

Vanguard Learning Trust



The Vanguard Learning Trust is a group of local primary and secondary schools in Hillingdon. We strive to be a Trust that serves its local community and is pioneering in its approach to broadening our students' lives. We believe in effective teaching which allows our students to shine both in and out of the classroom and that intellectual curiosity is at the core of every learning experience. Whilst schools in the Trust have their own ethos and values, they share the common aspiration that all students can achieve their potential and life is a journey of discovery.

Special educational needs and/or disabilities (SEND) policy

Part A: Trust-wide May 2025

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Part A: Trust-wide

1. Overview of policy

1.1 Aims

This special educational needs and disabilities (SEND) policy aims to:

- make sure that all schools in the Trust fully implement national legislation and guidance regarding students identified with SEND;
- set out how schools will:
 - support and make provision for students with special educational needs and/or disabilities;
 - provide students identified with SEND access to all aspects of school life so they can engage in the activities of the school alongside students who do not have SEND;
 - help students identified with SEND fulfil their aspirations and achieve their best;
 - help students identified with SEND become confident individuals living fulfilling lives;
 - help students identified with SEND, in secondary schools, make a successful transition into adulthood; and
 - communicate with students identified with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the student.
- explain the roles and responsibilities of everyone involved in providing for students identified with SEND;
- communicate with, and involve, students identified with SEND and their parents/carers in discussions and decisions about support and provision for the student; and
- make sure the SEND policy is understood and implemented consistently by all staff.

1.2 Structure

This policy consists of two parts, designed to promote a shared commitment across our Trust to inclusive, aspirational and equitable education for all learners, including those with SEND, while recognising and responding to the distinct contexts of our individual schools. Statutory elements are contained across both Part A and Part B. While Part A sets out the overarching principles, legal framework and Trust-wide expectations, Part B contains essential school-level information required by the SEND Code of Practice.

Specifically, Part B outlines each school's arrangements for:

- identifying and assessing students with special educational needs;
- consulting with and involving parents/carers and young people in decisions about SEND support;
- managing key transitions, including between phases of education and into adulthood;
- providing training and professional development for staff to ensure effective SEND provision; and
- overseeing the admission of disabled students and ensuring how reasonable adjustments are made to support access and inclusion.

Readers should refer to Part B for detailed information on how these statutory duties are enacted within each individual school.

2. Principles

2.1 Vision and values

At Vanguard Learning Trust, we are committed to providing an outstanding, inclusive education for all students, ensuring that every learner, regardless of their individual needs, has the opportunity to thrive and meet their full potential. Grounded in our core values of aspiration, community and equity, our SEND policy reflects our dedication to fostering an environment that supports and nurtures the unique abilities and potential of each student while recognising the resources and capacities available to us.

2.2 Inclusion and equal opportunities

All Trust schools strive to create an inclusive teaching environment that offers all students, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all students the chance to thrive and fulfil their aspirations. We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that students identified with SEND are included in all aspects of school life.

3. Trust-wide SEND entitlement offer

The Trust-wide entitlement offer for students with additional needs can best be described as a graduated response following three waves:

- **Wave one: Universal entitlement for all students**

At wave one, all students in the Trust are subject to baseline assessments. These are aimed to achieve early identification of a need. Information gathering at this stage might include observation, parental engagement and whole-cohort testing. Outcomes of this will inform next steps and a graduation to wave two for some students.

- **Wave two: Additional school-based support for some students**

At wave two, it is recognised that students might need support beyond the provision offered at wave one. This might include additional school-based diagnostic assessment and consideration of adding the student to the school's SEND register. Students may access provision at wave two without being placed on the SEND register. Such provision might include language, literacy, numeracy and social skills interventions.

- **Wave three: Additional targeted support for some students**

At wave three, students are generally on the SEND register and have a personalised plan to enable them to access the curriculum. At times this plan will be subject to the input of external professionals including but not limited to: educational psychologist, occupational therapist, speech and language therapist, local authority (LA) advisory services and other clinical services.

