



# Hindon Primary School

'Where happy children learn'

## Hindon Church of England School

### Special Educational Needs Policy

This policy has been developed by a working group made up of:

- Head teacher: Simon Watkins
- SENCO: Laura Yeomans
- SEND Governor: Lynne Miskin

#### **Schedule for review of this policy:**

|                                                                                                                   |                |
|-------------------------------------------------------------------------------------------------------------------|----------------|
| This policy was approved by the Governing Body on:                                                                | September 2026 |
| The implementation of this policy will be monitored by:                                                           | Head teacher   |
| Monitoring will take place:                                                                                       | Annually       |
| The Governing Body will receive a report on the implementation of this policy, generated by the monitoring group: | Annually       |
| Next review date:                                                                                                 | September 2027 |

**Interim Head Teacher: Mr S Watkins    Chair of Governors: Mr R Bryson**

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## **The School Special Educational Needs Vision**

Hindon School has a Special Educational Needs Co-ordinator (SENCO), Laura Yeomans. The Special Education Needs and Disability governor is Lynne Miskin.

At Hindon School, we believe that all children have a right to a broad and balanced education, to thrive at school and enjoy their learning journey. All children are entitled to an education that is appropriate to their individual needs and together with parents and carers we endeavour to do all that we can so that all children achieve their best.

Expectations for all children to achieve their potential are high at Hindon School. Teachers take time to get to know the children very well, understanding their learning styles and strengths as well as areas that they need to improve. Teachers take account of children with special educational needs and if necessary set learning goals and along with the Special Educational Needs Coordinator agree provision that meets the child's needs. Support is focussed on outcomes and is carefully monitored to ensure the intervention is effective.

## **How we provide for Special Educational Needs at Hindon School**

- Identify and provide for pupils who have Special Educational Needs and additional needs;
- Work within the guidance provided in the Special Educational Needs and Disability (SEND) Code of Practice, 2014;
- Frequent communication between Teachers, Headteacher and SENCO;
- SENCO to work with the Special Educational Needs (SEN) inclusion Policy;
- Provision of support and advice for all staff working with SEN.

## **Aims and objectives of the policy**

- To strive to create an environment that meets the special educational needs of each child in order that they can achieve their potential in activities with pupils who do not have SEN;
- To identify the key responsibilities that we have at school to all children and those with SEN;
- To ensure a high level of staff expertise to meet pupils' needs, through training and professional development;
- To show the different roles of staff and governors and how they play a vital role in securing quality learning for every child at school;
- To show how Hindon School enables all children to have full access to all elements of the school and curriculum;
- To ensure support for pupils with medical conditions and/or disabilities so that they are fully included in all school activities;
- To work in cooperation and productive partnerships with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

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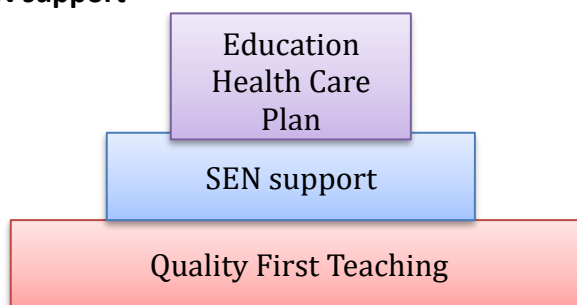
## Identifying Special Educational Needs

We have adopted a 'Graduated Response' to the identification of children with Special Educational needs. There are four broad categories that give an overview of the range of special needs:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

These four areas assist the school in understanding more about the child's difficulties or range of difficulties, and offers teachers a more 'global' understanding of a child's needs. These four areas are broken down into descriptors, (This document is known as the WGRSS – Wiltshire Graduated Response for SEND Support). These descriptors help to pinpoint exactly what needs should be planned for. Teachers and the SENCO also focus on the 'whole child' and how they perceive their strengths in school and how they feel they learn best.

