# SEN Policy and Information Report

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# HISP Multi Academy Trust
# SEN Policy and Information Report

## Document Control

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### Summary of Changes (September 2026)

- Section 1: Bullet point 7 – added additional information about transition
- Section 2: Added bullet point 3 – Equality Act

# HISP Multi Academy Trust
# SEN Policy and Information Report

## 1. Aims

Our SEND policy:

- Sets out how our school supports and makes provision for pupils with special educational needs and disabilities (SEND).
- Explains the roles and responsibilities of everyone involved in providing for pupils with SEND.

We aim to:

- Ensure early identification of pupils with Special Educational Needs and Disabilities (SEND).
- Liaise with parents/carers, outside agencies and associated professionals to plan and agree appropriate support.
- Ensure that pupils with SEND receive high-quality inclusive teaching and are fully integrated into both curricular and extra-curricular activities.
- Enable all pupils with SEND to achieve their academic and personal potential.
- Work collaboratively with teaching staff, middle leaders and senior leaders to make sure that any barriers to learning are removed and appropriate support is given.
- Create a safe, supportive learning environment that helps pupils with SEND improve their confidence, self-esteem and independence.
- Work closely with parents/carers, the pupil, the child's current and receiving school or setting, and relevant professionals and services at transition points to share detailed information about pupils with SEND.
- Make sure the views of pupils and their parents/carers are taken into consideration.
- Implement and maintain effective systems that assess, monitor and track the progress of pupils with SEND, within a cycle of assess, plan, do, review.
- Ensure that resources used to support SEND provision are deployed effectively.
- Evaluate annually the effectiveness of Special Educational Needs (SEND) provision within the school.

## 2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report
- Equality Act 2010 which sets out the duty to make reasonable adjustments for disabled pupils remains in force. Current DfE guidance continues to emphasise that this applies to pupils with disabilities whether or not they have SEN.

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

## 3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for 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 the majority of 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.

## 4. Roles and responsibilities

### 4.1 The SENCO

The SENCO is Mrs Carol Anderson

She will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have Education Health and Care Plans (EHCPs)
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support. The graduated approach involves assessing the individual needs of the child, planning appropriate support, implementing that support and reviewing to ensure that the support is appropriate. This happens on a regular cycle, and support can be in the form of differentiation within class, individual provision within class, group interventions or a more individualised curriculum
- 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 previous and next providers of education to ensure pupils and their parents are informed about options, and a smooth transition is planned
- Work with the Head of School and Local Governing Body 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 SEND up to date
- Have strategic oversight of Teaching Assistant (TA) deployment

### 4.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing body meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing body on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

### 4.3 The Head of School

The Head of School will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

### 4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Anticipating barriers to learning when planning lessons and scaffolding learning to help overcome them, using our Support, Challenge, Remember, Adapt, Model (SCRAM) lesson structure
- 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
- Updating the Graduated Approach (see 4.1) document termly to make sure that all children's needs are met, and all staff are aware of those individual needs
- Updating Pupil Passports termly (see FAQs) and using them to inform support for individual children
- Ensuring they follow this SEND policy

## 5. SEND information report

### 5.1 The kinds of SEND that are provided for

Tanners Brook currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum condition (ASC), speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia, learning difficulties
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD) ASC

- Sensory and/or physical needs, for example, vision impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties, for example Down Syndrome

### 5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, taking into consideration the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### 5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These early conversations will be with either the class teacher or SENCO and will aim to make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- Parents are involved in the development of their child's Pupil Passport

We will formally notify parents when it is decided that a pupil will receive SEND support.

### 5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. (See 4.1 above for an explanation of the graduated approach and the assess, plan, do, review cycle).

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly and will inform Pupil Passports.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

### 5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school the pupil is moving to. All pupils will have an opportunity to visit their new school for a transfer induction day. Where necessary, extra transition visits can be arranged. The SENCO will liaise with the SENCO and/or pastoral staff at the new school. All children with an EHCP will have an Annual Review meeting at the beginning of year 6 to prepare their EHCP for the next school phase.

### 5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

When additional interventions are required to further support progress, this may include the following:

- Speech and Language interventions
- Precision Teaching
- Occupational Therapy
- Read, Write Inc. Phonics catch up
- Maths catch up
- Reading catch up
- Narrative Therapy
- Social Skills groups

- Emotional Literacy Support

This is not an exhaustive list and placement on the SEND register does not guarantee some or all of these interventions will be appropriate for an individual child.

### 5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, iPads, coloured overlays, visual timetables, larger font, etc.
- Differentiating and scaffolding our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Flexibility with seating plans to support the different needs of pupils
- Adaptations to the environment, for example, sound treated rooms to support hearing impaired children, access to quiet areas, use of braille on signs and resources etc.

