The Federation of Netley Abbey Infant and Junior Schools

Special Educational Needs and Disability (SEND) Policy: 2026-27

Full Review: October 2026

Next date for full review: October 2027

Ratified by the Governing Body on 13th October 2026

Signed by the Federation Head Teacher:

Signed by the Chair of the Governing Body:

Special Educational Needs and Disability policy (SEND)

Ethos Statement

Our Federation and schools statement.

The Federation of Netley Abbey Infant and Junior Schools is a place where everyone feels included and has a strong sense of belonging, built on a culture of mutual respect and shared responsibility.

We believe that every child deserves a secure, caring and inspiring environment where they are valued as individuals and supported to achieve excellence every day. Our nurturing approach ensures that all children are encouraged to grow academically, socially and emotionally.

At the heart of our Federation are the values of Kindness, Empathy, Excellence and Resilience. These shape our ethos and guide our commitment to developing confident, compassionate and capable learners.

By promoting excellent communication, a love of learning, a focus on wellbeing and care for our community, we aim to nurture well-rounded, resilient citizens who are prepared for the challenges and opportunities of life beyond school.

All pupils are valued as individuals and their varying needs are responded to sensitively and effectively. We have a strong focus on equity for all pupils. All pupils should receive a broad, balanced and adapted curriculum, underpinned by high-quality inclusive education, which enhances self-esteem and confidence and supports a positive attitude throughout their learning pathway. Some pupils will require provision that is additional to or different from that made generally for pupils of the same age in order to achieve their potential.

The Federation is committed to the successful inclusion of pupils with special educational needs and disabilities (SEND). We respect the unique contribution every individual makes to our community and seek to combine the highest possible aspirations with recognition of individual strengths, needs, abilities and differences. Every teacher is a teacher of all pupils, including pupils with SEND.

We encourage and support personal achievement and the development of independence and personal responsibility.

We value close and positive relationships with parents and carers and operate a transparent communication system. We pride ourselves on strong home–school partnerships, working as the team around the child to champion our children together to “be the best they can be”.

Our School

Definition of SEND

At our schools, we use the definitions of special educational needs (SEN) and disability set out in current legislation and the SEND Code of Practice: 0 to 25 years.

SEN: A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age has 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 others of the same age.

Disability: Under the Equality Act 2010, a person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. Some disabled pupils will also have SEN, but disability and SEN are not synonymous. A pupil does not need to have an Education, Health and Care Plan (EHCP), or to be identified as having SEN, before reasonable adjustments can be considered and implemented.

Equality Act and reasonable adjustments

The Federation is committed to fulfilling its duties under the Equality Act 2010. We will take reasonable steps to avoid disabled pupils being placed at a substantial disadvantage compared with their peers and will make reasonable adjustments to policies, practices, the curriculum and the physical environment where required. The Federation will also have regard to its anticipatory duty towards disabled pupils and its accessibility planning duties.

Key roles and responsibilities

SENDCO (Special Educational Needs Co-ordinator)

The Senior SENDCO, supported by the SEND Team, has day-to-day responsibility for the operation of this SEND Policy and for coordinating specific provision made to support pupils with SEND, including pupils with an EHCP. The Senior SENDCO and SEND Team work closely with class teachers and leaders to coordinate arrangements for pupils with SEN and disabilities.

- Mrs Sandy Atwal – Director of Inclusion and Senior SENDCO; National SENDCO Award gained July 2019.
- Mrs Michelle Morris – Assistant Head Teacher and SENDCO; National SENDCO Award gained 2020.
- Mrs Kreft – Assistant SENDCO; currently undertaking the relevant statutory SENCO qualification.

- Miss Amy Lewis and Mrs Laura Douglas – SENDCO Assistants.

Contact details: via the school offices at infants@netleyabbeyschools.co.uk or juniors@netleyabbeyschools.co.uk. Telephone: Infants – 02380 452263; Juniors – 02380 453731.

