Hazelbury Bryan Primary School and Pre-school

Have courage, grow roots, shine bright!

Policy:	Special Educational Needs
This policy was reviewed:	September 2026
By name:	Kelly Waring
Position:	SENDCo

Hazelbury Bryan Primary School and Pre-school

Have courage, grow roots, shine bright!

Core values: compassion, courage, resilience and responsibility.

Mission Statement

'Nurturing children to blossom into compassionate and resilient members of our community'.

Values and aims:

- To create a stimulating learning environment both indoors and outdoors where children feel safe, are eager to learn and have fun.
- To offer a broad and balanced curriculum which is enhanced through our unique characteristics.
- As a village school, maintain excellent communication and develop links with the community.
- To celebrate and share success however small.
- To foster an understanding of the wider world, encouraging imagination and a sense of wonder.
- To create the foundations for a lifelong love of learning.

Hazelbury Bryan Primary School

Special Educational Needs and Disabilities Policy

Summary Information

1. Responsibility for the coordination of SEN provision

The person responsible for overseeing the provision for children with SEN is:
Kelly Waring – Headteacher and SENDCo

The person co-ordinating the day to day provision of education for children with SEN is:
As above

The nominated Governor to link with Special Educational Needs is: Kirstin Graham

Responsibilities

- The SENDCo is responsible for the overseeing of children on the SEN register, arranging assessments, organising EHCP annual reviews, liaising with outside agencies, holding meetings with staff, parents and other professionals, ensuring progression of individual children and that interventions, resources and provisions are put into place.
- The teachers are responsible for ensuring that children with SEND are identified quickly to minimise impact on learning, to support children through resources, interventions and alternative provisions and for the planning and assessing of activities individual to these learners. Teachers have a duty of care to discuss their concerns with the SENDCo, to complete the necessary interventions prior to outside agency involvement and ensure that children with SEND have the same opportunities as others within the class.
- Teaching Assistants have a responsibility to follow planning and intervention plans to support children with SEND in a way that is subtle but productive. They have a duty of care to complete ongoing assessments throughout their interventions and feed this back to the class teacher. They may also make changes to activities in the best interest of the child, creating an individualised curriculum, taking account of the child's mood, day, attention span and background each time.
- The governors have a responsibility to oversee the work of the SENDCo. They have a duty of care to ensure that each child is receiving the same experience and that gaps are being closed. They will consider whether funding is adequate within the school for SEND and how this is being distributed and that numbers on the SEN register are accurate and valid.
- All staff including support staff have a duty of care to safeguard all children including children on the SEND register. Staff are to be aware of the children who are on the register and are to be mindful at all times, making practical allowances, demonstrating relational practice at all times and reporting concerns in line with the safeguarding policy.

2. Arrangements for coordinating SEN provision

The class teachers and the SENDCo will hold details of all SEN Support records, Individual Provision Maps and subject targets for individual children .

All staff have access to the following information:

- Hazelbury Bryan SEN Policy;
- A copy of the full SEN Register;
- Guidance on identification within the SEND Code of Practice, including pupils receiving SEN Support and those with an EHCP;
- Information on individual children's special educational needs, including action plans, targets, and copies of their Individual Provision Maps;
- Practical advice, teaching strategies, and information about different types of special educational needs and disabilities;
- Information on individual children and their specific needs and requirements;
- Information on current legislation and SEND provision, displayed on staffroom notice boards.

SEN provision, services and data and is monitored by SENDCo and Responsible Governor

This information is made accessible to all staff, parents/carers, children and governors in the form of a yearly report written by the link governor in order to aid the effective co-ordination of the school's SEN provision.

3. Specialist SEN provision - This information was last revised in September 2026
The school has 13 children who are classified as SEN support, with 2 who have EHCP plans. This represents 15% of the school population of 88.

We have 2 members of staff at present employed by the school who specialise in SEN provision and support, but all of our TAs work extensively with SEN children *(excluding support from external agencies)*. The head is also SENDCo and we employ 1 TA for 3 days a week. We also have 2 ELSAs and 1 Pastoral Officer who support the emotional needs of children throughout the school.

Strategic information (to be updated in the normal review cycle of Governor Policies)

4. Aims and objectives

Aims
We aim to provide every child with a broad and balanced education based on the National Curriculum and in line with the *Special Educational Needs Code of Practice (2014)*. We are committed to a fully inclusive society where all children and young people are valued and included and where they have a secure sense of belonging.

