



HAMER COMMUNITY PRIMARY SCHOOL

Special Educational Needs and Disabilities (SEND) Policy

2026-27

Updated by: Karen Duggan - SENDCo and Mental Health Leader.

Hamer Community Primary School is an inclusive school and committed to providing equal and exciting opportunities for all. We firmly believe that every teacher is a teacher of every child including those with SEND. We take safeguarding very seriously and all of our policies are developed in the light of our safeguarding policy. Our school policies are interlinked and co-informed but in particular the SEND policy is linked to the Accessibility Plan, behaviour, anti-bullying, medical and safeguarding policies.

Our School SEND Principles:



This SEND policy is written to comply with:

- Children and Families Act (2014)
- SEN Code of Practice 0-25 (2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (2014)
- Equality Act (2010)
- Statutory Guidance on supporting pupils at school with medical conditions (April 2014)
- National Curriculum (2014)
- Teachers Standards (2012)
- Assessment and Reporting Arrangements (ARA) October 2018

The SEND team at Hamer

Beyond the class teacher a wider team exists in the school to support children with SEND consisting of:

Victoria Terry – Head Teacher

Karen Duggan – SENDCO

Tom Nadin – Deputy Head and Assessment Lead

Danielle Smith – Children's Welfare Officer

Charlene Mullane – Behaviour Lead

Lindsay Salter – Attendance Lead

SENDTAs and TAs

Gill Lowe - Governor for SEND

School also draws on external agencies if necessary. These have included Rochdale Additional Needs Team, Healthy Young Minds, Educational Psychology Team, School Health and the Children's Acute and On Going Needs Team (CAONs).

If there are enquiries about an individual child's progress the first point of contact should always be with an individual's class teacher but the school office can be used to make an appointment if you wish to speak to the SENDCO, the Senior Leadership Team or the governor for SEND.

Defining SEN

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting.

Children who have SEN have needs that are 'additional to and different from' that provided within the differentiated curriculum which relate to the four areas of need outlined below

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

(Taken from 2015 SEN Code of Practice: 0 to 25 Years)

School Context

Around 23% of our children are either at SEN Support or Education, Health and Care Plans. This figure is slightly above the national local authority primary school average. It means that all teachers expect to have children with SEND in their classes, including some children with complex needs.

Types of SEND which we currently have in school, include children with a diagnosis (as well as those with learning profiles consistent with the diagnosis) of:

- Communication and Interaction: speech and language disorders and autistic spectrum condition.
- Cognition and Learning: dyslexia, moderate learning difficulties, global developmental delay.
- Social, Emotional and Mental Health: attachment disorders, emotional difficulties, mental health difficulties, ADHD
- Physical and Sensory: visual impairment.
- Medical Needs: Cystic Fibrosis

1 Aims and principles

We aim to raise the achievements, aspirations and expectations of pupils with SEND. We focus on the outcomes that matter for each child: access, participation, progress, wellbeing and growing independence. We work with children and their families to understand strengths as well as barriers and to provide the right support at the right time.

- Identify needs and remove barriers as early as possible.
- Provide high quality inclusive and adaptive teaching throughout school.
- Make reasonable adjustments and use specialist advice where needed.
- Listen to children and parents and involve them in decisions and reviews.
- Plan with other professionals and support smooth transitions between settings and year groups.

Legal framework

This policy has regard to the Children and Families Act 2014; the Special Educational Needs and Disability code of practice: 0 to 25 years (2015); the Equality Act 2010; the Special Educational Needs and Disability Regulations 2014; the SEND Information Report Regulations 2014; the statutory guidance on supporting pupils at school

with medical conditions; and the current Early Years Foundation Stage, national curriculum and assessment arrangements.

2 Understanding and identifying SEN

A child has special educational needs if they have a learning difficulty or disability which calls for special educational provision. For children aged two or over, this is educational provision additional to or different from that generally made for others of the same age in mainstream settings. A disability may also require reasonable adjustments under the Equality Act 2010, whether or not the child is identified as having SEN.

The four broad areas of need are:

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

These areas help us plan provision; they are not labels for a child. We consider the whole child, including their strengths, experiences, home language and circumstances.

Class teachers monitor learning and participation through assessment, observation and discussion with pupils and families. Less than expected progress may be a concern, but attainment alone does not determine whether a child has SEN. We consider whether difficulties arise from gaps in learning, attendance, English as an additional language or other circumstances, and whether SEN is also present. Behaviour may communicate an unmet need; we seek to understand its causes. School identifies educational needs and makes provision, but does not make clinical diagnoses.

Parents can raise a concern with the class teacher at any point. Staff also discuss emerging concerns with the SENDCo. Information from previous settings, families and external professionals helps us identify needs on entry. A child with clear and significant needs does not have to wait for a series of interventions before receiving SEN Support.



Hamer's parent pathway to support flow chart

I think my child is having problems at school or might have an additional need. What can I do?