SEND Governors: Liam Dell and Steve Whale have specific responsibility for overseeing the Federation's provision for pupils with special educational needs and disabilities.

Safeguarding and vulnerable pupils

Designated Teacher with specific safeguarding responsibility: Sandy Atwal.

Designated Safeguarding Lead Team: Rosie Earle (Federation Head Teacher), Vicki Holland (Head of School – Infants), James Taylor (Head of School – Juniors), Sandy Atwal (Director of Inclusion and Senior SENDCO), Michelle Morris (Assistant Head Teacher / SENDCO), Caroline Vidler (Year R Leader and Class Teacher), and Debbie Strong (DSL).

Member of staff responsible for Children in Care (CiC) / Looked After Children (LAC): Sandy Atwal, Director of Inclusion and Senior SENDCO.

Responsibility for Pupil Premium and LAC funding: Senior Leadership Team collectively. Pupil Premium Leaders: Molly Roper and Sarah Power.

Introduction

How was this policy put together?

This policy was created in partnership with the Senior Leadership Team, SEND Governors, representative staff and parents. It reflects current statutory SEND legislation and guidance and the Federation's inclusive practice.

How is this policy evaluated?

This policy is subject to an annual cycle of monitoring, evaluation and review by the Senior Leadership Team, SENDCOs and SEND Governors and is approved by the Full Governing Body. Its effectiveness is evaluated against the principles, aims and objectives set out in this policy and against evidence of pupils' access, participation, progress, outcomes and experiences.

How can parents and carers access this policy?

A copy of this policy is available on the school website. A hard copy can be requested from the school office. Please inform the school if the policy is required in an alternative format, for example enlarged font or another language.

Statutory and guidance context

This policy has been developed with regard to current legislation and statutory guidance, including:

- Children and Families Act 2014
- Special Educational Needs and Disability Regulations 2014
- Special educational needs and disability code of practice: 0 to 25 years
- Equality Act 2010 and Equality Act 2010: Advice for Schools
- Supporting pupils at school with medical conditions: statutory guidance
- Keeping Children Safe in Education 2026
- Early Years Foundation Stage statutory framework, where applicable
- National Curriculum in England
- Teachers' Standards
- School Admissions Code, where relevant
- The Federation's Accessibility Plan
- The Federation's Safeguarding and Child Protection Policy
- The Federation's Behaviour/Relationships Policy
- The Federation's Supporting Pupils with Medical Conditions Policy
- Hampshire's SEND Local Offer and relevant local guidance

National SEND reform

The Federation recognises that the national SEND system is undergoing a period of reform. During 2026, the Government published proposals for changes to the SEND and wider education system. At the date of approval of this policy, the Federation continues to operate in accordance with the Children and Families Act 2014, the SEND Regulations 2014, the SEND Code of Practice and other current statutory requirements. The Federation will monitor national developments and will review and amend this policy, its SEN Information Report and associated procedures where required following changes to legislation or statutory guidance.

Aims and Objectives

Aims

At the Federation of Netley Abbey Infant and Junior Schools all pupils, regardless of their particular needs, are provided with high-quality education and inclusive teaching which enables them to make the best possible progress and ensures that they are valued members of the wider school community.

- We will maintain high expectations for pupils with SEND, taking account of their individual starting points, strengths, needs and agreed outcomes.
- We will use our best endeavours to secure the special educational provision pupils with SEN require.
- Ambitious educational and wider outcomes will be developed with parents and carers, with pupils at the heart of our pupil-centred approach.
- We want all pupils to become confident individuals who are able to make successful transitions to the next phase of their educational journey and, in time, into adulthood.

Objectives

- To develop effective whole-Federation provision management for pupils with SEN and disabilities.
- To ensure a clear process for identifying, assessing, planning, providing and reviewing provision for pupils with SEN and disabilities, with pupils, parents and carers as active partners.
- To provide a broad, balanced and ambitious curriculum which engages pupils at appropriate levels and promotes an inclusive culture of lifelong learning.