Our aims are:

- to ensure that all children have any special educational needs identified in order that they receive the support where needed in their academic progression, physical and mental health, and wellbeing;
- to ensure the safeguarding of all children and enable them to learn and grow independently in a safe environment;
- to ensure all children with special educational needs have work given to them at a level they can understand and achieve;
- to ensure that all children with special educational needs receive the additional support they require to remove any barriers to their progress ;
- to follow the principles of Dorset's Inclusion Vision which promotes entitlement, equality, diversity, flexibility and choice;
- to adopt an approach which acts in accordance with the duties and responsibilities as detailed in the Equality Act 2010.

Objectives

- Identify those with special educational needs as early as possible.
- Monitor the progress of all children to ensure that those with special educational needs have the opportunity to maintain the same rate of progress in their learning, or better, than children without special educational needs.
- Promote social inclusion that allows children to develop a sense of belonging.
- Make appropriate provision to ensure children with special educational needs have full access to the National Curriculum with positive outcomes.
- Value and celebrate difference and diversity.
- Communicate and consult with parents / carers in the spirit of the *Lamb Report (Dec 2009).*
- Work together effectively with special educational needs specialists who visit our school.
- To foster emotional wellbeing.
- Create an environment where children feel safe and free to voice their opinions of their needs.
- Eliminate unlawful bullying and tackle discrimination.

5. Admission arrangements

The admission arrangements for *all* children follow Dorset's Admissions and are mindful of the Equality Act 2010. This includes children with or without any level of Special Educational Need or EHCP.

All SEN paperwork and information should be passed to the SENDCo as soon as possible. If the child is making a transition from another school, the SENDCos of the feeding and receiving schools exchange relevant information to aid a smooth transition.

The school will do its best to ensure that the necessary provisions and preparations are made prior (where possible) to the child's entry to the school. The child will be closely monitored from the time they start at the school to ensure that all special educational needs are available and appropriate.

6. Facilities for those with special educational needs

The school has an Accessibility Plan that is monitored, reviewed and then reported upon annually in compliance with legal requirements. The school will honour the requirements set out in Statements of Special Educational Needs for each child. We are mindful of the duties under the Equality Act 2010 as amended in September 2012 to provide Auxiliary Aids and Services where appropriate as detailed by the Equality and Human Rights Commission.

7. Allocation of resources for those with special educational needs

Yearly budget planning ensures that any monies needed for the allocation of resources for SEN is clearly identifiable in the school budget and recorded.

8. Identification of those with special educational needs

Identification

We at Hazelbury believe that early identification is key and work closely with our pre-school to identify any children with additional needs when they start school.

A graduated approach:

8.1 Quality First Teaching

a. Once a child has been identified as possibly having special educational needs they will be monitored closely by staff in order to gauge the level of their learning and possible difficulties.
b. Parents/carers will be involved fully at every stage of their child's development; in partnership, they are encouraged to share information and knowledge with the school.
c. The child's class teacher will take steps to provide adapted learning opportunities taking into account any social, emotional or behavioural needs that are applicable. This means that work and expectations will be adjusted appropriately. This will aid the child's/young person's academic progress and sense of well-being.
d. Accurate records are maintained by the SENDCo detailing those children for whom requests have been made by parents/carers or teachers regarding potential need for additional provision.
e. Progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on individual needs and the progress being made.

If your child is identified as having SEND, we will take action to remove barriers to learning and put effective special educational provision in place. This SEND support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of children and young people.'

What does this process 'look like'?

Assess:

A child has a need identified by school/parents/both.

Plan:

A meeting will be arranged between the child (if appropriate), parents/carers, class teacher and Special Needs Co-ordinator (SENDCo), if required. The purpose of this meeting is to clarify the issues and further explore any barriers to learning the child may be experiencing. We will look at the outcomes desired and agree on an approach and support strategies to move the child forward towards these outcomes. Any intervention will be discussed and agreed. At this point we will also share information about the Local Offer to signpost any services which may be relevant, accessible and of help at that point in time. A review date will be agreed.

Do:

Interventions and support strategies agreed by both home and school will be put in place. This would usually be for a period of around 6-8 weeks in order to establish an impact (although this would depend on the individual child and their needs).

Review:

After a period of intervention there will be a review meeting which enables everyone to discuss progress made by the child and any other issues which may have arisen. In most cases the interventions/support will have had the desired effect and can be withdrawn or an agreement made to maintain them. If further support/provision or amendments need to be made then a new plan is put in place with everyone's investment and agreement.

