



Special Educational Needs and Disabilities Policy Accessible Version

Hanbury C E First School

Adopted by	Hanbury CE First School Governing Board
Governors' Committee Responsible	School Improvement Committee
Status & Review Cycle	Statutory Annual
Staff Lead	Head Teacher
Date of approval	November 2025
Review date	November 2026

Our Vision...

Flourishing Through Love and Nurture

Love is patient, love is kind. It does not envy, it does not boast, it is not proud. 5 It does not dishonour others, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. 6 Love does not delight in evil but rejoices with the truth. 7 It always protects, always trusts, always hopes, always perseveres.

1 Corinthians 13: 4-7

We flourish because:

We are a family founded on love and nurture

We build resilience for life

We are outward looking

We celebrate every step forward

1. Aims

Our SEND policy makes sure that:

- The school follows national SEND law and guidance.
- Pupils with SEND can join in all school activities alongside others.
- Pupils are supported to achieve their best, feel confident, and live fulfilling lives.
- Parents, carers, and pupils are involved in decisions about support.
- Staff know their roles and apply the policy consistently.

2. Vision and Values

- Every pupil should access a broad and balanced curriculum.
- We believe all children can thrive and achieve their potential.
- We are committed to inclusion and tailored support.

3. Laws and Guidance

This policy follows:

- SEND Code of Practice (2014)
- Children and Families Act (2014)
- SEND Regulations (2014)
- Equality Act (2010)
- School Admissions Code
- Safeguarding and attendance guidance

4. Inclusion

- We adapt teaching, curriculum, and environment so pupils with SEND can be included.
- Every child has the right to thrive and fulfil their aspirations.

5. Definitions

- Special Educational Needs (SEN): A pupil finds learning harder than others their age or needs different provision.
- Disability: A long-term physical or mental condition that affects daily life.
- Four areas of need: Communication, learning, social/emotional, and sensory/physical.

6. Roles and Responsibilities

SENCO (Miss Vicky Bishop): Leads SEND provision, supports staff, liaises with parents, external agencies, and manages records.

Governors: Ensure duties are met, monitor provision, and publish information.

SEND Governor (Mr Richard Upwood): Oversees quality and raises awareness.

Headteacher: Overall responsibility for SEND, budgets, and monitoring.

Teachers: Plan and deliver high-quality, adapted lessons. Track progress and meet with parents.

Parents/Carers: Share concerns, attend meetings, and support learning at home.

Pupils: Share their views, help set goals, and give feedback.

7. SEN Information Report

- Published on the school website.
- Updated at least once a year.

8. Our Approach to SEND Support

- Identification: Teachers assess pupils regularly. Concerns are shared with SENCO and parents.
- Early Discussions: Parents and pupils involved from the start.
- Graduated Approach: Assess → Plan → Do → Review.
- Support Levels: School Support (in-school help) and EHCP (extra help).
- Evaluating Support: Track progress, get feedback, review plans, monitor outcomes.

9. Attendance

- SEND pupils should have the same attendance goals as others.
- Extra support is given if needed (see Attendance Policy).

10. Safeguarding

- SEND pupils may face extra safeguarding risks.
- Staff work carefully to identify concerns.
- Linked to our Safeguarding Policy.

11. Staff Training

- Training provided regularly.
- SENCO and Headteacher identify additional needs for staff development.

12. External Agencies

We work with: Speech and language therapists, educational psychologists, CAMHS, school nurses, social services, and specialist teachers.

13. Admissions and Accessibility

- Pupils with SEND or disabilities will be admitted fairly.
- Pupils with EHCP naming the school are always admitted.
- The school is accessible: wheelchair access, disabled toilets, support staff.
- See our Accessibility Plan (website).

14. Complaints

- Step 1: Speak to the class teacher.
- Step 2: If unresolved, speak to the Headteacher.
- Step 3: Follow the school's formal complaints policy.
- Parents can escalate complaints further if needed.

15. Monitoring and Evaluation

- Policy reviewed yearly by the School Improvement Committee.
- Governors approve final version.
- We measure success by early identification, pupil progress, inclusion, and feedback from families.

16. Links to Other Policies

- SEN Information Report
- Local Offer
- Accessibility Plan

- Behaviour Policy
- Equality Policy
- Safeguarding/Child Protection
- Medical Needs Policy
- Attendance Policy
- Complaints Policy