Training needs of staff will be identified and addressed, as far as possible, with regard to general awareness of SEND and specific practical support or training for identified needs and disabilities, for example speech, language and communication needs.

Identification of Needs

The SEND Code of Practice describes four broad areas of need. These provide a framework for identifying and planning provision and are not categories into which pupils must be fitted. Pupils may have needs across more than one area and these may change over time. Provision will be determined by individual strengths, needs, barriers to learning and desired outcomes rather than by diagnosis alone.

Communication and Interaction

Pupils with speech, language and communication needs (SLCN) may have difficulty communicating with others. This may relate to expressing themselves, understanding and processing language, or understanding and using the social rules of communication. Individual profiles differ and needs may change over time.

Autistic pupils and pupils with autism may experience differences or needs relating to social interaction, communication, sensory processing, flexibility and patterns of thinking or behaviour. Individual profiles vary considerably and provision will therefore be based upon each pupil's identified strengths and needs.

Cognition and Learning

Support for learning difficulties may be required where pupils learn at a slower pace than their peers even when appropriate high-quality inclusive teaching and adaptations are in place. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD). Specific learning difficulties (SpLD) affect one or more specific aspects of learning and may include dyslexia, dyscalculia and developmental coordination difficulties.

Social, Emotional and Mental Health Difficulties

Pupils may experience a wide range of social and emotional difficulties which can present in different ways, including withdrawal, anxiety, dysregulation or behaviour that communicates distress or unmet need. Some pupils may have identified conditions or needs such as anxiety, depression or attention deficit hyperactivity

disorder (ADHD). The Federation will seek to understand underlying need and will avoid viewing behaviour in isolation.

Sensory and/or Physical Needs

Some pupils require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Pupils with vision impairment (VI), hearing impairment (HI), sensory processing differences or physical needs may require specialist support, reasonable adjustments, equipment or additional provision to access learning and the wider life of the school.

We identify the needs of each pupil by considering the whole child. Slow progress and low attainment do not, in themselves, necessarily mean that a pupil has SEN. Equally, attainment in line with chronological age does not mean that there is no learning difficulty or disability. Difficulties related solely to learning English as an additional language are not SEN. Where concerns arise, the Federation will consider the pupil's needs holistically and seek to understand barriers affecting learning, development, participation and wellbeing.

A formal diagnosis is not required for a pupil to receive SEND support or reasonable adjustments. Provision is based on identified strengths, needs and barriers to learning and participation. Equally, a diagnosis does not automatically mean that a pupil has SEN; this depends upon whether the pupil has a learning difficulty or disability which calls for special educational provision to be made.

A Graduated Response to SEND Support – A Whole School Approach

Provision for pupils with SEND is a whole-school responsibility. Every teacher is a teacher of pupils with special educational needs and disabilities. The graduated approach recognises a continuum of need matched by a continuum of support.

Where concern is expressed that a pupil may have SEND, the class teacher takes early action to assess and address the difficulties. Reviews of pupils on the SEND Register take place three times a year, or sooner where required. Pupils with an EHCP have a statutory annual review in addition to the school's ongoing review processes. Individual Learning Plans (ILPs), supported by Individual Behaviour Management Plans where applicable, record additional provision and agreed outcomes.

At the Federation we adopt a high-quality inclusive teaching approach. Key characteristics include:

- Highly focused lesson design with clear, defined objectives.
- High expectations of involvement and engagement in learning.
- High levels of interaction and participation for all pupils.
- Appropriate use of teacher questioning, modelling and explanation.

- Learning through dialogue, with opportunities for pupils to communicate individually and with others.
- Support for pupils to develop independence, agency and responsibility for learning.
- Regular, authentic encouragement and praise.
- High expectations for all pupils, with appropriate adaptations and scaffolds.