Following two of these cycles, if the child's needs remain unmet or they are not making the expected progress towards the desired outcomes, then the school can refer to external agencies for further assessment/advice. This would only be actioned with the agreement of parents/carers and child (where appropriate).

Assess:

The external professional referred to (speech and language therapist/learning support specialist/emotional health team/educational psychologist/behaviour support team/community paediatrician etc…) will need to spend some time with a child and/or their family in order to further investigate any needs and ascertain what support/provision may be required. This is likely to take the form of an appointment, often at school but sometimes in clinics (depending on the service). The external professionals liaise with both the family and the school to organise any appointments, as appropriate.

Plan:

Following any assessment there will be a meeting arranged for all involved with the child to attend, if appropriate. This is called a 'Team Around the Child (TAC)' meeting. This enables all professionals, the child (if appropriate) and their family to come together and discuss the outcomes of any assessments and plan next steps. We would look again at the desired outcomes for the child and talk about their aspirations. A record is made of their known needs and how these are being met, plus a plan of action to tackle any unmet needs. Interventions and provisions required to meet the child's needs are decided upon and recorded. A review date is agreed.

Do:

Implementation of agreed actions (usually a 6-8 week period).

Review:

A review meeting is held to look at progress made and consider the outcomes for that child. Most children will be having their needs well met at this level and the cycle can continue until through careful monitoring, it is agreed that this level of support is no longer required.. For some children, however, there will still be unmet needs despite high levels of support. It may be that additional services need to be accessed in order to gain a wider 'picture' of the child's needs, or the child may have wide-ranging and complex needs which require expertise from a range of sources. Further referrals may be agreed upon at this point and the cycle continues as the child's needs are further unpicked and advice is given and acted upon.

Review part 2

After at least two turns of this second 'assess, plan, do, review cycle' it may be appropriate to consider the evidence and views of the child, their parents/carers, the school and other professionals, in order to decide whether the child has needs which remain unmet. We may need to give consideration to making a request for an Education, Health & Care Plan (EHCP). This meeting will include a discussion of the child's needs and actions implemented to date. We would discuss the criteria for an EHCP and decide if the child would be eligible. The views of everyone would be noted and we would make a decision as to whether to request an EHCP. If a request for an EHCP was the agreed outcome then all information would be collated and a request would be made.

When a child has an EHCP there is a statutory Annual Review process.

8.4 Request for Educational Health Care Plan

If a child has severe, complex and long-term special educational needs they may be put forward for Statutory Assessment. This is normally requested by the school, in consultation with parents. The decision to request Statutory Assessment will follow a period of sustained school intervention and support. This will include programmes of joint working with relevant external professionals and Educational Psychologists.

The request will be discussed at the Local Authority SEN Panel who consider whether the school has taken every step possible to support the child. Feedback from the SEN Panel will indicate whether the request will proceed to Statutory Assessment or not.

If a Statutory Assessment is agreed the Local Authority will request information from a variety of sources including:

- child;
- parents / carers;
- school;
- Educational Psychologists;
- Community Paediatrician;
- Children's and Families Services (if known to the service);
- anyone else whose advice the Local Authority considers appropriate;
- anyone else whose advice the parents/carers consider appropriate.

8.5 EHCP(s)

a. Following Statutory Assessment, the information gathered is considered by the Local Authority SEN panel. If the child/ young person has significant additional long term needs which cannot be reasonably provided from the resources normally available to a mainstream school an Education and Health Care Plan will be issued by Dorset County Council.

b. Parents do have the right to appeal against a decision either for or against an EHCP for their child and this will be explained by the Local Authority.

c. Once the EHCP is completed, it will be kept as part of the child's formal record and reviewed annually by staff, parents / carers and the child. The Annual Review enables an evaluation of provision for the child and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

9. The curriculum, information and associated services

Children with special educational needs will be given help with the curriculum through specialist provision arranged by the school according to the needs of the individual, and in consultation with parents / carers as far as possible.

Every effort will be made to educate and support children with special educational needs alongside their peers in a mainstream classroom. Where this is not possible, the SENDCo will consult with the child's parents/carers for other flexible arrangements to be made.

The school curriculum is reviewed regularly by the whole staff to ensure that children of all levels and abilities are supported so that they can make progress in their learning. This includes other learning opportunities in small groups or with specialist staff.