At Hamer we value every parent's views and concerns about their child. We keep the child at the heart of everything we do, especially when planning support and discussing your child.

I can speak to the class teacher or unit leader

I can speak to Miss Duggan the SENDCo or Mrs Smith, Children's Welfare Officer

Contact school on: 01706 655756
or pop in to the front office to speak with Miss Duggan or Mrs Smith.

I can make an appointment with the head teacher.

School are happy to support you with any GP appointments if needed.

I can contact my child's GP, Health Visitor or Paediatrician to share my concerns.

SENDIASS is an independent advice service who are also available to speak with to share your concerns, school can also support you with this if needed.

3 Graduated response

At Hamer we recognise that children's needs exist on a continuum and that additional need does not always mean that a child has SEN. Our graduated response helps staff identify barriers to learning, participation and wellbeing early and put appropriate support in place. Class teachers remain responsible and accountable for the progress, development and inclusion of pupils in their class, including when another adult delivers support. Inclusive and adaptive teaching remains central at every tier.

Teachers use assessment, their knowledge of the child and information from families and professionals to plan everyday adaptations. These may concern communication, teaching approaches, resources, the environment, adult support, or how a child accesses and shows their learning. We use three tiers to describe how support becomes more targeted and individualised.

Tier 0 Universal inclusive provision

All pupils receive high quality inclusive teaching. Teachers anticipate common barriers and make appropriate adaptations within whole class provision. They assess the impact and adjust teaching in response. A child does not need to be on the SEN register to receive adaptations at this tier.

Tier 1 Targeted support

Where universal provision alone is insufficient, a child may receive a specific adaptation, additional teaching, a targeted intervention, small group support, further assessment or advice from the SENDCo. Support is linked to an identified barrier and intended outcome, and its impact is reviewed. Tier 1 allows us to respond early, learn what helps and decide whether additional or different provision is needed.

Tier 2 Individualised SEND Support

Where a child has significant or persistent barriers and requires special educational provision additional to or different from that ordinarily available, they may be identified as requiring SEN Support. The decision draws on assessment, observations, response to provision and the views of the child and family, with specialist advice where appropriate. Parents are involved and informed when their child is added to the SEN register.

Tier 3 Individualised SEND Support

Tier 3 is for children with a high level of need who require more individualised provision and more frequent monitoring. The class teacher and SENDCo work with the child, parents and, where appropriate, other professionals to agree outcomes and plan support. They review the child's progress and the impact of provision regularly through Assess–Plan–Do–Review, making changes promptly when needs change or support is not having the intended effect.

Provision may include specialist approaches, highly individualised teaching, additional adult support or access to the Rainbow Room, according to the child's needs. Placement at Tier 3 does not, in itself, mean that a child has an Education, Health and Care Plan or will access the Rainbow Room.

A child with significant needs may require Tier 3 support from the outset without first moving through the other tiers. Some children need Tier 3 from the outset; children do not have to move through each tier in sequence.

Assess Plan Do Review

- **Assess:** gather teacher assessments, observations, child and parent views, the response to previous support and specialist advice where relevant.
- **Plan:** agree outcomes and the teaching, adaptations, provision or intervention to work towards them, involving the child and parents as appropriate.

- **Do:** the class teacher ensures that agreed provision is put in place and remains responsible for learning, even when another adult delivers some support.
- **Review:** consider impact against agreed outcomes and decide whether provision should continue, change, increase or reduce, or whether further assessment is needed.

The Pupil Progress Meetings (PPM) are key to reviewing where children are within our graduated response but the cycle is proportionate to need and may run over different timescales. We act sooner when needs change or support is not having its intended effect. Movement between tiers reflects need and response to provision, not attainment alone. We do not delay specialist advice or consideration of statutory assessment solely to complete every preceding tier or wait for the next PPM. Pupil and parent views are integral throughout.

4 Recording planning and reviewing SEN Support

Recording is proportionate to the child's needs and supports teaching, communication and review. Children identified as requiring SEN Support have an All About Me that gives staff an accessible account of strengths, interests, needs, barriers, pupil and family views, and effective strategies and adaptations. It is updated when significant information changes.

Teachers monitor outcomes and provision through Assess Plan Do Review and contribute to planned review points during the year. Children and parents are invited to contribute. For more complex needs, an individual support plan may set out longer term outcomes and specific teaching, adaptations, resources and interventions. For a child with an EHC plan, school planning links to the outcomes and specified provision in that plan. Provision maps support the planning and evaluation of provision across school.

Depending on individual need, records may include a personal emergency evacuation plan, risk assessment, health or personal care plan, or positive handling plan. Where significant barriers continue, school may seek advice from educational psychology, speech and language therapy, health services, Rochdale specialist support services or other relevant professionals. Their recommendations inform the next review cycle.

