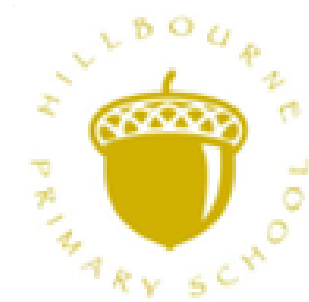


# **HILLBOURNE PRIMARY SCHOOL**

## **SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY 2026/2027**



## Contents

| Section Detail |                                                            | Page |
|----------------|------------------------------------------------------------|------|
| 1              | Purpose and Intent                                         | 2    |
| 2              | School Ethos to Inclusion of Pupils with SEND              | 3    |
| 3              | Leadership and Management of SEND                          | 6    |
| 4              | A Graduated Response to Supporting SEND                    | 7    |
| 5              | Interventions                                              | 10   |
| 6              | Assessment of Pupils with SEND                             | 12   |
| 7              | Supporting Pupils with Medical Conditions                  | 13   |
| 8              | Admissions and Transitions for Pupils with SEND            | 13   |
| 9              | Accessibility                                              | 14   |
| 10             | School Trips, School Clubs and Extra Curricular Activities | 14   |
| 11             | Local Offers                                               | 15   |
| 12             | Support for Families                                       | 15   |
| 13             | Monitoring Arrangements                                    | 16   |
| 14             | Complaints Procedures                                      | 16   |
| 15             | Roles and Responsibilities                                 | 17   |

## **Section 1**

### **Purpose and Intent**

At Hillbourne, we aim to provide a broad, balanced and engaging curriculum for all children. We are fully committed to promoting inclusion of all children through a curriculum offer that develops all children's skills regardless of their starting points. We believe that all children have the right to be educated within their peer group (whenever possible) where they will have the freedom and confidence to think for themselves and continue to ask questions about their place in the world around them.

As well as learning, we want all children to feel celebrated and valued, regardless of their abilities, behaviours, gender, religion or ethnic background and believe in preparing our children for the future by equipping them with the essential knowledge and skills that will enable them to thrive in whatever context they find themselves in. Our ethos is to support all children to become successful learners and confident individuals.

At Hillbourne, we employ a variety of learning approaches to nurture each individual pupil to achieve their own ambitions and those the school has for them. They are supported by high quality teaching, nurturing pastoral care and a committed and caring staff team.

This SEND Policy outlines how we aim to ensure that pupils with SEND are appropriately supported and included during their time at Hillbourne Primary School, so that they can make progress and participate as fully as possible in school life.

This policy complies with the statutory requirements detailed in the SEND Code of Practice (2015) and has been written with reference to the following guidance and legislation:

- Equality Act (2010)
- Children and Families Act (2015)
- Hillbourne's SEND Information Report (2023/24)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (2015)
- The National Curriculum in England KS2 framework document (2013)
- Supporting pupils at school with medical conditions (2014): statutory guidance from the Department for Education

This policy has been developed in consultation with the Headteacher, Senior Leadership Team and Hamwic Trust.

Person responsible for SEND Provision at Hillbourne Primary School: Mrs. Sarah Brown (SENCo & Inclusion Lead) Kitchener Crescent, Waterloo, Poole, Dorset BH17 7HX. Tel: 01202 692604. Email: [office@hillbourne.poole.sch.uk](mailto:office@hillbourne.poole.sch.uk).

This policy describes Hillbourne Primary School's approach to meeting Special Educational Needs and Disabilities and does not create contractual obligations, guarantees or entitlements

to particular individual services, interventions or levels of support. All provision is allocated according to assessed need, professional judgement, progress and impact, and is subject to staffing, training, funding and available resources. Provision may change over time in response to these factors

## **Section 2**

### **School Ethos and Inclusion of pupils with SEND**

At Hillbourne Primary School we are committed to:

- Aiming to support each child to reach their full potential.
- Identifying (early indicators of) SEND as early as possible.
- Providing appropriate support tailored to each child's individual needs.
- Providing quality first teaching for all children, including those learning with SEND.
- Enabling all children to access the school curriculum and wider school activities where this is reasonable, appropriate to need, and achievable through reasonable adjustments.
- Accurately assessing the learning and progress of pupils learning with SEND.
- Consulting with parents and carers of pupils with SEND, informing them of their child's learning and progress.
- Improving attainment of pupils learning with SEND.
- Providing appropriate training and support for all staff.