It is our aim to ensure that all resources and SEN provision is being used effectively and efficiently within the school to support the curriculum and enable children to reach their full potential. The school does this by

- keeping staff fully informed of the special educational needs of any children including sharing progress reports, medical reports and teacher feedback;
- providing regular training and learning opportunities for staff on SEN teaching, methods and techniques.
- making use of all class facilities and space;
- using support effectively in the classroom to ensure that teaching material is adapted to individual needs;
- making sure that individual or group tuition is available where it is felt that children would benefit from such support;
- the SENDCo's advice is sought in any decision to provide long term group teaching away from the main classroom involving children with special educational needs;
- Parents/carers will be made aware of any circumstances in which changes have been made;
- setting appropriate individual targets that motivate children to do their best, and celebrating achievements and success;
- encouraging children to share their targets with their families.

10. Inclusion of those with special educational needs

The SENDCo oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school. All SEN provision should be mindful of the statutory requirements to promote equality and to eliminate unlawful discrimination.

The school curriculum is reviewed regularly by the whole staff to ensure that it promotes the inclusion of all children. This includes learning outside the classroom as explained below.

We aim to provide the best opportunities for participation and achievement across all areas of school activity (social, curricular and physical) by:

- providing a balanced curriculum for all children both in and outside of the classroom, including play and interaction at mealtimes/ playtimes; extracurricular activities; school day trips and residential visits;
- adapting learning to best suit the needs of individual children;
- promoting and encouraging all our children to be aware and responsible for their thoughts and actions.

11. Evaluating the success of provision

In order to make consistent continuous progress in relation to special educational needs provision, the school encourages feedback from staff, parents/carers and children throughout the year. The school strives to narrow the achievement gap between children with special educational needs and those who do not.

There is an annual formal evaluation of the effectiveness of the school SEN provision and policy. The evaluation is carried out by the SENDCo and designated governor and information is gathered from different sources such as child and parent surveys/teacher and staff surveys/parents .

The results of all evaluations are used to find more effective ways of supporting children who have special educational needs.

12. Working in partnership with parents/carers

Hazelbury Bryan Primary School embraces the recommendations of the Lamb Inquiry (2009) and believes that a close working relationship with parents / carers is vital in order to ensure:

- early and accurate identification and assessment of special educational needs so that the child's requirements are provided;
- continuing social and academic progress of children with special educational needs;
- personal and academic targets are set and met effectively;
- consideration is given to the most appropriate form of evaluation and planning to meet the special educational needs of individuals – e.g., Person Centred Reviews.

The school welcomes parents' comments and suggestions; parents/carers can make an appointment to speak to any member of staff including the SENDCo throughout the year for any reason. If parents/carers have concerns about staff supporting their child with special educational needs they should talk in the first instant to the SENDCo.

Parents/carers are kept up to date with their child's progress through progress reports, parents' evenings and reports at the end of the year.

If required, more regular communication can be arranged with parents/carers. The school will provide information on how to contact the Parent Partnership Service who offers independent and impartial advice, guidance and support for parents/carers. The Parent Partnership Service can also advise on how to obtain mediation services.

If at any time, an assessment or referral indicates that a child has additional learning needs, they and their parents/carers will always be consulted with regards to future provision. Parents/carers are invited to attend any meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEN Link Governor may be contacted at any time in relation to SEN matters.

13. Complaints procedure

Please see our school's complaints procedure available on line or as a hard copy in the office.

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent/carer feels that their concern or complaint regarding the care or welfare of their child has not been dealt with satisfactorily, an appointment can be made by them to speak and explain the issues to the SENDCo. Information on how to make a formal complaint is published on the school's website.

14. In-service training (CPD)

We aim to keep all school staff up to date with relevant and appropriate training in relation to the needs of children with special educational needs. The Governors will report each year to parents/carers on the policy for children with special educational needs.

Our school has enabled staff to gain training in:
Autism
Speech and language
ELSA

Reading/writing intervention programmes
Mental Health and Wellbeing
Learn to Move
Developmental Language Delay
Inclusive Practice
ESBA

The SENDCo will recommend or arrange appropriate SEN training for staff where needed.

15. Links to support services

The school nurtures strong working relationships with external support services in order to support children fully.

The information, forms and guidance provided on the Local Authority's *Schoolsnet* website is used to enhance school provision for special educational needs.

Sharing knowledge and information with our support services is key to the effective and successful provision of special educational needs within our school. Any one of the support services may raise concerns about a child. This will then be brought to the attention of the SENDCo and the child's parents/carers.