Teachers are responsible and accountable for the progress and development of pupils in their class, including where pupils access support from Learning Support Assistants (LSAs) or specialist staff such as ELSAs. High-quality inclusive teaching, adapted, targeted and scaffolded for individual pupils, is the first step in responding to pupils who have, or may have, SEND. Additional intervention and support cannot compensate for a lack of high-quality teaching. The Federation regularly reviews the quality and accessibility of teaching through leadership monitoring, learning walks, book scrutiny and pupil progress meetings. Professional development is provided to strengthen staff knowledge and understanding of SEND.

Assess

We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings where appropriate. We track progress through assessment, pupil progress meetings and regular professional communication. We identify pupils making less than expected progress given their age and individual circumstances. This can include progress which:

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

Plan and Do

Where it is decided to provide a pupil with SEN Support, parents and carers will be involved. We will agree the adjustments, interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear review date. The class teacher remains responsible for working with the pupil on a daily basis, including where interventions involve group or one-to-one teaching away from the class.

Review

The effectiveness and impact of support and interventions will be reviewed in line with agreed dates. The quality of provision will be evaluated alongside the views of the pupil and their parents or carers. This informs further analysis of need. The class teacher, working with the SENDCO, will revise support in light of progress and

development and agree changes to provision and outcomes in consultation with the pupil and family.

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

- Monitoring of classroom practice by the Senior Leadership Team.
- Analysis of pupil assessment and tracking information.
- Monitoring of procedures and practice by the SEND Governors.
- Self-evaluation and improvement planning.
- Pupil and parent/carer voice and evidence of participation, progress and outcomes.

Pupil voice and co-production

Pupils will be meaningfully involved in decisions about the support they receive, taking account of their age, development and preferred means of communication. Their strengths, aspirations, views and experiences will inform assessment, planning, provision and review.

What does additional support mean?

Additional support does not necessarily mean that a pupil will have Learning Support Assistant support or one-to-one provision. The Federation uses a key-person approach where appropriate for vulnerable pupils. SEND support can take many forms, including:

- A personalised or targeted programme of learning.
- Additional or targeted adult support.
- Adapted materials, resources or equipment.
- Structured small-group or individual intervention.
- Observation, assessment and record keeping.
- Adjustments to enable participation in class and wider school activities.
- Support with physical or personal care needs.
- Environmental, sensory, communication or curriculum adjustments.

Managing pupils' needs on the SEND Register

Pupils on the SEND Register will have an Individual Learning Plan (ILP) where they receive SEN Support, or an Education, Health and Care Individual Learning Plan (EHC ILP) which supports implementation of provision for pupils with an EHCP. These plans record strengths, areas of need, outcomes, provision and the steps taken to enable progress.

Through a pupil-centred approach, pupils, parents and carers, class teachers, subject leaders, LSAs and relevant professionals contribute to the plan. ILPs and EHC ILPs are working documents and are updated to reflect current strengths, needs, outcomes and provision. Information is shared appropriately with those involved in supporting the pupil.

Formal review meetings take place three times a year. Pupils, parents and carers are involved in reviewing progress and agreeing new or amended outcomes. Class teachers are responsible for evidencing progress and maintaining and updating the plan, with support from the SENDCOs. Leaders review records to promote consistency, quality and ambition across the Federation.

Our continuum of provision

The Federation operates a graduated approach to meeting need. Provision is determined by individual need rather than diagnosis, funding status or entitlement to individual adult support.

- **Universal / Ordinarily Available Provision:** High-quality inclusive teaching, reasonable adjustments, adaptations and ordinarily available support.
- **Targeted SEN Support:** Additional or different provision identified through the Assess, Plan, Do, Review cycle and recorded through the Federation's SEND planning processes.
- **Specialist support:** Involvement of specialist professionals or services where appropriate, alongside school-based provision.
- **Education, Health and Care Plans:** Where a pupil's needs may require provision beyond that which can reasonably be provided through SEN Support, the statutory EHC needs assessment process may be considered in partnership with the pupil and parents or carers.