This is interwoven through our existing policies to ensure that the education of pupils with SEND at Hillbourne is a priority for all staff. The following policies can be found on our school website which give further information:

- Admissions Policy
- Anti-Bullying Policy
- Attendance Policy
- Behaviour Policy
- Safeguarding and Child Protection Policy
- Equality and diversity statement
- PHSE and RSE Policy

#### **Universal Provision and Quality First Teaching:**

We adhere to the SEND Code of Practice (2015) and follow a Graduated Approach to SEND; recognising that all teachers are teachers of SEND and Quality First Teaching is the key to supporting all learners, especially those with Special Educational Needs.

Teachers are responsible for assessing and monitoring the progress of their pupils and supporting needs as identified by the Inclusion Lead or external agencies. This is achieved through use of Quality First Teaching general provision, along with reasonable adjustments which may include: carefully planned adaptations and/or assessment to identify children in need of further scaffold or support, support within class through flexible small group or short-term individual support where appropriate, delivered by class teachers and/or support staff such as flexible grouping.

Through making reasonable adjustments:

- The learning needs of all children and young people are considered, ensuring support and challenge for learners – with high expectations for all.
- Lesson planning, involving everyone working with the children and considering prior learning based on assessment. This includes scaffolding and clear success criteria.
- Teachers employ a planned range of teaching skills, strategies and approaches to engage all learners.
- Teaching considers the use of language ensuring it is matched to the needs and circumstances of the learner.
- Teachers provide clear explanations of teaching points and use appropriate questioning to develop understanding and to set challenges.
- Teaching is based on clear objectives that are shared with the children and reflected upon; vocabulary is clearly explained; interactive teaching styles are employed that make maximum use of visual and kinaesthetic as well as auditory/verbal learning.
- Dual coding is used to support understanding.
- Modelling, checking and recall are used to support children to know more and remember more.
- Support staff are deployed flexibly in response to cohort and individual needs and, where possible, are supported through training and guidance to add value to classroom learning and promote pupil independence.

#### **Early Identification of SEND:**

A pupil may be identified as having SEND where, despite appropriately differentiated Quality First Teaching and reasonable adjustments, they experience persistent barriers to learning and do not make expected progress, as indicated by a range of evidence and professional judgement.

The SEND Code of Practice (2015) outlines four areas of difficulty. It is recognised that children learning with SEND may experience difficulties in more than one area:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

We aim, where appropriate and developmentally suitable, to involve pupils, alongside their parents/carers, in planning for and reviewing provision. This may also include consultation of and involvement with external agencies and providers of support.

As set out in Section 5 of the SEND CoP (2015), we accept the principle that pupils' needs should be identified and met as early as possible. Through collaboration and discussions with parents/carers, feeder nurseries/schools and external agencies, we work to gain understanding of any SEN provisions already in place to ensure appropriate review of the child's progress.

**Types and Categories of SEN:**

- **Specific learning difficulty (SpLD)**  
Such as dyslexia, dyspraxia, attention deficit-hyperactivity disorder (ADHD), dyscalculia and dysgraphia.
- **Moderate learning difficulty (MLD)**  
Attainment is significantly lower than that of their peers specific programmes are required to aid progress in cognition and learning.
- **Severe learning difficulty (SLD)**  
Significant intellectual or cognitive impairments.  
Speech, language and communication needs (SLCN)
- Social, emotional and mental health (SEMH)
- Autistic spectrum disorder (ASD)
- Visual impairment (VI)
- Hearing impairment (HI)
- Multisensory impairment (MSI)
- Physical disability (PD)

These categories are used to support understanding of need and do not, in themselves, determine eligibility for specific provision, intervention or statutory assessment

The Inclusion Lead co-ordinates and oversees the support and involvement of external agencies, working closely with parents and teachers to ensure that recommendations and appropriate provisions are in place where needed. External agency involvement can vary depending on the service and type of support needed and includes educational advice, guidance and intervention support to be put in place at school.

