



Sharps Copse Primary School Special Educational Needs and Disabilities Policy

Drafted by:	Kate Wood September 2025	Reviewed by:	Mike Elsen
Staff consultation:	November 2025	Agreed by Governors:	November 2025
		Implementation:	Immediate

Our Values and Vision for SEND provision in our setting

At Sharps Copse Primary School all children are entitled to full access to the curriculum regardless of physical ability or special needs. In addition, every member of this school should feel equally valued and free from discrimination irrespective of ability or disability. Equality of opportunity is concerned with justice for all, raising expectations and enabling each individual to have a wide choice in life and the opportunity to fulfil his or her potential. At Sharps Copse we believe:

- In inclusion for all
- That the views of the child should be sought and taken into account
- That parents have a vital role to play in supporting their child's education
- That all our children should have entitlement and access to the full curriculum
- That all pupils have the right to expect to make good progress in the school from their starting point
- That each child should be encouraged, valued and accepted whatever their individual needs

We aim:

- To raise expectations and aspirations for all pupils with SEND
- To work collaboratively with parents and outside agencies to achieve the best outcomes for our children.
- to make appropriate provision for children with special educational needs – learning, physical, behavioural, emotional, social or medical, ensuring the best use of possible resources

- to help such children make the greatest progress possible in the context of both personal development and curricular achievement
- to develop every child's potential in acquiring independent learning and personal organisational skills
- for every child to develop emotional strength and resilience.

References

This policy should be read in conjunction with the following statutory legislation and guidance:

- Children and Families Act 2014
- Equality Act 2010
- SEND Regulations 2014
- SEND Code of Practice 2015

The Policy also links to the following Sharps Copse policies:

- The Equal Opportunities Policy
- The Teaching and Learning Policy
- The Behaviour Policy
- The SEN Information Report

Objectives

We believe that the key to academic achievement is high quality teaching that is personalised to meet the individual needs of the children in our care. However, we acknowledge that for some children, they will require educational provision that is additional or different to this. Where this is the case, staff will work collaboratively with the parent, child, and where appropriate, external agencies to develop strategies and adaptations that ensure that we are best meeting the needs of the child and to ensure that they are able to engage and achieve in their learning.

Personalisation to the curriculum is recorded on Pupil Plans

Our definition of SEND

We believe that a child or young person has SEND if they have a long-term and substantial learning difficulty or disability which calls for provision that is additional to or different from that made generally for other children or young people within our setting.

Special educational needs and provision can be considered as falling under the following broad areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical

The purpose of identifying the area of need is to decide on the most appropriate support for the child.

Our definition of SEND Provision

The Special Educational Needs and Disabilities Code of Practice 0-25 Years (2015), identifies four broad areas of need. These are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory and or Physical needs

For children who have additional needs, we endeavour to make reasonable adjustments and adapt access arrangements so that they are not at a substantial disadvantage when compared to their peers.

The reasonable adjustments that we make can be to procedures and practices to ensure that children who require SEND support are not disadvantaged when compared to their peers.

We also work towards ensuring that our school is accessible for disabled pupils – which includes both the physical environment and access to a broad and balanced curriculum. At the centre of our SEND provision are the wishes of the child and the parent, where these are compatible with the efficient education of others.

SEND Provision at Sharps Copse.

The purpose of the identification of a need is to plan appropriately for the action the school needs to take to meet that need, not to fit a pupil into a category.

All teachers are teachers of children with special educational needs. Therefore, this is a whole school responsibility.

Quality first teaching and appropriate differentiation ensures that children have access to a relevant and appropriate curriculum. (CSI Referral)

We have a robust system of identifying children with SEND. The SEN team meets regularly to discuss any children who have been referred.

We work closely with external agencies such as Primary Behaviour Support, Educational Psychology, Speech and Language (NHS and our own private therapist) and Outreach from specialist schools. Advice is sought and provisions put in place to support both pupils and parents in achieving the best outcomes for children with additional needs.

The cycle of Assess, Plan, Do, Review underpins our support.

