



SEND Policy

Autumn 2025

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1. Vision

At Haydon Abbey School we want our children to leave the school having achieved their full potential in terms of their learning, but also to be happy, confident individuals ready to embark on the next stage of their education. Our values embed all we do to achieve this vision for all our children. We want all our children, including those with SEN to be; **Honest, Resilient, Co-operative, Respectful, Kind and have a positive well being.**

2. Legislation and guidance

This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors'/trustees' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

3. Our Special Educational Needs Coordinators

Mrs Silka Pawelczyk – National Award for SEN (NASENCO Award) as required by Clause 67 of the Children & Families Bill, 2014

Mrs Elizabeth Jones – Early Years SENCo Award Level 3

Mrs Lynette Williamson

Contact:

Email: office@haydonabbey.bucks.sch.uk or sendco@haydonabbey.bucks.sch.uk

Telephone: 01296-482278

4. Aims of the policy

At Haydon Abbey School our overarching aim is to create an atmosphere of encouragement, acceptance and respect for achievements in which all pupils can thrive. We aim to achieve this by paying attention to these specific areas:

- Identifying, at an early age, individuals who need extra help and attention
- Enabling each pupil to reach his or her full potential, both curricular and extra –curricular
- Enabling each pupil to partake in, and contribute fully, to school life
- Endeavouring to meet the individual needs of each child
- Developing a feeling of self-esteem within the individual
- Fostering an atmosphere in our school which will promote a happy, sensitive and secure environment to ensure the most effective learning for all children
- Providing for children's individual needs by supporting them in various ways: whole class, small groups and individual
- Monitoring closely those with SEND by review and assessment, to enable us to recognise, celebrate and record achievements
- Providing access to and progression within the curriculum
- Working with parents and other agencies to provide support and opportunities for children with SEND.
- Using a variety of teaching strategies, which include different learning styles, to facilitate meaningful and effective learning for all children
- Assisting all staff in the delivery of educational entitlement and ensuring all staff are aware of a child's individual needs
- Ensuring access to a range of resources to support staff in their teaching of children with SEND

Objectives

1. To identify and provide for pupils who have special educational needs and additional needs
2. To work within the guidance provided in the SEN code of Practice, 2014
3. To operate a whole pupil, whole school approach to the management and provision of support for special educational needs
4. To provide a Special Educational Needs and Disability Co-ordinator who will work with the SEN Inclusion Policy
5. To provide support and advice for all staff working with special educational needs pupils

5. Types of SEN

The SEN Code of Practice, 2014 describes the four broad areas of need. When a child identifies as having SEND the school will provide a provision that is designed to support the needs of the child in one or more of the four areas of need. The provision will be selected to meet the needs of the whole child.

The four broad areas of need are:

AREA OF NEED	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

6. Disability

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities. This definition provides a relatively low threshold and includes more children than many realise: long-term is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

As a school we observe two key duties:

We must not directly or indirectly discriminate against, harass or victimise disabled children and young people

We must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

7. Accessibility Statutory Responsibilities

The school's accessibility plan can be found on the school's website.

8. Identification

The SEN Code of Practice, 2014 outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is additional to or different from the provision made as part of the school's usual differentiated curriculum and strategies. A register is kept of pupils with SEND.

We regularly and carefully review the quality of progress for our pupils, including those at risk of underachievement, through our monitoring and evaluation cycle and pupil progress meetings.

We have several criteria to support the identification of children with SEND including;

Support that is additional to or different from their peers is needed to access learning within the classroom

Have had good access to intervention for 2 terms and expected progress has not been made

There is an involvement of at least one outside agency

A need has been identified via a screening (including Language Link)

There have been substantial and long-term behavioural difficulties which have impacted on their education

Has or is under assessment for a medical or neurodevelopmental diagnosis

Parents have expressed considerable concerns regarding development

These criteria are used as a guideline to support staff, parents and children to recognise SEN, however we also recognise that every child is different and through professional discussion may identify a child to have SEN away from these guidelines.

9. A Graduated Approach to SEN Support

Once a pupil has been identified as having SEN, we will act to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will also be sought and taken into account. The school may also seek advice from external support services.

2. Plan

In consultation with the parents and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded and made accessible to staff and parents through an individual SEN plan.

3. Do

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date on the Child's individual SEN plan, but at least three times a year. For pupils with Education, Health and Care plans, an annual review meeting has to be held in addition to this.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

The review process will then feed into the next Assess stage of the cycle and support will be reduced, maintained or increased as required.

10. Criteria for removing a child from the SEN register

If it is felt that children are making progress which is sustainable then they may be taken off of the SEND register. If this is the case then the views of the teacher, SENDCo, pupil and parents need to be considered, as well as that of any other professionals involved with the child. If it is agreed by all to take the pupil off the SEND register then all records will be kept until the pupil leaves the school (and passed on to the next setting). The pupil will continue to be monitored through the school's monitoring procedures, such as pupil progress meetings. If it is felt that the pupil requires additional assistance then the procedures set out in this policy will be followed.

11. Managing Pupils Needs

There are three levels of support for pupils:

1. Core funding for all pupils – Quality First Teaching
2. SEND Support – funds provided to the school to allow for up to £6000 additional support, resources etc.
3. Higher Needs Funding, Education Health and Care Plan, – where a pupil needs support or resources in excess of £6000 per year additional funds can be applied for from the Local Authority.