Funding SEND provision

Mainstream schools receive funding within their overall budget which includes an amount identified as the notional SEN budget. The Federation uses its available resources to secure appropriate provision for pupils with SEND and must use its best endeavours to ensure that the special educational provision required by a pupil's SEN is made.

Under current national funding arrangements for 2026–27, the notional SEN budget is intended to support the reasonable additional costs of SEN provision up to £6,000 per pupil. Where a pupil requires provision beyond that which can reasonably be provided from the school's resources, the Federation will work with the Local Authority in accordance with relevant high-needs funding arrangements and, where appropriate, the statutory EHC needs assessment process.

Supporting families and pupils

Our schools are committed to establishing and maintaining strong working relationships with families and recognise the importance of partnership between home and school. Parents and carers are kept informed of their child's progress and are encouraged to play an active role in learning, planning and review. In the first instance,

concerns should normally be discussed with the class teacher, who will involve Year Group Leaders and the SEND Team where necessary.

- The Hampshire Local Offer, available through the Hampshire County Council website.
- Transition arrangements. We maintain positive relationships with pre-schools, local schools and secondary schools. Embedded transition arrangements support all pupils, with needs-led Individual Transition Plans used where required, including Hampshire Transition Partnership Agreement approaches where appropriate.

Attendance and SEND

The Federation recognises that some pupils with SEND may experience additional barriers to attendance. Where attendance concerns emerge, the school will seek to understand underlying causes and consider whether unmet or emerging SEND, disability, medical needs, anxiety, sensory needs or other barriers may be contributing. Appropriate support, reasonable adjustments and multi-agency involvement will be considered in partnership with pupils and families, alongside the Federation's Attendance Policy and statutory attendance guidance.

SEND and safeguarding

The Federation recognises that pupils with SEND may experience additional safeguarding vulnerabilities and barriers to recognising or reporting abuse, neglect or exploitation. Staff will maintain professional curiosity and will not assume that changes in behaviour, communication, attendance or presentation are solely attributable to a pupil's SEND or disability. SEND and safeguarding systems will work closely together so that concerns about safety, wellbeing, attendance and access to education are considered holistically and responded to appropriately.

Supporting pupils with a medical condition

The Federation recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some pupils with medical conditions may be disabled and, where this is the case, the Federation will comply with its duties under the Equality Act 2010. Some pupils may also have SEND and may have an EHCP which brings together education, health and social care needs. The Federation will follow current statutory guidance and its Supporting Pupils with Medical Conditions Policy, with personalised arrangements agreed where necessary.

Training and development

All staff are encouraged to undertake training and development to maintain and improve the quality of teaching and provision and to respond to pupils' strengths and needs. Teachers and support staff receive induction on taking up a post, including

information about SEND systems, structures, inclusive practice and the needs of individual pupils. Training needs are identified and relevant opportunities provided.

The Federation's SENDCOs engage with Hampshire SEND professional networks and relevant continuing professional development to keep up to date with local and national developments. Mrs Atwal and Mrs Morris hold the National SENDCO Award. Staff appointed to the SENCO role will meet the statutory qualification requirements applicable to their appointment and role.

Monitoring and Evaluating SEND

Provision for pupils with SEND is a matter for the Federation as a whole. The Governing Body, in consultation with the Federation Head Teacher, has legal responsibilities for SEND policy and provision and maintains strategic oversight through its appointed SEND Governors.

The Federation Head Teacher alongside the Senior Leadership Team are responsible for:

- Management of all aspects of the Federation's work, including provision for pupils with SEND.
- Keeping the Governing Body informed about SEND issues.
- Strategic deployment of SEND personnel and resources.
- Monitoring and reporting to Governors on implementation of this SEND Policy and the impact of inclusive practice across the Federation.