Assessment

The school will follow a graduated approach to assess children following the guidelines in the new SEN Code of Practice (2014). The action the school will take will be:

1. The class teacher is responsible for identifying children within the class who have special educational needs based on the 'Criteria for the Identification of SEND' policy. At this point a referral to CSI may be made.
2. Relevant information about the child's difficulties will be gathered. The child's progress in class will be monitored.
3. Parents will be advised of the pupil's additional needs and, if appropriate, the child will be placed on the SEN register. The class teacher will plan and implement appropriate support within the class. Barriers to learning will be identified and planning will match outcomes linked to barriers. This will be discussed and developed with parents and recorded on Pupil Plans in order to track and measure progress.
4. Additional assessments may be carried out by the SENDCo, the class teacher or by a Learning Support Assistant. The results of these assessments will help in the planning of individual programmes.
5. Progress will be regularly reviewed by class teachers and SENDCo, with advice being sought from the appropriate Outside Agencies if necessary, including the use of Hampshire Educational Psychology consultation sessions, phone line advice service or the Primary Behaviour Support Service.

Plan

Where it is decided to provide a pupil with SEN support, parents will be informed by class teacher and it will be discussed at parent evenings. The teacher and the SENDCo should agree, (in consultation with the parent and the pupil, where appropriate), the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour. There is an ongoing process of review which is kept up to date in Pupil Plans. The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge

Pupil voice is actively encouraged at Sharps Copse Primary School. We ensure that children with special needs understand what they are working towards and can identify the intended outcomes of the support they are receiving. Children are involved in the reviewing process and are encouraged to discuss their progress and what they think would support them further.

Parent voice is also actively encouraged. Children with SEND have a Pupil Plan which can be shared with parents. These Plans follow the child throughout the school and are updated regularly to mirror support which is in place. Opportunities are made for parents/carers to make an appointment with the class teacher or SENDCo to discuss the plan and seek guidance on how to help at home.

All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required

Do

The class teacher is responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCo will support the class or subject teacher in the further assessment of the child's particular strengths and

weaknesses, in problem solving and advising on the effective implementation of SEN support.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed regularly, at least termly at Pupil Progress meetings. The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. This information will feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENDCo, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes. Where a pupil has an Education and Health Care plan, the local authority, in cooperation with the school, must review that plan as a minimum every twelve months.

Staffing provision includes:

- Full Time SENDCo
- Learning Support Assistants in all classes
- Additional support assistants for children with educational health care plans (EHCPs) as appropriate
- Higher Level Teaching assistants specialising in Speech and Language support
- Private Speech and Language Therapist
- School Counsellor
- Nurture teachers
- ELSA (Emotional Literacy support assistant)
- Behaviour and Wellbeing leads
- HSLW (Home School Link Worker)

Responsibilities

Special Educational Needs Co-ordinator (SENDCo)

The SENDCo's responsibilities include:

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating and monitoring provision for children with SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned

- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date

The Class Teacher

The Class Teacher's responsibilities include:

- provide quality first teaching for children with special educational needs, in consultation with the Teaching Assistants and SENDCo
- ensure that appropriate programmes and resources are available
- implement any additional provisions agreed
- ensure that Pupil Plans are kept up to date and attend pupil progress meetings.
- to refer any new concerns to the SEND team. (CSI referral)
- liaise with parents, notifying them of the SEND status of the children in their class.

Pupils with medical conditions

The school recognises that all children 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 may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some children may also have special educational needs (SEN) and may have a statement or Education Health Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014).

The school has a separate policy for supporting children with medical conditions at school. This can be found on the school website.

Staff training

As a staff team, we always strive to keep our knowledge and understanding of children with SEND up to date and attend training as part of our own continuous professional development. This may include training from the Educational Psychology service, Specialist Teacher Advisors or other agencies depending on the needs of the children.

During the past couple of years, we have placed a high priority on training which supports the professional development of staff around SEND. The priorities, in our context, have been around developing and strengthening our social, emotional and mental health (SEMH) provision, as well as supporting the needs of neurodivergence. In addition we have attended training and are now an Attachment and Trauma Aware School.

We believe that continued professional development is the key to ensuring that staff feel confident to meet the needs of all pupils within their care and that the provision we adopt for individual children reduces barriers to learning.

Requesting an EHC needs assessment

For some children, their needs may be greater than can be reasonably carried out through our core and notational funding. Where this is the case, it may be appropriate to request an EHC assessment for the pupil. This is a collaborative request agreed between the school, the parent/child and where appropriate supporting external agencies.