**External agencies include:**

- Child and Adolescent Mental Health Services (CAMHS)
- Mental Health in Schools Team (MHST)
- Specialist (Advisory) Teachers
- Educational Psychologists
- Occupational Therapists
- Speech and Language Therapists
- Physiotherapists

- Social Care
- School Nurse service
- Health Visitors
- GPs
- Paediatricians

At Hillbourne, we recognise that parents are the experts on their children and aim to work together with parents to ensure their child is receiving the most appropriate support which enables them to succeed and thrive. Through discussion with class teachers and the Inclusion Lead, parents are invited to be involved in contributing to children's individual support through the use of meetings and contributions to Individual Education Plans.

### **Deployment of Support Staff**

Teaching Assistants are deployed to support learning within classes based on cohort needs and priorities at any given time. While Hillbourne is fortunate to have a Teaching Assistant allocated to each class, this support is not assigned to individual pupils on a permanent basis unless specified within an Education, Health and Care Plan. Decisions about deployment are reviewed regularly and may change in response to pupil need, staffing availability and funding

The focus of support staff is to promote independence, confidence and progress, and deployment may change over time in response to pupil needs, staffing and available funding.

## **Section 3**

### **Leadership and Management of SEND**

The Inclusion Lead, along with the Senior Leadership Team (SLT) work with all teachers and support staff to ensure a culture of high expectations is established and maintained, which expects all pupils with SEND to be supported and included in all the opportunities available to other children so they can achieve well.

The SLT regularly review how expertise and resources used to address SEND needs can be used to build the quality of whole-school provision as part of our approach to school improvement. The quality of teaching for pupils with SEND and the progress made by pupils is a core part of the school's performance management arrangements and approach to professional development for all teaching and support staff.

At Hillbourne, we follow a Distributed Leadership model, where the Inclusion Lead and SLT empower and support teachers and support staff to identify any patterns in the identification of SEND, to make regular assessments and use this to develop the quality of teaching as per the needs of the pupils.

For those pupils who are identified as being on the school's SEND Register, their progress is monitored and evaluated using Individual Education Plans (IEPs). IEPs are used to follow the

Plan, Do, Review cycle of assessment as outlined in the SEND Code of Practice (2015). This approach allows for the close tailoring and monitoring of individual targets personalised to the child's learning needs, where necessary.

All staff regularly receive training by either the Inclusion Lead, SLT or external agencies on specific SEND areas. This follows evidence-based research and practice as identified through the Education Endowment Foundation and recommendations for practice. Through working closely with external agencies and Hamwic Trust, external training providers and experts within the field of SEND are also utilised for effective, quality staff development and training.

The governor responsible for the governance of SEND at Hillbourne Primary School:  
Ms Kate Webster.

## **Section 4**

### **A Graduated Response to supporting SEND**

This policy is intended to describe the school's approach to supporting pupils with SEND. It does not create contractual obligations or entitlements to specific provision. Decisions about provision are made on the basis of assessed need, progress, impact, staffing and available resources, and in accordance with statutory duties

Identification and provision follow the principles outlined in Section 2 of this policy.

We strive to provide quality first teaching in every lesson, for all pupils. Class teachers are responsible for the learning, development and progress of all pupils in their class, including providing pupils with access to additional provision and support where appropriate.