## A Graduated Approach to SEN support



'Quality First Teaching' is considered the key to success with all learners. At Hindon School, our teaching incorporates highly focussed lessons with clear objectives, engaging children with opportunities for them to take responsibility for their own learning, so they become more independent. High levels of interaction with the children are important both with the teacher and with their peers. This approach is the best way to reduce, from the start, the number of children who need extra help with their learning or behaviour. Good classroom practice involves differentiation, and this is the first step in responding to children with SEN. The SEND Code of Practice 2015, makes it clear that the teacher is responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Teaching staff, are monitored regularly to review the quality of teaching for all the pupils including those who are considered vulnerable or who have SEN. This monitoring involves looking carefully at the data, for an example all the children in the class are making reading and spelling ages, to ensure progress. Pupil Progress meetings three times a year allow for the progress of children with SEN to be monitored by the class teacher, teaching assistant, assistant head and the SENCO. Lesson observations, also provide important feedback to teachers and can be valuable in developing more of

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an understanding of strategies to identify and support vulnerable pupils and their knowledge of SEN most frequently encountered.



## **Assess**

- If a child is not progressing in line with national expectations despite 'Quality First teaching' and reasonable adjustments, the teacher and SENCO consider all of the information gathered from within the school about the pupil's progress. The teacher and SENCO will look at formative and summative assessments and the child's One Page Profile to select provision appropriate to the child's needs. Parents will also form an important role in providing additional information about their child, and share how they feel the school can best support their child. For higher levels of need, the school, with permission from parents will draw on external agencies and professionals to offer guidance to the teaching staff and / or support to the child. The external agency will then write a report on their findings.

## **Planning**

- If a child accesses support from external agencies they are then placed on the SEN register at the school. If it is decided to provide SEN support, the SENCO and the teacher in consultation with the parents and child agree outcomes that they are seeking and interventions are put into place.

## **Do**

- The SENCO and class teacher oversee the interventions talking with the child about how they feel about their learning and progress. The child's teacher remains the responsible for working with the child on a daily basis.

## **Review**

- The intervention is monitored on the child's IEP regularly and communication between the teacher delivering the intervention and the SENCO is maintained to ensure progress is being made or if any adaptations need to be made. Progress in relation to the desired outcomes is shared with parents and child regularly.  
When a child achieves their outcomes then the process of assessment begins again. If, however after assessment it is felt that the child no longer requires an intervention then the school discusses the pupil's progress with the parents and the child exits the intervention.

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## Vulnerable Groups

Research suggests that there are factors that are not Special Educational Needs, but may impact on progress and attainment. The teacher together with the SENCO, carefully monitor the following groups to ensure progress is made in line with their peers:

- Disability
- Poor attendance and punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

## Roles and Responsibilities

### SENCO

The SENCO is Laura Yeomans – [senco@hindonce.wilts.sch.uk](mailto:senco@hindonce.wilts.sch.uk)

They will:

- Work with the headteacher and governors to determine the strategic development of the SEN policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEN 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 work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEN support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEN up to date.

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## Governors

At Hindon School the governors challenges the school and its members to secure necessary provision for children who have SEN. The school is accountable for the provision made for children with SEN and the governors ensure that children with SEN are admitted to the school in line with the school's agreed admissions policy. The governors ensure equality and so that a child with special educational needs joins in the activities of the school together with children who do not have special educational needs.

The SEN governor is Lynne Miskin.

They will:

- Help to raise awareness of SEN issues at governor meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governors on this.
- Work with the Headteacher and SENCO to determine the strategic development of SEN policy and provision in the school.

## The Headteacher

The interim Headteacher is Simon Watkins.

They will:

- Work with the SENCO and governors to determine the strategic development of the SEN policy and provision within the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

## Class Teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEN policy.

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## Additional Roles and Responsibilities

- Learning support staff, at Hindon School are teaching partners who work with groups of children or individuals, or they work with one individual child who is on the SEN register and has specific learning needs.
- Amy Hall is responsible for Safeguarding
- Simon Watkins manages the Pupil Premium Grant.
- Simon Watkins is responsible for managing the school's responsibility for meeting the medical needs of pupils.

