

# HURST GREEN PRIMARY SCHOOL



## Special Educational Needs and Disabilities (SEND) Policy

Policy for the attention of			
Audience	Key Audience	Optional Audience	Additional/Notes
Senior Leadership Team	√		
Teachers	√		
Teaching Assistants	√		
Administrative Staff	√		
Lunchtime Supervisors		√	
Site Manager		√	
Cleaners		√	
Governors	√		
Parents	√		
Website	√		
Local Authority		√	

Responsibility of	To be approved by Full Governors
Review frequency	Annually
Previous version agreed	16 October 2017; 21 October 2019; 2 November 2020; 18 October 2021, 17 October 2022; 9 October 2023; 19 February 2024 (staff changes only), 21 October 2024
This version agreed	17 March 2026
Next review date	March 2027
Statutory policy	Yes

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# 1. Aims and Ethos

At Hurst Green Primary School, our work is underpinned by our core values of:

## **Respect – Responsibility – Resilience – Collaboration – Aspiration**

These values shape how we approach inclusion and provision for pupils with Special Educational Needs and Disabilities (SEND).

- **Respect** informs how we recognise each pupil as an individual with strengths as well as needs.
- **Responsibility** reflects our duty to use our best endeavours to secure appropriate provision and to act in line with statutory guidance.
- **Resilience** underpins our commitment to supporting pupils in developing independence and confidence.
- **Collaboration** guides our partnership with parents, external professionals and the wider community.
- **Aspiration** ensures that expectations for pupils with SEND remain ambitious and focused on progress.

In accordance with the Children and Families Act 2014, the school will use its **best endeavours** to secure the special educational provision required by pupils with SEND.

Inclusion does not require identical provision for all pupils. Provision is determined through assessment, professional judgement and statutory duty. Decisions are made in the interests of both the individual pupil and the wider school community.

# 2. Legislation and Guidance

This policy is written in line with:

- Children and Families Act 2014
- SEND Code of Practice 0–25 (2015)
- Special Educational Needs and Disability Regulations 2014
- Equality Act 2010
- Education Act 1996

The school complies with its duty to:

- Use best endeavours to secure appropriate provision
- Make reasonable adjustments for disabled pupils
- Avoid substantial disadvantage

Where ambiguity arises, statutory legislation takes precedence.

# 3. Definitions

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 or 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 facilities generally provided for others of the same age in mainstream schools.

Special educational provision is provision that is additional to, or different from, that made generally available.

Not all differences or difficulties constitute SEND.

## 4. Roles and Responsibilities

### Governing Body

The Governing Body ensures the school meets its statutory responsibilities and monitors the effectiveness of SEND provision.

The designated SEND Governor is **Mrs G. Withers**. She monitors the quality and effectiveness of SEND provision and reports to the full governing body.

### Headteacher

The Headteacher, **Miss K. Wilson**, holds overall responsibility for SEND provision and ensures that this policy is implemented consistently and proportionately.

### SENDCo

The SENDCo, **Mrs K. Karadia**, is responsible for:

- Day-to-day operation of the SEND policy
- Coordinating provision for pupils with SEND, including those with EHCPs
- Advising staff on the graduated approach
- Liaising with parents and external professionals
- Maintaining SEND records
- Advising on deployment of delegated SEND funding

### Assistant Headteachers

- Monitor progress within phases
- Liaise with the SENDCo
- Support teachers in implementing provision

### Class Teachers

Class teachers retain responsibility for the progress and development of all pupils in their class, including those with SEND.

They:

- Implement agreed strategies
- Monitor impact
- Liaise with the SENDCo
- Engage with parents as appropriate

**Decisions regarding pedagogy, classroom practice, staffing deployment, communication systems and operational procedures remain the responsibility of the Headteacher and delegated leaders. These decisions are made in line with statutory duties, available evidence and whole-school considerations.**

## **5. Admission Arrangements**

The school follows Dudley Local Authority admission arrangements.

The school will not refuse admission to a pupil on the basis of SEND. Where a pupil has an Education, Health and Care Plan (EHCP), admission will be in accordance with statutory placement decisions.

## **6. Sources of External Agency Support**

The school works with a range of external services, including:

- Educational Psychology
- Occupational Therapy
- School Nursing Service
- Speech and Language Therapy
- CAMHS
- Communication, Interaction, Physical and Sensory Advisory Services
- Dudley Behaviour Support

The SENDCo coordinates liaison to ensure provision is effective and prioritised according to need.

## **7. Liaison with External Agencies**

The school values professional advice from external services.

Where advice identifies a statutory medical or safeguarding requirement, the school will implement this in accordance with legal duties.