Through following a Graduated Response to SEND, the support for all pupils is separated into stages. This is reviewed each term and pupils' provision is assessed and evaluated accordingly. We regularly monitor and assess pupils with SEND to ensure that the provision continues to have a positive impact on their attainment and progress. This is done through collaboration with SLT, the Inclusion Lead and teachers.

#### **Stage 1:**

##### **Universal provision for all**

Part of the Quality First Teaching general provision, along with reasonable adjustments which may include:

- Carefully planned adaptations
- Assessment for Learning to identify children in need of further scaffolding or support.

**Stage 2:****Early intervention support:**

In addition to stage 1:

Support within class through small groups and individual support which is delivered by class teachers and/or support staff (E.g. flexible groups)

**Stage 3:****Targeted additional support**

The examples of provision and intervention outlined at each stage are indicative rather than exhaustive and do not constitute an entitlement. Provision is allocated according to assessed need, impact, staffing capacity and available resources, and may change over time.

In addition to stages 1-2:

- Additional group or individual programmes
- Evidence based interventions with pre and post assessments
- Teacher responsible for early identification and meeting of needs under Inclusion Lead supervision
- Monitoring to consider placement on or off SEND Register

**Stage 4:****Targeted, intensive additional support (Entry onto SEND Register)**

In addition to stages 1- 3:

- Multi-professional support is sought and followed
- Individual Education Plan / Pupil Passport following a termly Assess, Plan, Do, Review (APDR) cycle.
- Identified on school SEND Register
- Evidence gathering of APDR cycles in consideration of a request for statutory assessment and Education, Health and Care Plan.
- The SEND Register is monitored and reviewed on a termly basis.
- Pupil's progress and attainment is closely monitored and provision reviewed accordingly.
- Targeted interventions are planned and delivered, under the supervision of the Inclusion Lead.
- Individual needs are recognised, addressed and met through intervention which can be learning based or through pastoral / ELSA / SEMH / support.

- External agency and professional advice implemented and reviewed such as Outreach Teachers, EP, CAMHS and other external agencies and professionals.
- Training and coaching support given to staff delivering this level of provision to ensure optimum outcomes and impact – led by Inclusion Lead.
- Parents play an active role in their child's provision and are kept well-informed of their child's progress.

**Stage 5:****Provision over and above stage 4**

- Education, Health and Care Plan obtained, provision is monitored and in place
- Annual Reviews monitor progress
- Alternative provision and pathways considered and in place where necessary.
- Provisions as set out in their EHCP are evident and support the child's learning.
- Clear range of strategies and approaches to support differentiated day-to-day teaching is agreed by all those involved, based on specialists' advice.
- Targeted, intensive additional provision that addresses the pupil's needs is planned, with agreed outcomes and review points
- Any additional training for teachers and support staff is arranged

**In line with the guidance provided in the SEND Code of Practice (2015), once a pupil has been identified as learning with Special Educational Needs, it is the school's responsibility to record each individual's needs on their SEND register.**

**Criteria for exiting the SEND Register:**

Following the Graduated Response, if a pupil's progress accelerates and comes within the 'average' requirements for their age and no longer requires additional support to sustain this, then they will exit the SEND register. This will be discussed and agreed with the child's parents. Following their exit, their progress will be monitored closely through pupil progress meetings attended by senior leaders as well as through regular assessment and monitoring completed by their class teacher.

Decisions regarding removal from the SEND Register are made using professional judgement, a range of evidence over time, and in consultation with parents.

**Education Health and Care Plans (EHCPs)**

Where a pupil has significant, severe and sustained needs, and the steps taken by the school do not result in expected progress being made, the school and parents may need to consider requesting an Education, Health and Care Plan.

The Inclusion Lead, in collaboration with parents, will make a referral to the Local Authority to request an EHC Plan when a pupil has a Special Educational Need which will require significant, specifically targeted, long term support for the child to make progress.

We will comply with all local arrangements and procedures when applying for an Education Health and Care Plan and ensure that all requirements for application have been met through proactive additional SEN Support at an earlier stage.