Where a parent feels that a child requires an EHC assessment, but the school feels that the child is making expected academic progress through reasonable adjustments, parents and the school will continue to work together to ensure that the needs of the child are met. Parents are entitled to make a parental request.

Children with EHC plans

Where a child has an EHC plan, the school will ensure that they are using additional funding to put in place provision that supports the objectives on the EHC plan. Historically, the additional funding has identified LSA hours. However, the local authority are moving away from this approach so that funding can be used more creatively around the child's need and in providing more specialist services which support the child to develop in independence and prepare them more ready for adulthood.

Managing pupils needs on the SEN Register

Children who are identified as having a Special Need will be classified as either needing SEN Support or will need more intensive support through an Education Health Care Plan. Pupil Plans identify the personalised interventions and programmes that a child may need in order to remove barriers. The pupil plan also identifies additional support either from Teaching Assistants or specialist teacher. Details of the different types of provision at Sharps Copse Primary School can be found in the SEN Information Report on the school website or on the Hampshire Local Offer website:

<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>

Parental involvement

All parents are informed if the school is concerned about any aspect of a pupil's progress and are involved in the decision making process. Additional support is planned for and recorded on Pupil Plans and a behaviour plan is drawn up for the child if needed. Parents will be given advice about how they can support their child.

It is important to us that parents have opportunities to be involved, and contribute, to decisions around the education and support of their child.

Should any parents have concerns about the special educational provision within the school they should initially contact the class teacher. Then, if they wish, they may contact the SENDCo or the Head Teacher.

Parents will be informed of the way that SEN works at our school through signposting to the SEN Information Report and links to Hampshire's local offer on the school's website.

If the concern remains unresolved, parents may contact the Chair of Governors and will be advised of the County guidelines.

Partnerships with external agencies

We have regular contact with a number of support services. The range of agencies and frequency of contact will vary according to the needs of the children and families within our setting.

Transition work between year groups, Key Stage 1, Key Stage 2 and secondary schools, especially prior to transfer between key stages, ensures continuity of progression in meeting the needs of identified children with SEND. Transition to Secondary school is carefully planned to meet individual needs and where necessary a TPA (Transition Partnership Agreement) will be written.

SENCO circle meetings provide regular termly opportunities to meet with other professionals across all phases.

Links with voluntary organisations and Children's Services will be made when it is appropriate. Equally, our contact with Occupational Therapists, NHS Speech Therapists and other medical staff is dictated by the needs of the children.

Data protection

As far as is reasonably practicable, all records pertaining to pupils with SEND are kept securely so that unauthorised persons do not have access to them. No information will be shared with external agencies without the consent of the parent/child, unless there is a safeguarding reason behind this.

Governors

The Governors are committed to providing for a high level of SEN support, both teaching and support staff, as needs and budget dictate. The Governors are kept informed of children's needs and provision by the SENDCo.

The governing body should make sure that:

- SEND governor is up-to-date and knowledgeable about SEND issues
- they are aware of the school's SEND provision and are involved in developing and monitoring the school's SEND policy
- SEND provision is an integral part of the school improvement plan
- the quality of SEND provision is continually monitored
- they consider reporting to parents on the implementation and the effectiveness of the school's work on behalf of SEND children

The SENDCo meets regularly with the SEND governor. The SEND governor is Jane Towers.

Evaluation of the SEND policy

The SEND Policy will be judged using the following success criteria:

- SEND register up-to-date and parents informed.
- Outside Agencies involved are providing effective support for children who require it.
- Annual reviews are held for children with educational health care plans.
- Internal and external data indicates that progress has been made by children with additional needs. Where this is not the case, external agency support will be accessed as appropriate.
- Training provided to support staff.
- Regular meetings held with Support Staff to review programmes and resources to be shared.
- Positive support and response from parents.
- Budget allocation spent on appropriate resources to meet needs.
- Information provided for governors and all staff.
- SEN Governor actively involved by meeting regularly with the SENDCo.
- Pupil Plans, Behaviour Plans and Education Health Care Action Plans – will be in place to support children with additional needs. These will represent the current provision in place to support children and will be reviewed regularly with the child and parent/carers

Accessibility

Sharps Copse Primary School is committed to ensuring the inclusion of disabled pupils. Details of the can be found in the School Equality Policy, which is published on the school website and can be found under the 'Policy' tab

This policy is available in large print. Please contact the school office who will be happy to arrange this for you.