4. Legislation and guidance

All schools in the Trust will adhere to the statutory guidance set out in Special Educational Needs and Disability (SEND) Code of Practice ([click here](#)) as well as the following legislation:

- Part 3 of the Children and Families Act 2014 ([click here](#)), which sets out the responsibilities of schools for students identified with SEND;
- the Special Educational Needs and Disability Regulations 2014 ([click here](#)), which sets out the responsibilities for local authorities and schools with regards to education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs information report;
- the Equality Act 2010 (section 20) ([click here](#)), which sets out the duties of schools to make reasonable adjustments for students with disabilities;
- the Public Sector Equality Duty (section 149 of the Equality Act 2010) ([click here](#)), which set out the responsibilities of schools 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) as well as those who do not share it;
- the academy trust governance guide, ([click here](#)) which sets out the responsibilities of trustees and governors for students identified with SEND; and
- the School Admissions Code (2021, [click here](#)), which sets out the obligation of schools to admit all students whose education, health and care (EHC) plan names the school, and its duty not to unfairly disadvantage children with a disability or with special educational needs.

This policy also complies with our funding agreement and articles of association.

5. Definitions

5.1 Special educational needs

A student has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them. They have a **learning difficulty or disability** if they have:

- a significantly greater difficulty in learning than most others of the same age, or
- a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

5.2 The four areas of need

The needs of students identified with SEND are grouped into four broad areas. Students can have needs across more than one area and their needs may change over time. Interventions will be selected that are appropriate for the student's particular area(s) of need, at the relevant time.

- **Communication and interaction**

Students 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 social norms and expectations of communication. Students who are on the autism spectrum often have needs within this category.

- **Cognition and learning**

Students 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 one 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 students 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. Students 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 student becoming withdrawn or isolated.

- **Sensory and/or physical**

Students with these needs have a disability that hinders them from accessing the educational facilities generally provided. Students may have:

- a sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment
- a physical impairment

These students may need ongoing additional support and equipment to access all the opportunities available to their peers. Children must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which they will be taught. Part B outlines the school's arrangements for the identification and assessment of students with possible SEND.

5.3 Disability

Students are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities. Many children and young people who have SEN may have a disability under the Equality Act 2010. defined as '*...a physical or mental impairment which has a long term and substantial and 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 people realise: 'long term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. It 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 with those conditions and those with SEN. Part B of this policy contains further information about each school's admission arrangements for disabled students and how reasonable adjustments are made to support access and inclusion. The policy takes account of the School's public sector equality duty set out in section 149 of the Equality Act 2010. The Trust believes that:

- every student has a right to develop their full potential;
- every student has a right to a broad, balanced, relevant and challenging curriculum which is appropriate to their abilities;
- diversity supports the learning of all; and
- every student should be encouraged to play a full and active part in school life.

6. Roles and responsibilities

6.1 The special educational needs and/or disabilities co-ordinator (SENCo)

Each school must have a SENCo. The name and contact details of each school's SENCo can be found in Part B of this policy. They will:

- inform any parents that their child may have SEN and then liaise with them about the student's needs and any provision made. Part B provides further information about the school's arrangements for consulting with and involving parents, carers, and young people in decisions about SEND support;
- work with the headteacher and the phase-lead inclusion 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 students identified with SEND, 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 students identified with SEND receive appropriate support and high-quality teaching;
- advise on the graduated approach to providing universal provision including adaptive teaching, targeted provision and specialist provision appropriate for individual students;
- advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively;
- be a point of contact for external agencies, especially the 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 student and their parents are informed about options and that a smooth transition is planned. Further information about the school's arrangements to manage key transitions, including between phases of education and into adulthood, can be found in Part B;
- ensure that, when a student moves to a different school or institution, all relevant information about a student's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner;
- 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 students identified with SEND up to date and accurate;
- advise the LA when a student needs an EHC needs assessment, or when an EHC plan needs an early review;
- work with the headteacher to monitor and identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development;
- review regularly with the headteacher 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;
- prepare and review information for inclusion in the school's SEN information report and any updates to this policy; and
- 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.