Once an EHCP is obtained, the school will use its best endeavours to secure the special educational provision specified in Section F, in line with its statutory duties under the Children and Families Act 2014 and the SEND Code of Practice and will work with the Local Authority where provision cannot reasonably be delivered in full. Progress will be reviewed annually in a formal Annual Review meeting to which all parties, including the pupil, parents, local authority and external agencies, are invited to attend. The local authority must complete a review of all EHCPs a minimum of every twelve months.

Where the school considers that provision specified in an EHCP cannot reasonably be delivered in full, the school will work with parents and the Local Authority to seek appropriate solutions, including review or amendment where necessary

**Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice (2015) and with local NCC policy and guidance - particularly regarding the timescales set out within the process.**

## **Section 5**

### **Interventions**

Hillbourne Primary School offers a range of evidence-informed interventions and support approaches to meet a wide variety of needs across the Graduated Response to SEND. The examples outlined within this policy are provided to illustrate the types of support that may be used and do not constitute an entitlement to any specific intervention, programme, level of adult support or frequency of delivery.

All provision is allocated according to individual assessed need, professional judgement, progress and impact, and is subject to staffing capacity, training, funding and available resources. The school's provision offer may change over time in response to pupil needs and operational constraints. Where a pupil has an Education, Health and Care Plan, provision is determined by Section F of the plan, which takes precedence over intervention lists within this policy

Interventions available at Stage 2 may include

- Pre-teaching
- Keep up Little Wandle Sessions
- Fine Motor Skills
- Sensory/movement breaks
- Pastoral support
- Bespoke scaffolding
- Targeted support in class

Interventions available at Stage 3 may include

- Focus group in Literacy or Maths lessons
- Pre-teaching Maths or Literacy Group
- Daily reader
- Catch up Little Wandle Sessions
- ELSA
- Precision Teach
- Nessy
- Sensory Circuits
- Speech and language
- Social skills group
- Touch Typing Practise
- Pegs to Paper

Interventions available at Stage 4 may include

- Counselling offer
- CAMHS
- Occupational therapist
- Pediatrician referral
- Little Wandle (1:1 SEND programme)
- Behaviour Support Plan
- Speech and Language Therapist
- Outreach
- Educational Psychologist
- Vision Support
- Hearing support
- Play therapy

Interventions available at Stage 5 may include

- Attention Autism
- Outreach recommendations and reviews
- Speech and Language Therapy plan
- Educational Psychologist recommendations and reviews
- Occupational therapy targets and reviews
- Physiotherapy targets and reviews.
- Hearing or Visual Impairment teacher recommendations and reviews
- Provision Section F (EHCP) and outcomes implemented by class teacher
- Multi-professional planning including Educational Psychologist
- Specialist counsellor/therapist
- Alternative provision

Provision is reviewed regularly and adjusted in response to progress, impact, and changing pupil or school circumstances.

## **Section 6**

### **Assessment of pupils with SEND**

The SEND Code of Practice (2015) and Graduated Response sets out for stages of action: Assess, Plan, Do, Review (APDR). The APDR cycle is completed once a term.

Hillbourne School regularly monitors and evaluates the quality of provision for all pupils.

This is done through lesson observations, work scrutiny and termly pupil progress meetings. The Governors and Trust meet regularly with the Senior Leadership Team and Inclusion Lead to monitor, challenge and support the school at a strategic level.

All Year groups complete termly assessments and pupils on the SEND register will typically have reading, spelling and number age assessed on a termly basis, where appropriate and where this provides meaningful information, Teachers monitor the progress made and necessary adjustments are made through discussion with the Inclusion Lead, in line with the Graduated Response to SEND.

Key Performance Indicators (KPIs) are used to assess pupils' progress against the National Curriculum. Where a child is working below Age Related Expectation (ARE), they will be assessed against the appropriate KPI, which in some cases may require working below the Key Stage. If a child is assessed as working Below Key stage (BKS), teachers may use the Hamwic Building Blocks to form accurate assessments, to monitor their progress and set appropriate targets for their next stages in learning.