Specialist Support

Schools may involve specialists at any point to advise them on early identification of SEN and effective support and interventions. Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school should consider involving specialists, including those secured by the school itself or from outside agencies. The pupil's parents will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed should be recorded and shared with the parents and teaching staff supporting the child. Specialist advice should then be implemented through the child's individual SEN plan.

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment from the local authority.

12. Supporting pupils and families

The Local Authority local offer for children and young people from birth to 25 with special educational needs and disabilities can be found here:

[Family Information Service | Buckinghamshire Family Information Service](#)

The School's SEND information report can be found on the school's website here

<http://www.haydonabbeyschoolandpreschool.co.uk>

Parents are able to communicate directly with the SENDCo through email or the school's phone line selecting option 3. Through regular conversations with parents Haydon Abbey school is able to support both pupils and their families, providing them with direct access to outside agencies.

Haydon Abbey school will also support a child's homelife through offering support during the school day, for example by providing a child with regular calming activities to minimise their emotional dysregulation when they go home. We believe that working with parents together enables the child to have a consistent approach both at home and at school and this will increase the positive impact of these strategies for the child. Where possible school will encourage joint attendance from school and parents to meetings with outside agencies, for example when joining a virtual occupational therapy advice session.

13. Training

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. At Haydon Abbey we aim for a culture of trust and respect amongst staff, parents and children so that all the adults surrounding a child feel confident to ask for further support and training as needed. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individual pupils. Staff training needs will be discussed at this stage, and both teaching and support staff will be made aware of training opportunities that relate to working with children with SEND. The school's SENDCo attends the SENDCo network meetings in order to keep up to date with local and national updates in SEND.

14. Evaluation of SEND policy and provision

The success of the school's SEND policy and provision is continuously evaluated through:

- Analysis of pupil tracking data
- Monitoring of procedures and practice by the SEND governor
- Statutory reports to the Full Governing Body
- Local Authority moderation process and OFSTED inspection arrangements
- Monitoring of classroom practice by the Headteacher, Deputy Headteacher and SENDCo
- The SLT/governing body, will on an annual basis, consider and report on the effectiveness of the SEND policy, and if any amendments to the SEND Policy need to be made. The broad principles and objectives set out in the policy lay the foundation for the criteria by which we evaluate the success of our policy.
- We continually review and report on the effectiveness of the policy using our termly '**SEND in a nutshell**'. This includes the numbers of children identified and their progress, types of needs identified, attendance of children with SEND, outside agencies used, pupil's voice and details of the staff's continual professional development and our priorities for the year.

15. Roles and responsibilities

SENDCos will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned

- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

The governing board will:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Have a clear approach to identifying and responding to SEND
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

The headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching
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Class teachers will:

- Plan and provide high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- record the progress and development of every pupil in their class
- Work closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Work with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensure they follow this SEND policy
- Request support and further training via the SENDCo as required.
- Communicate with parents regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents' concerns and agree their aspirations for the pupil

Parents/ Carers will:

- inform the school if they have any concerns about their child's progress or development.
- provide relevant information regarding their child's development and history.
- participate in discussions and decisions about the support for their child
- implement agreed support consistently outside of the school environment.

Pupils will:

- provide information and express their views about their SEND and the support provided. (when possible)
- participate in discussions and decisions about this support. (when appropriate)
- Try their best to use the support provided to help them in their everyday activities.
- Ask for help when they need it.

Learning Support Assistants will:

- support the teacher in delivering the actions outlined on the SEN Support Plan
- keep a record of the work they do with a pupil
- keep the class teacher informed of progress or problems
- keep records and evidence of the child's progress
- work with outside agencies to carry out activities as modelled.
- request support and further training via the SENDCo as required.

16. Storing and managing information

All staff who work with pupils with identified SEND have access to this policy. SEND Support Plans, referral forms, reports and all other electronic information related to pupils with SEND is stored securely on the school network. Where information is to be passed to external agencies the county AnyComms secure system is used, this is only accessible to members of the SLT, admin staff and the SENDCo. Electronic communication of pupil information within the school is anonymised.

17. Admissions

For a child with an EHCP a placement consultation can be initiated through their attached EHCCo. Haydon Abbey School will take care to read through a child's EHCP and consider how we can support the outcomes outlined on it. Haydon Abbey School will work with the local authority to be

named on a child's EHCP when appropriate. When making a decision Haydon Abbey will consider all reasonable and proportionate amendments to accommodate a child's learning needs. In circumstances when, despite all appropriate steps being considered, Haydon Abbey cannot support a child's EHCP plan they will communicate effectively with the local authority to support the child to find a place in an appropriate educational setting. All other children will be admitted under the school's admission policy as found on our school website.

18. Dealing with Complaints

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher or SENCO. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the SENCO or headteacher in the first instance. They will be handled in line with the school's complaints policy. If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

To find out about disagreement resolution and mediation services in our local area please visit: [Challenging decisions - Complaints, appeals, disability discrimination | Buckinghamshire Council](#)

You can request mediation by contacting Buckinghamshire SENDIAS Service
01296 383754
sendias@buckinghamshire.gov.uk
www.buckinghamshire.gov.uk/sendias