6.2 The local governing body

The local governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to the education and standards committee or an individual:

- co-operate with the LA in reviewing the provision that is available locally and developing the local offer;
- have oversight of the inclusion strategy within their respective school and across the Trust;;
- make sure that students identified with SEND engage in the activities of the school alongside students who have not been identified with SEND;
- make sure that the school has arrangements in place to support any students with medical conditions;
- provide access to a broad and balanced curriculum;
- ensure that there is a strategic approach to identifying and responding to SEND;

- ensure that all statutory reporting is available on the school's website;
- ensure that the admissions process in each school has 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 including reviewing the annual SEND report; and
- in secondary schools, make sure that all students from year 8 until year 13 are provided with independent careers advice.

6.3 The inclusion link governor

The name and contact details of each phase-level SEND link governor can be found in Part B of this policy.

The inclusion governor will:

- help to raise awareness of SEND issues at governing board meetings; and
- monitor the quality and effectiveness of SEND provision within the school and update the governing board on this through termly visits which will be structured by the Trust's inclusion lead.

6.4 The headteacher

The name and contact details of the headteacher can be found on the school's website. The headteacher of each school will:

- work with the SENCo and allocated 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 students identified with SEND, and their progress;
- have responsibility for monitoring the school's notional high-needs budget and any additional funding allocated by the LA to support individual students;
- make sure that the SENCo has enough time to carry out their duties;
- have an overview of the needs of the current cohort of students on the SEND register;
- monitor with the SENCo to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development. Further information about how the school will provide training and professional development for staff to ensure effective SEND provision can be found in Part B;
- review regularly 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; and
- 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.

6.5 Class teachers

Class teachers are responsible for:

- planning and providing high-quality adaptive teaching to meet the needs of students through a graduated approach;
- monitoring the progress and development of every student in their class;
- working closely with any learning support assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching;
- working with the SENCo to review each student's progress and development, and decide on any changes to provision;
- ensuring they follow this SEND policy and the SEN information report; and
- communicating with parents through whole school processes, for example parent consultation evenings and progress reports 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 student and the school

- o listen to the parents' concerns and agree their aspirations for the student

6.6 Parents/carers

Parents/carers should inform the school if they have any concerns about their child's progress or development. Parents/carers of a student on the SEND register will always be given the opportunity to provide information and express their views about their child's additional needs and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- asked to provide information about the impact of SEN support outside school and any changes in the student's needs;
- given the opportunity to share their concerns and, with school staff, agree their aspirations for the student; and
- given an annual report on the student's progress.

The school will take into account the views of the parent/carer in any decisions made about the student. Further information about support that schools offer to parents/carers can be found in Part B. For parents/carers of children with EHC plans, they will be asked to attend the annual review as well as any interim meetings.

6.7 Students

Students will always be given the opportunity to provide information and express their views about their additional needs and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the student:

- explaining what their strengths and difficulties are;
- contributing to setting targets or outcomes;
- attending review meetings; and/or
- giving feedback on the effectiveness of interventions.

The student's views will be taken into account in making decisions that affect them, whenever possible.

7. Links to other Trust documents

Alongside this policy, each school publishes a SEN information report on its website, which sets out how this policy is implemented in the school. The information report will be updated annually and as soon as possible after any changes to the information it contains. Each school also publishes an accessibility policy on its website, which outlines further information about how the school works to remove barriers to learning and participation.

8. Links with external professional agencies

The Trust recognises that it will not be able to meet all the needs of every student. Whenever necessary the school will work with external support services such as:

- speech and language therapists
- specialist teachers or support services
- educational psychologists
- occupational therapists, speech and language therapists or physiotherapists
- general practitioners or paediatricians
- school nurses
- child and adolescent mental health services (CAMHS)
- education welfare officers
- social services

9. Raising concerns and resolving disputes

9.1 Informal concerns

Where parents/carers have concerns about the school's provision for meeting their child's additional needs, they should first raise them informally with the class teacher. School staff will try to resolve concerns and/or issues informally in the first instance. It may include arranging meetings with parents/carers and agreeing

next steps. Whilst the school's SENCo does not have to be involved in all meetings, they will be informed by class teachers and may decide to attend. It is envisaged that most concerns can be resolved at this stage.