The SENDCOs are responsible for:

- Overseeing the day-to-day operation of the SEND Policy.
- Coordinating provision for pupils with SEN and disabilities.
- Promoting an agreed and consistent approach across the Federation.
- Liaising with and advising school staff.
- Supporting staff to identify and assess pupils who may have SEN.
- Supporting assessment and observation where appropriate and coordinating specialist advice.
- Supporting class teachers in developing strategies, outcomes and appropriate provision and resources.
- Liaising closely with pupils, parents and carers alongside class teachers so that they are active partners in planning and review.
- Liaising with outside agencies and coordinating communication between professionals, class teachers and families.
- Maintaining the SEND Register and records, including appropriate recording on Arbor.
- Supporting monitoring and evaluation of progress and outcomes using school assessment and other available evidence.
- Contributing to professional development and whole-school training.

- Liaising with SENDCOs and relevant staff in receiving settings to support effective transition.

Class teachers are responsible for:

- Providing high-quality inclusive teaching for all pupils.
- Assessing pupils' needs and planning appropriate reasonable adjustments, adaptations, interventions and targeted support in liaison with the SENDCO, pupil and family.
- Regularly reviewing the impact of provision and using adaptive teaching and scaffolding to support access and independence.
- Retaining responsibility for pupils, including where support is delivered by LSAs or specialist staff.
- Understanding and following the Federation's SEND policy and identification, monitoring and support procedures.
- Liaising directly and constructively with parents and carers of pupils with SEND.

Learning Support Assistants (LSAs) are responsible for:

- Supporting groups or individual pupils to access the curriculum under the direction of the class teacher and/or SENDCOs.
- Providing feedback to class teachers regarding learning, progress, independence and participation.
- Contributing evidence regarding progress towards individual outcomes.
- Keeping appropriate records of their work with pupils or groups.
- Delivering and reporting on specific interventions under the direction of the SENDCO and/or class teacher.
- Contributing to ILPs and EHCP implementation and review as part of the school team.

Governors will ensure that:

- The necessary provision is made for pupils with SEND in accordance with statutory duties.
- Staff understand the importance of identifying and providing for pupils with SEND.
- Pupils with SEND are enabled to participate in school activities alongside their peers so far as is reasonably practicable, with appropriate reasonable adjustments and support.
- Parents and carers are appropriately informed and involved where SEN provision is made.
- Governors receive sufficient information about SEND to fulfil their strategic oversight role.
- Termly liaison takes place between the SENDCO and SEND Governors and is reported appropriately to the Governing Body.
- The SEND Policy and SEN Information Report are monitored, evaluated, reviewed and published in accordance with relevant requirements.

Storing and Managing SEND Information

SEND records contain personal and, in some cases, special category data. They will be processed, stored, shared, retained and transferred securely in accordance with UK data protection legislation, the Federation's Data Protection Policy, Privacy Notices and records-retention arrangements. Information will only be shared where there is an appropriate lawful basis and where necessary to support the pupil, fulfil statutory duties or safeguard the child. When a pupil transfers to another setting, relevant SEND information will be transferred securely in accordance with the Federation's procedures.

SEN Information Report

The Federation publishes a SEN Information Report which explains, in an accessible and parent-friendly way, how this policy is implemented in practice. The report is reviewed at least annually and updated during the year where information changes. It includes information about identification, provision, involvement of pupils and families, staff expertise, specialist services, accessibility, transition, inclusion in the wider life of school, social and emotional development, complaints and links to Hampshire's Local Offer and relevant information, advice and support services.

Complaints

Concerns about SEND provision should normally be raised initially with the class teacher and/or SENDCO so that they can be addressed promptly. Where a concern cannot be resolved informally, parents and carers may use the Federation's published Complaints Policy. Complaints relating to statutory EHC processes may also fall within relevant Local Authority or statutory routes. Information about these routes can be obtained from the Local Authority and relevant independent information, advice and support services.

Reviewing the SEND Policy

In line with school and statutory requirements, this SEND Policy is reviewed annually by the SENDCOs and Senior Leadership Team and approved by the Full Governing Body. It may be reviewed sooner where legislation, statutory guidance, national SEND reforms or Federation practice changes materially.