5 Education Health and Care needs assessment and plans

School or parents may request an Education, Health and Care needs assessment where a child has or may have SEN and it may be necessary for special educational provision to be made through an EHC plan. The local authority decides whether to assess and, after assessment, whether a plan is necessary. A diagnosis, attainment threshold or likely specialist placement is not a prerequisite. Where needs are clear, a request need not wait for every stage of school support to be exhausted.

School provides the local authority with relevant evidence, including the child's strengths and needs, assessment information, provision and its impact, review records, the views of the child and parents, and professional advice where available. We keep families informed and support their participation in the process. If an EHC plan is issued, we arrange the provision specified for school and review progress regularly. The local authority must review the plan at least every 12 months; for a child under five, it should consider reviewing at least every three to six months. We support timely transition planning and share information with the next setting.

6 Internal Inclusive Provision – Rainbow Room

The Rainbow Room offers bespoke provision for a small number of children with complex needs, mainly in the early years and Key Stage 1. Provision is planned around individual needs and outcomes, with opportunities to learn and participate alongside peers in their year group where appropriate. Access, timetable and transition decisions are made with families and relevant professionals and reviewed as children develop. The separate Rainbow Room policy explains its operation in more detail.

7 Working with families and children

We aim for open, mutually informative relationships with families. Parents should hear about emerging concerns and support as they arise; identification as SEN Support should not come as a surprise. Children contribute their views in a way that is appropriate to their communication and development. Families may ask for an appointment with the class teacher or SENDCo through the school office. Rochdale SENDIASS offers impartial information and advice, and the Rochdale Local Offer gives information about local services.

We plan transitions within school and between settings with children, families and receiving staff. Where needed, we arrange additional visits, share effective strategies and involve relevant professionals.

8 Assessment and access arrangements

We make appropriate arrangements so pupils can demonstrate what they know in classroom assessment and statutory tests. For Key Stage 2 tests, school follows the current Assessment and Reporting Arrangements and access arrangements guidance, including requirements for applications and evidence of normal classroom practice. Decisions about participation and appropriate teacher assessment follow the current statutory guidance; they are made for each pupil, not on the basis of diagnosis alone.

Progress may be seen in learning, communication, participation, independence, relationships, wellbeing or improved access to the curriculum, as well as attainment. Teachers use curriculum and EYFS assessment, individual outcomes and specialist assessments as appropriate. For children working below subject specific study, this may include Cherry Garden Branch Maps; where required, the Engagement Model is used in line with statutory assessment arrangements. We choose measures that reflect the child's learning and review their value over time.

9 Supporting pupils with medical conditions

Pupils with medical conditions are supported to access education, trips and physical education. Some pupils may also be disabled or have SEN. We make reasonable adjustments and follow individual healthcare plans and our Managing Medical Conditions Policy where appropriate, working with families and health professionals.

10 Roles responsibilities and resources

The class teacher plans, teaches, assesses and reviews provision for every child in their class. Teaching assistants and specialist staff implement agreed support and share observations with the teacher. The SENDCo oversees the operation of this policy, coordinates SEN provision, advises and supports staff, maintains SEN records, works with parents and external agencies, and supports transitions. The headteacher and senior leaders monitor the quality of inclusive teaching and the effectiveness of provision. The governing body oversees SEND provision and fulfils its statutory responsibilities.

School uses its budget and available resources to match provision to assessed needs. Staff access training and advice to strengthen inclusive practice. Information from children, families, previous settings and professionals informs planning; the school reviews how effectively resources support outcomes.

11 Monitoring and review

We monitor the quality and impact of SEND provision through pupil progress and review records, children's and parents' views, observations of teaching, work and assessment, and evaluation of interventions and adaptations. Leaders, the SENDCo and the SEND governor use this information to improve provision. This policy is reviewed annually and sooner if relevant guidance or school practice changes.

12 Concerns and complaints

We encourage families to discuss concerns first with the class teacher or SENDCo so that we can work together to resolve them. Formal complaints are considered under the school's complaints policy and procedure.

Policy updated September 2026. Next review September 2027.

Monitoring and Review of this Policy

This policy was written in September 2019 and will be reviewed on an annual basis.

SENDCO: Leanne Stubbs
SEND Governor: Clare John

Updated: July 2020
Changes made: - Parental Flow Chart, updates to percentages and needs across school.

Updated: September 2020
COVID-19 section added.

Updated: September 2021
New SENDCO: Karen Lawton
Updates to percentages and needs across school.

Updated: October 2022
SENDCo name changed: Karen Duggan
COVID-19 section removed
School percentages updated
Inclusion of pastoral team members as part of SEND team.

Updated: September 2023
School percentages updated

Updated: September 2024
Addition of section 5 - Internal Inclusive Provision
Change of role: Pastoral Manager now Children's Welfare Officer (Danielle Smith)

Updated: September 2025
School percentages updated

Updated: September 2026
Change of SEN Governor: Mrs Gill Lowe
School percentages updated
Updates to graduated response and assessment information