



Hummersea Primary School

Special Educational Needs and Disability **Policy**

September 2025

Purpose

This policy document is produced in response to the SEND Code of Practice 2014 which provides statutory guidance on duties, policies and procedures for schools. It relates to children and young people with special educational needs and disabilities (SEND). The purpose of the policy is to ensure that there are clear guidelines for all parties around SEND. This policy is targeted towards pupils who have been specifically identified with Special Education Needs and/or Disabilities.

Definitions of special educational needs (SEND) taken from section 20 of the Children and Families Act 2014.

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:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) 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 or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Policy statement

At Hummersea Primary School, we ensure that procedures are in place, in order to fulfill both our statutory duties and to support the wider vision and ethos contained in the SEND Code of Practice. All pupils are given equal opportunity to develop their talents and abilities to reach their full potential both inside and outside of the classroom. The wellbeing of each individual is paramount; and it is important to ensure that additional support is met when necessary. These aims are met by a whole-school approach to Special Educational Needs provision, which recognises that SEND is the responsibility of everyone. All teaching staff take responsibility for meeting individual needs and progress made towards outcomes.

All pupils identified with SEND will receive provision through the graduated approach of Assess, Plan, Do, Review. This is to always ensure that pupils are safe, they feel a sense of belonging and that they are best supported to achieve their full potential.

Values and Principles

At Hummersea Primary School, our vision for children with special educational needs and disabilities is the same as for all children.

Hummersea is a family. Together we believe, we achieve, we inspire. Here at Hummersea, be the best you can be!

Be aspirational
Be enthusiastic
Be resilient
Be determined
Be curious
Be proud

We strive to ensure that each child fulfils their potential through enjoying, achieving and celebrating their learning. The children in our school are supported to have high aspirations and are aware that they are known and valued members of their community. We believe that all children have an equal right to an education. One which enables them to fully develop their personal, social and intellectual potential, in order for them to become lifelong learners.

At Hummersea Primary School, we believe that:

- Children with SEND should have the same opportunities and high aspirations as all pupils.
- Every child is a valued member of the school community.
- Education should be inclusive, enabling children to fully develop their personal, social, and intellectual potential.
- High-quality provision is essential to enabling success and achievement for all pupils.
- Strong partnerships with families and external agencies are key to ensuring effective support.

Our vision is for all children to enjoy, achieve, and celebrate learning, developing into lifelong learners with confidence and independence.

Roles and Responsibilities

The Governing Body will:

- Ensure the school meets its statutory responsibilities under the Children and Families Act (2014) and the SEND Code of Practice (2015).
- Monitor the effectiveness of SEND provision.
- Ensure that funding and resources are allocated appropriately to support SEND provision.
- Appoint a link governor for SEND who will liaise regularly with the SENCo.

The Headteacher will:

- Take overall responsibility for ensuring the needs of pupils with SEND are met.
- Ensure that the SEND policy is implemented across the school.
- Work with the SENCo and governing body to determine the strategic development of SEND provision.
- Ensure that resources are used effectively and staff are supported in their roles.

The SENCo (Special Educational Needs Coordinator) will:

- Oversee the day-to-day operation of this policy.
- Coordinate provision for pupils with SEND.
- Liaise with staff, parents, and external agencies to ensure support is effective.
- Maintain accurate records of pupils with SEND and monitor their progress.
- Advise on the deployment of the school's delegated budget and resources.
- Ensure staff are trained and confident in identifying and supporting SEND needs.

Teaching Staff will:

- Be responsible for the progress and development of all pupils in their class, including those with SEND.
- Implement the graduated approach (Assess, Plan, Do, Review).
- Work closely with the SENCo to plan, deliver, and review personalised support.
- Maintain high expectations and deliver high-quality teaching for all pupils.

Parents and Carers are expected to:

- Work in partnership with the school to support their child's learning.
- Attend review meetings and contribute to planning for their child's support.
- Share information with the school that may impact on their child's progress or wellbeing.

Pupils will be encouraged to:

- Participate in decisions about their learning and support.
- Set goals with staff and reflect on their progress.
- Share their views and feelings about school and their education.

Requirements and Responsibilities

To meet statutory duties and ensure effective SEND provision, Hummersea Primary School will:

- Identify and address the SEND of pupils in line with the SEND Code of Practice (2015).

- Implement high-quality teaching that is differentiated and personalised to meet individual needs.
- Provide additional or different support where required, using evidence-based interventions.
- Work in close partnership with parents and carers, ensuring open communication and collaboration.
- Involve pupils in decisions about their support, promoting independence and self-advocacy.
- Collaborate with external professionals and agencies when appropriate.
- Monitor, track, and review progress regularly, adapting provision where necessary.

All staff are required to familiarise themselves with this policy and implement it consistently, in line with professional standards.

Monitoring and Review

This policy will be reviewed annually to ensure it remains up to date with statutory guidance and reflects best practice in supporting pupils with SEND.

Definitions

'Department for Education'	The Government's Department for Education.
'Local authority'	The school's local authority, based on its location.
SEND	A child with Special Education Needs and Disabilities includes: • 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 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.
Special Educational Provision	For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

	Students identified as having a SEN fall into one of two categories: 1. SEN Support • Students require some form of additional support over and above the normal curriculum e.g. reading support, focused targets. 2. Education and Health Care Plans (EHCPs) • A minority of students will have an Education, Health and Care Plan (EHCP); these documents include details of the student's special educational need and the arrangements needed to support that student in school. The EHCP is a legal document and the school must follow its guidance.
EHCP	Education Health Care Plan.
Local Offer	Provides information for children and young people with special educational needs (SEND) and their parents or carers in a single place.
SENCO	SEN Coordinator.

Legislation

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

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

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.

Related Policies

Accessibility Plan
Behaviour Policy
Safeguarding Policy

Related Procedures

School SEND Information Report
Local Authority local offer (see link on school website)