9.2 Formal complaints

If this does not resolve their concerns, parents/carers can submit their complaint formally. Complaints will be handled in line with the Trust's complaints policy, which is available on the school's website. Formal complaints are dealt with at Stage 2 of the process and in most cases will be considered by the school's headteacher. Parents/carers will be invited to attend a meeting and will receive a written response to their complaint which may include recommendations. Should parents/carers be dissatisfied with the outcome at Stage 2, they can escalate it to Stage 3 of the process which involves a panel hearing with governors and an independent person.

9.3 Dispute resolution

In addition, the SEN Code of Practice outlines suitable avenues for concerns and disputes ([click here](#)). For students with an EHC plan, an interim review may be necessary to discuss matters formally with staff. The London Borough of Hillingdon's SENDIASS service may be able to provide support with the resolution of any disagreements and contact details can be found on their website ([click here](#)). Hillingdon offers specific mediation when a request to assess for an EHC plan is declined: further details can be found on their website ([click here](#)).

10. Monitoring, evaluation and related policies

10.1 Evaluating the effectiveness of the policy

The Trust is constantly looking for ways to improve the SEND policy. The Trust will do this by evaluating whether or not schools are meeting the objectives set out in Section 1. Schools will evaluate how effective their SEND provision is with regards to:

- all staff's awareness of students identified with SEND at the start of the autumn term;
- how early students are identified as having SEND;
- students' progress and attainment once they have been identified as having SEND;
- whether students identified with SEND feel safe, valued and included in the school community; and
- comments and feedback from students and their parents/carers.

This will all contribute to the annual SEND report for governors and an executive Trust-wide summary for trustees. Further information about how the school will evaluate the effectiveness of their SEND provision can be found in Part B.

10.2 Monitoring the policy

This policy will be reviewed **every year**: Part A will be reviewed by the Trust's inclusion lead and approved by the board of trustees, Part B will be reviewed by the SENCo and headteacher, then followed by the local governing body. The policy will also be updated when any new legislation, requirements or changes in procedure occur during the year.

10.3 Links with other policies and documents

This policy links to the following documents:

- SEN information report
- The local offer by the London Borough of Hillingdon ([click here](#))
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting students with medical conditions policy
- Attendance policy
- Safeguarding policy
- Complaints policy

Version history

| First issue/revision date | Approved by | Summary of changes if not first issue |
|---------------------------|-------------|---|
| June 2025 | BoT | <p>New version of policy, adopting Part A/Part B structure.</p> <p>Section 3 outlines how Trust schools use a 'waves of support' approach, which is contextualised in each school's part B. Clarity provided in several areas, such as roles and responsibilities, monitoring and evaluation, and the complaints process. New section on disability. Minor language adjustments to reflect best practice.</p> |

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Special educational needs and/or disabilities (SEND) policy

Part B: Hermitage Primary School July 2025

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Part B: Hermitage Primary School

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1. Vision and values of the school

At the heart of Hermitage Primary School's vision for students with special educational needs and/or disabilities (SEND) is a commitment to inclusion and equality. The school believes that every student, regardless of their needs, deserves access to a broad and balanced curriculum that nurtures their unique strengths and abilities. The school strives to create an environment where all students can thrive, reach their full potential and participate fully in the life of their school community. The school is dedicated to ensuring that teaching and learning are tailored to meet the diverse needs of all students, providing individualised support, high-quality interventions and collaborative working with families and external agencies. By fostering an inclusive culture, the school aims to equip all students with the skills, confidence and resilience they need to succeed both academically and personally.

2. Roles and responsibilities specific to the school

Roles and responsibilities specific to the school can be found in the school's SEN information report, which is available on the school's website ([click here](#)).

