



# SEND Policy

September 2025

# Spring Hill Community Primary School – SEND Policy 2025-2026

## Our Vision

Spring Hill School is at the heart of our community and everything we do is based around the needs of our children and their families. We provide children with the best possible education through an irresistible, ambitious curriculum, high-quality teaching, and enriching opportunities and experiences that promote excellence in both behaviour and learning. The school environment is one where children thrive academically and are equipped with the life skills, attributes, knowledge and understanding they need to contribute successfully to society in an ever-changing world.

## Our Mission

Spring Hill instils a passion for learning across the whole school family through enquiring minds and caring hearts to achieve personal excellence. We strive for continual improvement in a caring and inclusive environment that promotes co-operative, respectful and nurturing relationships, where school life is safe, supportive and fun.

## Our Aims

- Foster mutually beneficial relationships with parents, the wider community and professionals, focusing on continuous improvement.
- Promote life-long habits for a healthy body and mind.
- Provide a curriculum that reflects the context of the school and its community.
- Raise aspirations through high expectations and self-belief so that children flourish and lead successful and happy lives.
- Recognise and nurture unique gifts, curiosity, talents and personalities.

- Provide learning experiences that create awe and wonder, inspiring a love of learning for life.
- Develop leaders of learning who take risks, thrive on challenge, and build resilience.
- Ensure a safe, secure environment where everyone is valued, respected, and accepted.
- Develop citizens who contribute positively to society, serving their community and beyond.

## Our Values

**Responsibility • Aspirational • Inclusivity • Service • Empowerment**  
We **RAISE!**

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## Statutory Framework

This policy complies with the statutory requirements laid out in the **SEND Code of Practice (2015, 0–25)** and has been written with reference to: - **Equality Act 2010: Advice for Schools** (DfE, 2013) - **SEND Regulations 2014 - Statutory Guidance on Supporting Pupils with Medical Conditions (2014)** - **National Curriculum in England: Key Stage 1 and 2 Framework (2013)** - **Safeguarding Policy - Accessibility Plan - Teachers’ Standards (2012)**

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## Roles and Responsibilities

- **SENDCo** – Tara Warbrick, Deputy Headteacher, holds the National Award for SEN Coordination. Responsible for managing SEND provision across school.
- **SEN Governor** – Sue Penman - Member of the Governing Body responsible for monitoring SEND provision- Chair of Governors
- **Designated Lead for Safeguarding** –Laura Wilson, Headteacher.
- **Lead for Children Looked After (CLA)** – Sabrina Zaman, Family Support Worker
- **Lead for Children with Medical Needs** – Tara Warbrick.

The SENDCo coordinates the implementation of specialist teacher advice **bi-weekly**, and holds **monthly drop-in sessions** for staff and parents to discuss concerns, progress and strategies for supporting pupils with SEND.

This policy was developed by the SENDCo, in collaboration with the SEN Governor, Senior Leadership Team, staff and parents of pupils with SEND.

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## Our Commitment to Inclusion

At Spring Hill, every teacher is a teacher of every child, including those with SEND. We believe in achievement for all and are committed to ensuring all pupils can participate in high-quality learning and achieve their potential. We value high-quality teaching and flexible approaches that meet the diverse needs of our pupils.

We strive to: - Create a culture of inclusion. - Recognise diversity of background and experience. - Ensure all pupils make the best possible progress. - Provide additional support where needed to access the curriculum fully.

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## Definition of Special Educational Needs

A pupil has **SEND** if they have a learning difficulty or disability which calls for special educational provision that is **additional to or different from** that made generally for others of the same age.

A pupil has a learning difficulty or disability if they: - Have 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 educational facilities provided for others of the same age in mainstream schools.

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## Aims of SEND Provision

- Identify pupils with SEND **as early as possible**.
- Provide relevant and purposeful interventions.
- Support each child to make the best possible progress.
- Maintain accurate records and monitor outcomes.
- Ensure **full access to the curriculum**.
- Work in **partnership with pupils and parents**.

Good practice for pupils with SEND is good practice for all pupils.

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## Areas of Need (SEND Code of Practice 2015)

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical

We consider the **whole child**, recognising that factors such as attendance, health, or social circumstances may affect progress but do not necessarily constitute SEND.

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## Identification and Assessment

Early identification is a priority. The SENDCo works with teachers and leaders to track data and progress using: - Baseline assessments and EYFS data - SATs and standardised scores - PIVATS assessments - Specialist teacher screening

Pupils are added to the **SEND Register** if needs are **additional to or different from** quality first teaching.

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## Graduated Approach to Provision.