The following services will be involved as and when is necessary:
Educational Psychologist, Speech and Language, Outreach, Behaviour Support

16. Links with other schools

The school is a member of the Sturminster Newton Pyramid and has close associations with Yewstock, a local special school. This enables the school to build SEN resources and to share advice, expertise and training.
Transition arrangements:
Our Pre-school has hand-over meetings on site in preparation for Reception. Any child that comes to us without having attended Barn Owls, the Reception teacher will visit the child either at their Nursery or at home. We have strong links with our local high schools and their SENDCos have separate meetings to discuss children with additional needs.

17. Links with other agencies and voluntary organisations

Hazelbury Bryan invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. The SENDCo is the designated person responsible for liaising with the following:

County Psychological Service
Behaviour Support Service
Social Care
Speech and Language Service
Specialist Outreach Services
SEN Specialist Services
Hearing and Vision Specialist Services
Physical and Medical Needs Service
Equality and Diversity
Locality Teams
Children and Families

Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEN provision and progress and keep staff up to date with legislation.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

18. Role of the SEN Link Governor

The SEN Link Governor representing the Governing Body liaises with the school staff. They oversee the SEN provision and support the school in striving to make sure those children and young people with special educational needs get the help they need to be successful in lessons, in social situations, and to participate fully in the school community. Governors have a duty to report to parents annually on the policy for children with special educational needs. The SEN Link Governor responsibilities are:

- helping raise awareness of SEN issues at Governing Body meetings and giving up-to-date information on SEN provision within the school;
- assisting in the regular review of provision for children with SEN and ensuring that parents and children have confidence in this provision;
- having familiarity with the statutory elements of this policy and how they are implemented;
- understanding changes in law associated with the delivery of SEN within our school;
- challenging and holding to account those who coordinate SEN by reviewing SEN achievement data, and seeking to reduce any SEN curriculum performance gap;
- reviewing the effective and efficient use of SEN funding delegated to our school.

REVIEW OF POLICY

This policy will be reviewed annually by the Governing Board and updated sooner where changes in legislation, statutory guidance, safeguarding requirements, technology, or school practice requires this.

Easy Speak Version

What is the SEND policy?

All schools must have clear ways on how they help children who find learning difficult.

SEND stands for – Special Educational Needs and Disabilities ; these needs could be to do with reading and writing, emotions, behaviour or about medical things that make learning more difficult for some people.

This policy tells how our school helps all children with special educational needs or medical needs.

Mrs Waring is the Special Educational Needs Coordinator (SENCO) and she will make sure that all children with special educational or medical needs get the help they need.

Sometimes Teaching Assistants help one person or maybe a small group of children. They help with our learning.

These are some examples of the special things that some children might need to help them with their progress in school: • laptop or special software • quiet spaces or friendship groups • pencil grips or a writing slope • medical support.

Remember, you can always talk to your parents or your class teacher about any difficulties you have with learning or about getting on with other children.

Hazelbury Bryan Primary School promises to:

• help all children who have difficulty with their learning for whatever reason

• include all children in activities as far as possible so that no one feels left out

• ensure that all children are treated equally and are listened to

• make arrangements so that all children take part in trips and clubs

• check that all children are making good progress

• talk to each child about their progress and plan more help with learning if needed.

The Headteacher will make plans for all children with SEND who come to our school and help them with their learning. The school will arrange that all children have the things needed to make progress.

If we need a Provision Map to help our learning, our teachers talk to us about a plan, set some targets and check that we are making good progress.

Other people might visit the school from time to time and give extra help: specialist teachers, nurses

or other visitors, e.g., physio-therapists.

The teachers will set work that is at the right level so that we can meet our targets and be included in all the things other children do. We will all be given chances to play, eat and join clubs with friends at lunchtime. There are two levels of help for children with Special Educational Needs and disabilities:

1. SEN Support– This is when adults who work in school help us or we are given help by other people who come to our school

2. If a lot of help is needed with learning, teachers and parents may ask if an Education, Health and Care Plan should be arranged. This means that any help provided is protected and checked carefully each year at a meeting. We will be invited to attend that meeting if they wish to. If we have an Educational Health Care Plan and move to another school, the EHCP will move with us to make sure that similar help and support is available in that school too.

When it is time for any child to move to another school, the teachers will talk to the new teachers of the next school and make sure that they are told about our progress and about any special help we need.