### **Individual Education Plans**

Once a child has been placed onto the school's SEND Register (Stage 4 of the Graduated Response to SEND), their progress will be closely monitored through use of an Individual Education Plan.

Individual Education Plans are used to follow the Assess, Plan, Do, Review cycle of assessment. This approach allows for the close tailoring and monitoring of individual targets personalised to the child's learning needs where necessary. Targets are set each term, which aim to address and remove barriers to learning through additional provision and intervention. Progress is monitored throughout the term and reviewed at end of term which is overseen by the Inclusion Lead.

Parents are kept informed of their child's progress using the Individual Education Plans which are sent home each term.

## **Section 7**

### **Supporting Pupils with Medical Conditions**

Hillbourne Primary School recognises that a medical need is not necessarily a Special Educational Need or Disability and are experienced in supporting children with a variety of requirements.

The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support pupils with medical conditions and individual healthcare

plans are used where needed to specify the type and level of support required to meet the medical needs of such pupils. It is important to recognise that some medical conditions do not constitute a SEND need.

Pupils at school with medical conditions are supported so that they have full access to all elements of the school curriculum, including school trips and physical education. As part of Quality First Teaching, all teachers make necessary arrangements to help pupils manage any medical conditions and overcome any potential barriers to getting the most from their education.

Where a pupil is disabled, the school will comply with its duties under the Equality Act 2010. Where a pupil with medical conditions is identified as also having a SEND need, their provision is planned and delivered in a co-ordinated way along with their healthcare plan.

## **Section 8**

### **Admissions and Transitions for pupils with SEND**

**No pupil can be refused admission to school solely on the basis of a special educational need or disability. In line with the SEN and Disability Act, we will not discriminate against disabled children, and we will take all reasonable steps to provide effective educational provision.**

Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place. We support the Local Authority admissions criteria, which does not discriminate against pupils with special education needs or disabilities.

Where a child is identified as having SEND, the Inclusion Lead will work closely with parents and feeder nurseries/schools to ensure timely and accurate handovers are completed. This will include discussion about existing adaptations and support, external agency involvement, additional intervention where needed and recommendations for provision to ensure the transition is as smooth as possible.

We aim to ensure:

- Early and timely planning for transfer to a pupil's next phase of education
- Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at annual review meetings
- Pupils are supported in coming to terms with transitioning to the next year group
- Pupils learning with SEN are familiarised with key adults
- Teachers and support staff provide emotional support during transition periods.

Where a pupil is transitioning to a new school, we aim to ensure:

- Pupils and parents are encouraged to consider all options for the next phase of education
- Where appropriate, outside agencies are involved to ensure information is comprehensive but easily accessible and understandable
- Accompanied and additional visits may be arranged as appropriate
- ELSA/Pastoral support and social stories will be put in place if needed by the pupil.

Our admissions policy has due regard for the guidance in the Code of Practice and our Accessibility Plan should be read in conjunction with this policy.

## **Section 9**

### **Accessibility**

Hillbourne Primary School building was completed in November 2021 and therefore complies with up-to-date building regulations.

There is a wheelchair accessible lift between the ground and first floors and disabled toilets are located on both floors.

On the ground floor, there is a medical room with a height adjustable changing bed.

Entry to the school's Reception is via automatic doors and all ground floor doors which enter the school are accessible by wheelchairs. In addition, all corridors are wide and wheelchair accessible.

## **Section 10**

### **School Trips, School Clubs & Extra Curricular Activities**

Reasonable adjustments will be considered and made, where practicable, to enable participation in wider school life to ensure equal opportunities are provided and offered. Where necessary, external advice and support may be sought to ensure this is possible.

Teachers complete risk assessments ahead of particular practical lessons and any extra-curricular activities including trips and residentials to ensure adequate planning and consideration is made to achieve full participation and engagement. Parents will be consulted where necessary about additional provision regarding trips and residentials to ensure this is a successful and enriching experience.