3. The school's approach to SEND support

3.1 Identifying and assessing students with SEND

The identification of SEND is embedded in the whole school process of monitoring the progress and development of all students. The school recognises the benefits of early identification and making effective provision in improving the long-term outcomes for students with SEND. It is also important to identify the full range of needs, not simply the primary need of an individual student, linked to the 4 broad areas of need in the SEND Code of Practice. The school will assess each student's current skills and levels of attainment when they start at the school. This will build on information from previous settings and key stages, where appropriate. The students are assessed against the Early Years Statutory Framework and then against the National Curriculum requirements for each year from Year 1 to Year 6, including the Year 1 Phonics Screening Check and Year 4 Multiplication Assessment. The school will also consider any evidence that the student may have a disability and if so, what reasonable adjustments the school may need to make. Class teachers will regularly assess the progress of all students and identify any whose progress:

- is significantly slower than that of their peers starting from the same baseline;
- fails to match or better their previous rate of progress, taking into account their individual circumstances;
- fails to close the attainment gap between them and their peers; and/or
- widens the attainment gap.

This may include progress in areas other than attainment, for example, wider development or social needs. Each student is discussed in termly student progress meetings with members of the school's Senior Leadership Team. When teachers identify an area where a student is making slow progress, they will target the student's area of weakness with differentiated, high-quality teaching and interventions. If progress does not improve, the teacher will raise the issue with the school's special educational needs and/or disabilities coordinator (SENCo) to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the student's parents/carers, consider consulting an external specialist, alongside any further assessments and interventions in school, eg. a dyslexia screen. Slow progress and low attainment will not automatically mean a student is recorded as having SEN. Potential short-term causes of impact on behaviour or performance will be considered, such as settling into a new setting, social development or bereavement. Staff will also take particular care in identifying and assessing SEND for students whose first language is not English. Curriculum support is provided by the class-teacher/class TA and progress will be monitored and reviewed periodically. This will also include any interventions and adaptations that are given through the Wave 2 or 3 approach, as outlined in Part A of this policy.

In deciding whether to make special educational provision, the teacher and SENCo will consider all of the information gathered from within the school about the student's progress, alongside the views of parents/carers and the student. During this stage, extra teaching or interventions may be put in place as a student's response to such support can help to identify their particular needs and referrals to external

professionals may be made. If the support needed can be provided by adapting the school's core offer, a student might not be considered SEND or placed on the SEND register. If, however, the support required is different from or additional to what is ordinarily offered by the school and external advice has been sought, the student will be placed on the SEND register as requiring SEND support. The school will then seek to remove barriers to learning and put effective special educational provision in place. This begins a graduated approach cycle of assess, plan, do, review with the student at the centre of the process. The student's progress against personalised targets as well as their academic progress will be reviewed and the impact of any interventions monitored.

3.2 Determining support

When deciding whether the student needs provision that is in addition to or different from the ordinary available provision, the school will start with the desired outcomes, including the expected progress and attainment, and the views and wishes of the student and their parents/carers. The school will use this to determine the support that is needed and whether it can be provided by adapting the core offer, or whether something different or additional is needed. If a student is joining the school, and their previous setting has already identified that they have SEND, they are known to external agencies and/or they have an education, health and care plan (EHCP), the school will then work in a multi-agency way to make sure the school gets all relevant information before the student starts at school, so that support can be put in place as early as possible. Aligned with the SEND Code of Practice (January 2015), the school follows a four-part cycle (assess, plan, do, review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and what supports the student in making good progress. This is known as the graduated approach. It draws on more detailed approaches and more specialist expertise in successive cycles. The four part graduated approach cycle is outlined further in the policy in section 3.4. Where students have higher levels of need, and with parental permission, the school may need to seek advice from external agencies. These agencies include:

- Child Development Centre (CDC)
- Educational Psychology Service (EPS)
- SEND Advisory Service (SAS)
- Speech and Language Therapy Service
- Occupational Therapy (OT)
- Physical/Sensory Support Service
- Educational Welfare Team/Participation Team
- Children's Social Services and Early Help Assessment Team
- School Nurse/Paediatric health team
- Child and Adolescent Mental Health Service (CAMHS)

The student's progress against personalised targets as well as their academic progress will be reviewed and the impact of any interventions monitored.