Where advice relates to educational methodology, communication systems, staffing structures or operational processes, implementation decisions remain with school leadership.

Decisions are made taking into account:

- Effectiveness
- Proportionality
- Available expertise
- Resource implications

- The efficient education of other pupils
- Health and safety

External advice informs decision-making but does not automatically determine operational practice.

## **8. Partnership with Parents**

The school seeks to work constructively and transparently with parents.

Parents will be:

- Informed where SEND is identified
- Involved in review meetings
- Provided with relevant information about progress

Communication arrangements will be proportionate, manageable and consistent with whole-school systems.

Parental views are carefully considered. The school retains responsibility for determining appropriate and practicable provision within its statutory duties.

### **Clarifying Parental Involvement**

Parental involvement under the SEND Code of Practice includes:

- Being informed when SEND is identified
- Having the opportunity to share information about their child
- Receiving updates on progress and provision
- Being invited to scheduled review meetings
- Contributing to annual reviews where a pupil has an EHCP

The school will provide opportunities for parents to contribute their views. These views will be recorded and considered as part of the review process.

The setting of targets, the selection of strategies and the evaluation of impact remain professional responsibilities of the school.

Internal review cycles within the graduated approach do not automatically require a formal meeting. Communication may take place through written documentation, consultation meetings or other agreed channels consistent with whole-school systems.

## **9. Supporting Children with Medical Conditions**

Pupils with medical conditions will be supported to access education, including trips and physical activity, where safe to do so.

Where required, a Health Care Plan will be developed in partnership with appropriate medical professionals and parents. Health Care Plans address medical needs and ensure safe access to school.

Decisions relating to educational methodology, staffing arrangements, communication systems or classroom organisation remain educational matters and are determined by school leadership unless explicitly required within legally binding documentation.

The school complies with statutory guidance: Supporting Pupils at School with Medical Conditions (DfE, 2015).

## **10. Pupil Support**

The school follows the graduated approach as set out in the SEND Code of Practice:

### **Assess – Plan – Do – Review (APDR).**

This is a cyclical process through which support is:

- Based on careful assessment of need
- Planned with clear intended outcomes
- Delivered through high-quality teaching and targeted intervention
- Reviewed for impact

Provision and progress are recorded using the school's internal documentation systems, including Learning Passports and APDR grids. These documents set out:

- Identified areas of need
- Agreed outcomes
- Strategies and adjustments
- Review commentary

Support is reviewed regularly to evaluate impact. Provision may be amended, intensified or withdrawn in response to assessment evidence.

Parents are informed of significant changes to provision and are involved in formal review processes. While parental views are carefully considered, the identification of targets, the determination of provision and the evaluation of impact remain professional decisions made by the school in line with statutory duties.

Attendance at review meetings will be arranged where appropriate. Not all APDR cycles require a formal meeting. Communication may take place through written documentation, scheduled consultations or other agreed channels consistent with whole-school systems.

## **11. Training and Resources**

Staff receive training appropriate to school priorities and identified need.

Allocation of resources is determined in line with assessed need, impact evaluation and overall school priorities.

## **12. Links with Other Schools**

The school works closely with Early Years providers and secondary schools to support smooth transitions. Information is shared appropriately to ensure continuity of provision.

## **13. School Trips and Out of School Activities**

The school aims to make off-site visits inclusive.

Where additional planning or risk assessment is required, reasonable adjustments will be considered. Where a risk assessment identifies an unresolvable safeguarding or health and safety barrier, this will be the overriding consideration.

## **14. Accessibility**

The school complies with accessibility requirements as outlined in its Accessibility Plan.

## **15. Complaints**

Concerns should initially be raised with the class teacher or SENDCo. If unresolved, concerns may be escalated to the Headteacher and then through the school's formal complaints procedure.

Healthcare documentation does not override statutory educational decision-making processes unless legally binding.

## **16. Monitoring, Evaluation and Review**

The implementation of this policy is monitored by the Headteacher, SENDCo and Governing Body.

The effectiveness of SEND provision is evaluated through:

- Analysis of pupil progress and attainment data
- Review of SEND support documentation
- Monitoring of the graduated approach (Assess–Plan–Do–Review)
- Feedback from pupils and parents
- Governor oversight through the designated SEND Governor

The Governing Body receives updates regarding SEND provision and holds leaders to account for the effective discharge of statutory duties.

This policy is reviewed annually, or sooner if required due to changes in legislation, statutory guidance or local authority expectations.

Revisions are approved by the Full Governing Body.

This policy adheres to the principles under data protection law. For further information please review the school's data protection policy published on the school's website