflect, improve, and ensure the best outcomes for all pupils.

14. Policy Review

This SEND Policy is reviewed bi-annually to ensure it remains up to date, relevant, and reflective of current legislation, guidance, and best practice. The review process takes into account the views of pupils, parents/carers, staff, and external professionals where appropriate. Any updates or amendments are approved by the Senior Leadership Team and the Governing Body.

The next scheduled review of this policy will take place in July 2026.