3.3 Consulting and involving students and parents/carers

The school will put the student and their parents/carers at the heart of all decisions made about special educational provision. When aiming to identify whether a student needs special education provision, the school will have an early observation and discussion with the student (as is possible due to their age) and their parents/carers. These conversations will make sure that:

- everyone develops a good understanding of the student's areas of strength and difficulty;
- the school takes into account any concerns the parents/carers may have;
- everyone understands the agreed outcomes sought for the child; and
- everyone is clear on the next steps.

Notes of these early discussions will be added to the student's record and details of the support that is in place will be given to their parents/carers. The school will request permission from parents/carers if it is decided that a student will be added to the SEND register and will receive special educational provision. Hermitage Primary School will communicate with parents/carers through termly parent evenings and annual written reports. In these meetings, academic progress will be shared with parents/carers. For students who have personalised SEND targets, termly meetings are held with parents/carers. Further meetings and

informal conversations will be held between staff and parents/carers as required. Annual review meetings will be held for parents/carers of children with education, health and care (EHC) plans. Student voice will be gathered through informal conversations throughout the school day and also in student meetings. Their views may be gathered through drawings, use of visuals, playing together and also observations in lessons. This will depend upon the age and abilities of the student.

3.4 The graduated approach to SEND support

Once a student has been identified as having SEND, the school will take action 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 student's class teacher and the SENDCO will carry out a clear analysis of the student's needs. The views of the student and their parents/carers will be taken into account. The school may also seek advice from external support services. The assessment will be reviewed termly to help make sure that the support in place is matched to the student's needs. For many students, the most reliable way to identify needs is to observe the way they respond to an intervention.
2. **Plan:** in consultation with the parents/carers and the student, the teacher and the SENDCO 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 student will be made aware of the student's needs, the outcomes sought, the support to be provided as well as any teaching strategies or approaches that are needed. This information will be recorded on the support plan and target sheet, which will be made accessible to staff. Parents/carers will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.
3. **Do:** the student's class teacher retains overall responsibility for their progress. 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 SENDCO will support the teacher in further assessing the student'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 student's progress will be reviewed in line with the agreed date. The school will evaluate the impact and quality of the support and interventions. This evaluation will be based on:
 - a. the views of the parents/carers and students;
 - b. the level of progress the student has made towards their outcomes; and
 - c. the views of teaching staff who work with the student.

The teacher and the SENDCO will revise the outcomes and support in light of the student's progress and development, and in consultation with the student and their parents/carers.

3.5 Levels of support

Details of the school's core offer and targeted offer can be found in the SEND Core and Targeted Offer document ([click here](#)).

3.5.1 Core offer

At Hermitage Primary School, high quality teaching adapted for individual students is the first step in responding to students who have, or may have, SEND. The school believes, in line with the SEND Code of Practice 2014, that additional intervention and support cannot compensate for a lack of good quality teaching. The majority of students at Hermitage Primary School can make progress through such teaching with adaptive teaching approaches. The school regularly and carefully reviews the quality of teaching of all students, including those at risk of underachievement; this includes reviewing teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the special educational needs they most frequently encounter. Therefore, it is the school's aim that all work within the classroom is pitched within the appropriate level so that all students are able to access the curriculum according to any individual need. The school knows that the benefit of this type of adaptation is that all students can access a lesson and learn at their level and feel included. Student progress is regularly assessed through formative approaches that happen in the classroom and through summative assessment on a termly basis. Students who are added

to the SEND register have personalised support plans that outline the interventions, adaptive teaching approaches and individual provisions that are provided to meet their needs. These will include ordinarily available provision alongside the core offer but will also include additional strategies from the targeted offer of Wave 2 and 3.