## **Section 11**

### **Local Offers**

Through working closely with parents, carers and external agencies, our school offer is as set out in this SEND Policy and the accompanying SEND Information Report which can be found on the school's website. We have access to several external services whom the Inclusion Lead can refer to where needed to either seek further support, assessment and recommendations to support pupils learning with SEND at Hillbourne.

The BCP Council Local Offer sets out details of information, advice and support related to SEND can be accessed and how it is resourced. For further information about the BCP Council local offer please follow the link below: <https://fid.bcpCouncil.gov.uk/send-localoffer>.

## **Section 12**

### **Support for Families**

**The Children and Families Act (2015) denotes that local authorities are required to publish and review information about services available for children and young people with special educational needs and disabilities (SEND) aged 0-25 years.**

Hillbourne Primary publishes a SEND Information Report, which is updated annually. This is a statutory requirement which outlines our offer of support for all areas of SEND. This is available on the school website.

Hillbourne Primary School's Senior Leadership Team can signpost and support families in need of short or long-term, practical or emotional support, particularly when difficulties arise around attendance, parenting and the wellbeing of children. Through working closely with the Inclusion Lead, further referrals may be made to external agencies for more targeted support for families in supporting their child at home.

Through working closely with BCP Children's Services, it may also be necessary to refer families to the Early Help service for further intervention and support with matters that are adversely affecting a child's development or wellbeing.

SENDIASS support is available for parents to access for advice and support. SENDIASS aims to empower children and young people with special educational needs/disabilities and their parents/carers to make informed decisions about education, health and social care. The service can be self-referred into by parents or the Inclusion Lead can support parents with this and seeking further advice.

Further information regarding SENDIASS can be found here: <https://sendiass4bcp.org/>

## **Section 13**

### **Monitoring Arrangements**

The SEND Policy along with the SEND Information Report is reviewed and updated each year which is ratified by Hamwic Trust and the Board of Governors.

The Hamwic Trust Standards Officers hold termly reviews which evaluate the practice of all staff with a focus on monitoring teaching practice including SEND provision.

The board of Governors visit the school on a regular basis to work with the SLT to ensure that the school meets its responsibilities under the Equality Act (2010) regarding reasonable adjustments and access arrangements.

## **Section 14**

### **Complaints Procedures**

The school encourages early discussion and resolution of concerns wherever possible.

If there are any complaints relating to the provision for children with SEND, these will be dealt with in the first instance by the class teacher, who is responsible for the provision for the children in their class. If there are further concerns or the matter is not improved following an initial discussion with the class teacher, a meeting will be held with the Inclusion Lead.

If a matter is unresolved, it may be dealt with by the Headteacher or evaluated by the Governor with SEND responsibility.

For more information or to view the school's complaints procedure, please refer to the complaints policy on the website:

<https://primarysite-prod-sorted.s3.amazonaws.com/hillbourne-primary-schoolredesign/UploadedDocument/befff17a-61aa-4333-8462-e83319a29bf8/complaintspolicysep-23-27.pdf>

**Section 15****Roles and Responsibilities**

Provision for pupils with SEND is a priority for the school. The Headteacher, Inclusion Lead and SLT are responsible for determining the policy and provision for pupils learning with SEND.

Designated Safeguarding Lead: Mrs. Laura Bennett (Headteacher)

Deputy Safeguarding Leads: Mrs. Natasha Guarguaglini (Deputy Headteacher)

Mrs. Charlie Hall (Inclusion Lead) and Mrs. Jodie Perry (Family Support Worker)

Member of staff responsible for managing PPG/CIC funding: Mrs. Laura Bennett (Headteacher).

Members of staff responsible for managing the school's responsibility for meeting the medical needs of pupils: Mrs. Louisa Wright (Office Manager) and Mrs. Charlie Hall (Inclusion Lead).

Written – April 2026

Review – July 2027