## Supporting Pupils and Families

- The Wiltshire Local Offer provides information and guidance on services for children and young people, aged 0-25 with Special Educational Needs. For more information go to [www.wiltshirelocaloffer.org.uk](http://www.wiltshirelocaloffer.org.uk)
- There is additional information on how Hindon School supports children with SEN, the nature of support available and statistics on the amount of children with Special needs currently attending the school in the SEN Information Report which is on the school's website.

## Admission Arrangements

At Hindon School, normal admission arrangements apply. The admissions policy is based on the agreed Wiltshire admissions criteria, which can be viewed at: [www.wiltshire.gov.uk/schoolseducationandlearning](http://www.wiltshire.gov.uk/schoolseducationandlearning). All children will be treated according to their needs in line with the school's policy for equality of opportunity. No child will be denied admission because of his or her creed, race, physical ability or academic attainment.

## Supporting pupils at school with medical conditions

At Hindon School we recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including trips and physical education. Healthcare Plans specifying the type and level of support required enable the school to allocate the necessary staffing and or make adjustments to the school and or classrooms. For example, if a child is transferring from a school with a Healthcare Plan every effort will be made to ensure the child's needs are fully met, through liaison with the LA and any other external agencies. If the child has a disability and SEN their provision, if necessary, will be planned alongside the Healthcare Plan.

## Monitoring and Evaluation of SEND

All learning is actively monitored through:

- Work scrutiny
- Planning scrutiny
- Classroom observations
- Peer observations

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- Formative and summative assessment from teachers
- Progress reports
- Pupil progress meetings
- Pupil tracker
- Co-ordinator evaluations

This process promotes an active process of continual review and improvement of provision for all pupils.

In addition, the SENCO monitors the movement of children within the SEN system in school and provides the senior leadership team with regular summaries of the impact of intervention within the school. Feedback from assessments, the classroom teacher and both the pupil's views and parent's views, are used to up-date SEN passports and ensure progress is being made. The SENCO and the Head teacher hold regular meetings to review the work of the school in this area. In addition, the SENCO, and the named governor with responsibility for special needs, also hold regular meetings.

## Training and Resources

SEND money will be spent on additional resources, staffing costs and time allocated to the SENCO to manage the support for SEN and meeting the objectives of this policy. Funding for some of the intervention programmes run by teachers comes from pupil premium. In the case of allocating resources and staff to children with a Healthcare Plan then the SENCO liaises with the local authority to secure funding.

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 in SEN. Staff who attend further courses will feedback to staff meetings on courses so that up-dates are disseminated. The SENCO meets with new staff to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils. The school's SENCO regularly attends the Local Authority network meetings in order to keep up to date with local and national updates in SEND.

## Working with other agencies

- Speech and Language Therapists
- Educational Psychologist
- SSENS (Specialist Special Educational Needs Service)
- Behaviour Support Team
- EMAS (Ethnic Minority Achievement Service)
- Physical Impairment Service
- Visual and Hearing Impairment Services
- CAMHS (Child & Adolescent Mental Health Service)
- Social Care Team
- Occupational Therapy
- School Nurse

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## The Local Authority Local Offer

Wiltshire Council publishes it's Local Offer providing information and guidance on services for children and young people, aged 0-25, with SEND. This website contains information about education, health, social care, preparing for adulthood and leisure.

- Our local authority's local offer is published here: <https://www.wiltshire.gov.uk/local-offer>

## Accessibility

All schools have a duty to increase over time the accessibility of schools for disabled pupils and to implement their plans. Hindon School has worked towards ensuring good access with wide entrance, double doors and level playing ground. The whole school adopts an ethos of inclusion and understands our responsibility to remove barriers to learning, both inside the classroom and outside. There are, a wide variety of free afterschool clubs available for children to attend. Children with SEN or Disabilities are accommodated for, through extra staffing, adaptations made to the teaching of sports and games, or the equipment used, so that all children can take full advantage of extra-curricular activities. See Accessibility Plan and Policy.

## Complaints Procedure

If parents/carers have a complaint concerning provision for their child, they should initially attempt to resolve this with the class teacher. If this proves unsuccessful, the matter should be referred to the SENCO and/or Headteacher. Should the matter still be unresolved the parents/carers should contact the 'responsible person' on the governors. If the complaint remains unresolved the Chair of Governors should be involved and finally the complaint could be taken to the LA and/or Secretary of State.