3.5.2 The targeted offer

A student has SEND if they have a learning difficulty or disability which calls for provision that is additional to or different from the ordinary available provision. This provision is deemed additional to or different from the core offer that is made for all students. Students have SEND 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 educational facilities of a kind generally provided for others of the same age at Hermitage Primary School

In line with the Code of Practice 2014, SEND provision falls under four broad areas:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

Students receiving SEND provision will be placed on the school's SEND register. These students have needs that can be met by the school through a graduated approach and can be short-term or long-term. Where the student's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible. If a student is formally identified as having SEND by an external agency, with the agreement of parents/carers, they will be placed on the SEND register. The provision for these students is funded through the school's notional SEND budget. On the census these students will be marked with the code K. The targeted offer is adapted for each individual student and recorded on their support plan.

3.5.3 Education, health and care (EHC) plan

A school may request an education, health and care needs assessment to apply for an education, health and care plan (EHCP) when a child or young person has significant, long term and complex needs that cannot be met through the support ordinarily available in school. This is typically considered after implementing and reviewing targeted interventions, adaptations and support over time, as outlined in the SEND Code of Practice. If progress remains limited despite these efforts, and if additional specialist resources or support are required, the school will collaborate with parents/carers and other professionals to gather evidence and may make a formal request to the local authority. Students who have an EHC plan will have an annual review meeting to review their plan, provision, and education setting. The school will complete any required paperwork for the local authority. Student voice and parental/carer voice will be gathered as part of this process.

3.6 Evaluating the effectiveness of SEND provision

The SENCo, alongside the school's Senior Leadership Team, regularly monitors and evaluates the quality of provision for all students. The school aims to use interventions in school that have proven outcomes and are evidence-based. The impact of SEND provision on the progress and outcomes for students on the SEND Support register is measured through:

- analysis of student tracking data and test results at student progress meetings;
- progress against national data and based on their age and starting points;
- interventions baseline and exit data;
- progress against individual targets;
- students' work and interviews; and/or
- student and parent/carers voice.

The SENCo maps provision for each class and student. Decisions are made as to whether specific interventions are proving to be effective in terms of impact, time spent on them and the finance used in providing them. Each year, the school reviews the needs of the cohort and, if necessary, makes changes to its provision. The school evaluates the effectiveness of provision for students with SEND by:

- tracking students' progress, including by using provision maps;

- carrying out the review stage of the graduated approach in every cycle of SEND support;
- using student questionnaires;
- monitoring by the SENCo, class teacher and phase leads;
- holding annual reviews for students with EHC plans; and/or
- getting feedback from the student and their parents/carers.

The data that is reviewed will include assessment data, observations, progress in interventions, behavioural logs, progress against personalised targets, book looks, external professional feedback and care plans, attendance data and effectiveness of reward charts etc.

4. Students with SEND joining mid year and those moving to other schools.

Before and upon admission, the school will work closely with the student, their family and previous educational settings to gather key information about their strengths, needs and any existing support plans that are in place, including Education, Health and Care Plans (EHCPs). The school will ensure appropriate assessments are carried out swiftly and necessary interventions or reasonable adjustments are implemented without delay. A personalised transition plan is developed where needed, incorporating pastoral support, peer mentoring, and regular check-ins with the SENCo. The school's goal is to ensure that all students feel welcomed, valued and fully included in the school's community, with access to the support they need to succeed both academically and socially. When a student with SEND moves to another school, the school is committed to ensuring a seamless transition by sharing relevant information promptly and working collaboratively with the receiving school. This includes providing detailed records of support strategies, progress and any EHCP provisions. Where possible, the school will facilitate transition visits and additional support to help the student adjust to their new environment. The school's priority is to ensure continuity of support so that students can thrive in their next educational setting.

5. Expertise and training of staff

5.1 The school's approach

Training is regularly provided to teaching and support staff including training around SEND and adaptive teaching. The headteacher and the SENCo will continuously monitor training needs in the school and will identify any staff who have specific training needs. These requirements are incorporated into the school's plan for continuous professional development. Training includes developing communication, autism, dyslexia, social and emotional development or wider curriculum training.