We follow the **Assess–Plan–Do–Review** cycle:

### **Wave 1 – Quality First Teaching**

High expectations, differentiation, and inclusive practice.

### **Wave 2 – Targeted Group Interventions**

Teacher-led, time-limited group support with measurable targets.

### **Wave 3 – Individualised Provision**

1:1 support or specialist intervention, potentially including an **EHCP**.

Teachers are responsible and accountable for the progress of all pupils, including those supported by teaching assistants or specialists. Teachers receive **regular training with specialist teachers** to meet individual pupil needs.

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## Inclusive Classroom Practice

At Spring Hill, we approach SEND with the belief that what is essential for some is beneficial for all. This inclusive mindset shapes our ordinarily available provision, which is carefully designed to meet the needs of pupils with SEND while enhancing learning for every child. Teaching sequences are planned with small, structured steps and supported by visuals to aid understanding. Our classrooms are low-stimulus environments, promoting focus and calm. We build in regular brain breaks to maintain attention and wellbeing, and we explicitly teach all pupils how to manage distractions and develop positive learning behaviours as part of our core curriculum. This proactive, universal approach ensures that every learner is supported to thrive.

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## Working with External Agencies

The school collaborates with: - Speech and Language Therapists - Educational Psychologists - Occupational Therapists - Specialist Teachers - Health and Social Care Professionals

Referrals are made with parental consent to secure the best outcomes.

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## Managing Pupils' Needs on the SEND Register

Progress is reviewed at least **termly**. Adapted provision is recorded in **Learning Plans**, co-produced with families and informed by specialist advice. Pupils and parents contribute to reviews and planning.

Pupils may be removed from the SEND Register when they can access the curriculum through quality first teaching alone.

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## Education, Health and Care Plans (EHCPs)

Where a child's needs cannot be met through SEN Support, the SENDCo may request an **EHC needs assessment**. EHCPs are reviewed annually with input from parents, pupils, and professionals, focusing on progress and preparation for adulthood.

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## Supporting Pupils and Families

The school's **SEND Information Report** and **Local Offer** provide clear information about support and services. Admissions are inclusive, and adaptations ensure accessibility for all pupils. Transition arrangements are personalised, with additional visits and meetings as needed.

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## Supporting Pupils with Medical Conditions

Pupils with medical conditions are supported to access all educational opportunities. Some pupils may also have an EHCP integrating health and social care provision. Staff receive appropriate training from health professionals.

Staff are trained regularly with regard to SEN and specific training is offered according to need.

The School Nurse Team are available to train staff for any specific medical need.

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## Monitoring and Evaluation

The SENDCo conducts regular audits of provision and gathers feedback from pupils, parents, and staff. Outcomes are reported to governors, ensuring accountability and continuous improvement.

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## Training and Resources

Training and resource needs are identified through pupil progress meetings and provision mapping. Staff access: - Whole-school CPD - Targeted specialist training - Bespoke sessions based on pupil needs

Teacher appraisals and professional discussions for support staff identify individual training needs. Training is put in place in response to these discussions.

Resources are identified to meet individual needs through regular review of pupil attainment and progress.

The SENDCo attends local and national training to stay updated on best practice.

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## Funding

All mainstream schools are provided with resources that they can use to support those with additional needs, including children and young people with SEN and disabilities. Most of these resources are determined by a local funding formula discussed with the local schools' forum. The school uses its **notional SEND budget** to provide high-quality, appropriate support. Additional top-up funding may be sought from the Local Authority when provision exceeds the prescribed threshold.

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## Data Protection

SEND records are stored securely, with electronic copies password-protected and hard copies kept in locked cabinets.

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## Complaints

Concerns should be raised with the **class teacher** or **SENDCo**. If unresolved, they can be escalated to the **Headteacher** and **Governing Body**, following the school's **Complaints Policy**.

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## Anti-Bullying and Wellbeing Events

The school promotes a safe and inclusive environment. Vulnerable pupils are supported by pastoral staff and external agencies. Anti-bullying and wellbeing education is embedded through PSHE and assemblies.

Each year, the school holds a dedicated **Inclusion and Diversity Week** to celebrate individuality, promote understanding, and showcase the strengths and contributions of all pupils within our community.

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## Equalities

At Spring Hill Community Primary School, we are committed to creating an inclusive and equitable environment where all children, regardless of their background or protected characteristics, are treated with respect and dignity. We have taken several measures to eliminate discrimination and other prohibited conduct in accordance with the Equality Act 2010. At Spring Hill Primary School, we see the need for a positive and effective equality. More information on this is available in our Equality policy.

## Review

**Policy Date:** September 2025

**Next Review:** September 2026