### 5.8 Additional support for learning

We have full and part-time teaching assistants who are trained to deliver interventions such as those listed in point 5.7

Teaching assistants may support pupils to deliver specific, planned interventions such as Speech and Language or precision teaching on an individual basis

Teaching assistants may support pupils in small groups both in class and to deliver specific group interventions

We work with the following agencies to provide support for pupils with SEND:

- Child and Adolescent Mental Health Services (CAMHS)
- Education Welfare
- Education Psychology Service
- Health Services
- Occupational Therapy
- Physiotherapy
- Social Services
- Specialist Teacher Advisory Service
- Speech and language therapy
- Mental Health in Schools Team (MHST)
- Southampton Inclusion Partnership

### 5.9 Expertise and training of staff

Our SENCO holds the National Award for Special Educational Needs Co-Ordination

She is allocated 3 days a week to manage SEN provision.

We have a team of teaching assistants, including higher level teaching assistants (HLTAs) who are trained to deliver SEND provision.

We have a specialist TA to deliver Speech and Language interventions; TAs that are trained to support vision impaired children and TAs who are trained to deliver emotional literacy support.

Teachers and TAs attend regular training throughout the year during staff development meetings and INSET days, including work around teaching and learning, behaviour management and assessment

### 5.10 Securing equipment and facilities

The SENCO will liaise with specialist teacher support services in order to acquire and provide specialist equipment for individual pupils, for example those with hearing or vision impairments.

### 5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions regularly
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHCPs

### 5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils.

All pupils are encouraged to go on our residential trip(s).

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

Before admission, new pupils with disabilities will have a risk assessment, by specialist outside agencies e.g. habilitation specialists if appropriate, to make a full and detailed assessment of their needs.

All entrances/exits have wheelchair accessible options.

### 5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to apply to be a school prefect in year 6
- We have a zero-tolerance approach to bullying
- Diversity is celebrated
- We celebrate every child through our VIP system
- Our behaviour policy supports our vision of all children striving for their personal best

### 5.14 Working with other agencies

We work with the following agencies to provide support for pupils with SEND:

- Child and Adolescent Mental Health Services (CAMHS)
- Education Welfare
- Education Psychology Service
- Health Services
- Occupational Therapy
- Physiotherapy
- Social Services
- Specialist Teacher Advisory Service
- Speech and language therapy
- Mental Health in Schools Team (MHST)
- Southampton Inclusion Partnership (SIP)

### 5.15 Complaints about SEND provision

Complaints about SEND provision in our school should be raised with the class teacher in the first instance. If the issue is not resolved, or parents need further support, they should contact the SENCO. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### 5.16 Contact details for raising concerns

Concerns about SEND provision should be raised with the class teacher in the first instance. The SENCO, Carol Anderson and Deputy Head, Lisa Welch can be contacted on 023 8077 1659 or info@tannersbrookpri.org.uk

### 5.17 Contact details of support services for parents of pupils with SEND

Southampton Special Educational Needs and Disability Information Advice and Support Service (SENDIASS) provide support and information for parents. Website link and helpline:

Southampton SENDIASS – Helpline 0300 303 2677

Southampton City Council support services information is available on the website:

Southampton Directory | SEND Local Offer

### 5.18 The local authority local offer

Our local authority's local offer is published here: https://www.southampton.gov.uk/localoffer

## 6. Monitoring arrangements

This policy and information report will be reviewed by the SENCO and Inclusion Lead **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing body.

## 7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Supporting pupils with medical conditions

# Appendix A
# Frequently Asked Questions.

Q. Who do I contact if I have concerns about my child's learning?

A. In the first instance please raise this with your child's class teacher. Our SENCO Mrs Anderson regularly speaks to all class teachers and holds a coffee morning once a month to liaise with parents. Alternatively, please contact the school office to pass on a message.

Q. My child has just been diagnosed with Autism so will they now get an EHCP?

A. Getting an EHCP does not depend on having a diagnosis. They are for children who need an extremely high level of support that a mainstream school would not normally be able to provide so a diagnosis does not automatically lead to an EHCP. We do our best to support children's individual needs regardless of whether they have a diagnosis or EHCP.

Q. How does my child's new teacher know what things work for them?

A. Every child on the SEND register has a Pupil Passport with information about them which includes their strengths, difficulties as well as strategies that may help them in school. These passports are updated termly and shared with parents. Teachers use these as part of our transition to the next year in school. We will also ask for your input as parents about how your child is at home.

Q. I think my child needs 1:1 support, will applying for an EHCP mean that this will happen?

A. An EHCP details all the difficulties that a child faces across a number of different areas of learning. It identifies the support that a child will need but makes it clear that this will "not necessarily be in the form of 1:1 support." Research shows that having 1:1 support Is detrimental to a child's development and independence and does not prepare them for secondary school or for later life.

Q. My child is having difficulties at home. Is there anything the school can do to support us?

A. Please do come and talk to us about this. We have a range of services that we can signpost you to including the Mental Health and Schools team (MHST) who can support parents either individually or as a group course which can be face to face or online. Mrs Anderson is able to complete a referral to this service and shares information from MHST by email and Facebook. There are parent lead support groups such as the Parent Carer Forum and Re: Minds who have a wealth of information on their website as well as Facebook groups and a range of coffee and information mornings. Mrs Anderson can also help you to find them should you need it.