## Storing and Managing Information

All documents are stored securely following data protection guidelines. Records belonging to children on the SEND register, and those for whom monitoring arrangements are in place, are kept updated by the SENCO. These records are stored securely, in line with the General Data Protection Regulation (GDPR) 2018. Pertinent information is shared with teaching staff, and other professionals involved in the child's care and support and with parents in an accessible format.

## Providing a safe learning environment

In order to keep **all** children safe at Hindon School we focus on;

- Relationships with other children – through Personal Social Health Education children focus on: friendship/loss/health/trust/diversity /understanding feelings/self-esteem;
- Anti-bullying – through awareness of Friendship week;
- Playground interaction through games, toys, quiet and art areas, a sports coach is also employed to organise games and sports at lunch times
- Low ratio of staff to pupils on the playground so that we can closely monitor all children and they can be quickly attended to if necessary;
- Restorative justice which enables all children to develop a sense of responsibility;

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- Internet safety is taught to all children.

## **Safeguarding Children with SEN**

Additional safeguarding measures are put in to place if necessary. For example, some children with SEN may require additional internet tuition to ensure they use the internet safely.

For more information on SEN at Hindon School on the school website.

## **Reviewing the policy**

This policy will be continually monitored and evaluated with reference to the aims outlined at the beginning of this policy by the SENCO and the school's SEN governor. This evaluation process will take into consideration the views of:

- Teachers
- Parents/carers
- Pupils
- External professionals and agencies

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## Hindon Whole School Provision 2025/26

| Universal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Targeted                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Specialist                                                                                                                                                                                     |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | SEND Register                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                |
| Available to all<br>(including those on the Monitoring List)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | SEND Support (Passport)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | EHCPs (SEND Support Plan)                                                                                                                                                                      |
| <ul style="list-style-type: none"> <li>• High quality inclusive teaching</li> <li>• Adaptive Practice</li> <li>• Additional processing time</li> <li>• Visual timetables</li> <li>• Neutral display boards</li> <li>• Calm, decluttered environments</li> <li>• Manipulatives and concrete resources</li> <li>• Differentiation and appropriately adjusted scaffolds</li> <li>• Regular check-ins with identified adult</li> <li>• Flexible, strategic grouping and seating</li> <li>• Sensory supports (e.g. ear defenders, concentration aids, chair band)</li> <li>• Movement breaks</li> <li>• Word banks and sound mats</li> <li>• Visual prompts, including pictures from stories</li> <li>• Physical resources e.g. writing slope, pencil grip</li> <li>• Paired reading</li> <li>• Coloured Overlays / Reading Rulers</li> <li>• Dyslexia-Friendly Presentations &amp; Fonts</li> <li>• Dyslexia friendly books</li> <li>• Phonics programme Rapid Catch Up (Little Wandle)</li> <li>• Assistive technology</li> <li>• Sand timers</li> <li>• Positive praise and intrinsic motivation</li> <li>• Enrichment activities, including Forest School</li> <li>• Emotional Literacy Support Assistance (ELSA) support</li> <li>• Use of 'Help' card</li> </ul> | <ul style="list-style-type: none"> <li>• Individual, personalised visual timetable</li> <li>• Now &amp; Next boards</li> <li>• Wobble cushion</li> <li>• Task Breakdown Templates</li> <li>• Social Stories</li> <li>• Speech &amp; Language support</li> <li>• SSENS team support</li> <li>• Behaviour Support Service (BSS) input</li> <li>• Visual Impairment team</li> <li>• Disabled toilet access</li> <li>• Extra time in assessments</li> <li>• Phonics programme Keep Up (Little Wandle)</li> <li>• Education Psychologist (EP) support</li> </ul> | <ul style="list-style-type: none"> <li>• Additional 1:1 adult support for allocated hours</li> <li>• Alternative Provision (AP)</li> <li>• Physical &amp; Medical Advisory Teachers</li> </ul> |

The policy will be reviewed in September 2027.

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