5.2 The SEND register

The SEND register is updated termly by the SENCo to take into account progress and also student's needs. The information gathered from assessments, observations, external professionals and interventions are considered and permission from parents/carers is sought for children to be added to the register. A student's special educational needs are identified and recorded on the school's SEND Support Register. Students are recorded on the SEND Support Register at Hermitage Primary School if:

- the student has a diagnosis from an external professional e.g Autism, ADHD or a physical need, that will have a long term impact on their learning and interactions in school meaning that adaptations are required in addition, or different to the Ordinarily Available Provision within the school;
- the student is under an external professional e.g. SALT, OT, SEND Advisory Service and advice is being given to the school. A student who is on a waiting list for a Child Development Centre or CAMHS assessment and additional support is being provided by school staff;
- the student is working two years below their cohort despite attending interventions (over a period of a school year) that are available for their peers. This can mean that they are having B2 assessments, toe-by-toe or precision teaching as the ordinarily available phonic interventions have not enabled progress in line with their peers. Reading assessments and personalised assessments (possibly including an Educational Psychologist) will take place to support this cognitive need;
- the student has additional support in school linked to their social/emotional/mental health (SEMH) need that is above the ordinarily available provision within the school. This can include structured lunches or part-time timetables; and/or
- the student has an EHC plan.

6. Admission and accessibility arrangements

6.1 Admission arrangements

The school's admission arrangements can be found on the school's website ([click here](#)).

6.2 Accessibility arrangements

The school's accessibility plan can be found on the school's website ([click here](#)).

A student entering the school with a previously identified special need is added to the SEND Register in consultation with the parents/carers, and provision is made according to their needs. Every effort is made to ensure continuity during such changes and to obtain information from their previous school. It is also important to identify the full range of needs, not simply the primary need of an individual student. Transition of students with SEND into a new school can require additional support, and therefore Hermitage Primary School aims to make this move as smooth as possible. In partnership with the local authority, a waiting list is maintained for all year groups, which prioritises children according to the admission criteria of the school, such as siblings and distance. This means that prospective students with a disability or special educational needs are not disadvantaged from joining the school.

6.3 Principles

- Hermitage Primary School values every student. The school aims to be inclusive to enable every student to be supported and successful.
- The school is accessible for students with disabilities. The school has a lift to access the first-floor classrooms and an accessible toilet on the ground floor. Personal risk assessments are made for individual students with a disability to ensure that their needs are met as fully as possible.
- The school has a working relationship with the local authority's Sensory Impairment Team. They currently provide support for students who have a hearing or visual impairment.
- Risk assessments are made for school trips and events to support the access of individual students.
- The school has an accessibility plan and audit that is regularly reviewed by the SENCo. The school's accessibility plan covers how the school will:
 - increase the extent to which disabled students can participate in the curriculum;
 - improve the physical environment to enable disabled students to take better advantage of the education, benefits, facilities and services you provide; and
 - improve the availability of accessible information to disabled students.

Hermitage remains committed to reviewing its accessibility arrangements and making reasonable adjustments wherever possible to support all students.

7. Monitoring and evaluation

The school is constantly looking for ways to improve the SEND policy and provision. The SENCo, alongside the school's Senior Leadership Team, regularly monitors and evaluates the quality of provision for all students. They will do this by evaluating whether or not they are meeting the objectives set out in section 1. The school aims to use interventions in school that have proven outcomes and are evidence-based. The impact of SEND provision on the progress and outcomes for students on the SEND Support register is measured through:

- analysis of student tracking data and test results at Student Progress Meetings
- progress against national data and based on their age and starting points
- interventions baseline and exit data
- progress against individual targets
- students' work and interviews
- student and parent/carers views, including surveys
- staff voice

The SENCo maps provision for each class and student. Decisions are made as to whether specific interventions are proving to be effective in terms of impact, time spent on them and the finance used in

providing them. Each year, the school reviews the needs of the cohort and, if necessary, makes changes to its provision and curriculum.