



Vernham Dean Gillum's Primary School

Special Educational Needs and Disabilities (SEND) Policy

INTRODUCTION

Vernham Dean Gillum's Church of England Primary School is a small, inclusive village school in Hampshire. We are committed to ensuring that all pupils, including those with Special Educational Needs and Disabilities (SEND), are fully included in all aspects of school life.

We believe every child is unique and valued. Through high-quality teaching, strong partnerships with families, and a graduated approach to support, we aim to enable all pupils to achieve their full potential academically, socially and emotionally.

COMPLIANCE, CONSULTATION AND PURPOSE

This policy complies with the statutory requirements set out in:

- SEND Code of Practice 0-25 years (January 2015)
- SEND Regulations 2014
- Children and Families Act 2015
- Equality Act 2010
- Supporting Pupils at School with Medical Conditions Sept 2014
- Keeping Children Safe in Education (current edition)

This policy aims to explain how we will support and make provision for pupils with SEND, working within the guidance set out in the SEND Code of Practice 0-25 years (January 2015), and to explain the roles and responsibilities of everyone involved in providing for pupils with SEND. Our SENCo is Mrs Helen Silver who is responsible for supporting the teachers in their inclusive provision for children with SEND at Vernham Dean Primary School. Mrs Silver works in school Monday and Thursday. She can be contacted by email on adminoffice@vernhamdeangillums.hants.sch.uk or by phoning the school on 01264 737241. Our SEND Governor is Mr Paul Nicoll.

This policy should be read alongside:

- Admissions Policy
- Accessibility Policy
- The School SEND Information report
- Behaviour Policy
- Equality Policy
- Supporting Pupils with Medical Conditions Policy
- Data Protection Policy

AIMS

The aims of our Special Educational Needs and Disability (SEND) Policy and practice in this school are:

- To ensure that pupils with SEND access a broad, balanced and engaging curriculum that is appropriately adapted to meet their needs.
- To ensure pupils with SEND achieve their full potential through high quality teaching, careful monitoring and effective differentiation.
- To identify children requiring SEND provision as early as possible in their school journey.
- To meet the individual needs of pupils with SEND through personalised and inclusive approaches.
- To ensure that the voices of pupils and their parents/carers are listened to, valued and acted upon.
- To map and review provision for all vulnerable learners to ensure staffing, resources and interventions lead to positive learning outcomes.
- To maintain high levels of staff expertise through targeted professional development.
- To work in partnership with Hampshire Local Authority and relevant external agencies to provide a coordinated and multi-professional approach.
- To support pupils with SEND in developing confidence, resilience, self-esteem and positive relationships.
- To share a clear and inclusive vision for SEND with staff, governors, parents and the wider school community.

OBJECTIVES

The objectives of our Special Educational Needs and Disability (SEND) Policy and practice in this school are:

- Use a graduated approach (Assess–Plan–Do–Review).
- Ensure class teachers remain responsible for progress.
- Monitor and evaluate provision regularly.
- Work collaboratively with external agencies.
- Ensure smooth transition between year groups and settings.

Definition of SEND

A child has Special Educational Needs or Disability (SEND) if they have a learning difficulty or disability that calls for special educational provision to be made for them.

A child has a learning difficulty or disability if they:

- Have significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability that prevents or hinders them from making use of facilities generally provided for others of the same age in mainstream schools.

Special educational provision is provision that is additional to, or different from, that made generally for other children of the same age.

OUR INCLUSIVE ETHOS

As a small rural primary school, we pride ourselves on knowing every child as an individual. Our inclusive ethos ensures:

- Strong relationships between staff, pupils and families.
- Early identification of need through close monitoring.
- Flexible provision tailored to the needs of mixed-age classes.
- A supportive environment where differences are respected and celebrated.

We recognise that high-quality teaching is the foundation of effective SEND support and that all teachers are teachers of pupils with SEND.

ROLES AND RESPONSIBILITIES

The SENCo:

- Work with the Headteacher and SEND Governor to develop and review SEND strategy.
- Oversee the day-to-day operation of the SEND policy.
- Coordinate provision for pupils with SEND, including those with EHCPs.
- Provide guidance to staff and support high quality teaching.
- Liaise with external agencies and Hampshire Local Authority.
- Ensure records are accurate and up to date.
- Oversee transitions between year groups and onward to secondary school.
- Monitor provision maps and intervention impact.
- Meet termly with teachers to review progress of vulnerable learners.
- Lead Annual Reviews for pupils with EHCPs.

The Headteacher:

- Hold overall responsibility for SEND provision and pupil progress.
- Work with the SENCo and Governors to ensure statutory duties are met.
- Ensure compliance with the Equality Act 2010.

The Class Teachers:

- Are responsible for progress and development of all pupils.
- Deliver high-quality, differentiated teaching.
- Implement SEND support plans.
- Engage with parents and pupils.
- Contribute to Assess-Plan-Do-Review cycles.

The SEND Governor will:

- Monitor SEND provision and its effectiveness.
- Support and challenge the Senior Leadership Team.
- Report to the governing body on SEND matters.
- Class Teachers will:
 - Be responsible for the progress and development of all pupils in their class.
 - Deliver high quality, differentiated teaching.
 - Work with the SENCo to review progress and adapt provision.

- Communicate effectively with parents.
- Contribute to Assess-Plan-Do-Review cycles.

ADMISSION ARRANGEMENTS

The school's Admissions Policy applies equally to all pupils. No child will be discriminated against on the grounds of disability or SEND.

We comply with the Equality Act 2010 by:

- Making reasonable adjustments.
- Providing auxiliary aids where necessary.
- Ensuring accessibility arrangements are in place.

ACCESSIBILITY

The school publishes an Accessibility Plan which outlines how we:

- Increase access to the curriculum.
- Improve the physical environment.
- Improve delivery of information.

IDENTIFICATION AND ASSESSMENT

We follow the graduated approach outlined in the SEND Code of Practice (2015).

We support pupils across the four broad areas of need:

- Communication and interaction (e.g., Autism Spectrum Condition, Speech and Language needs)
- Cognition and learning (e.g., Dyslexia, moderate learning difficulties)
- Social, emotional and mental health (e.g., anxiety, ADHD)
- Sensory and/or physical needs (e.g., hearing or visual impairment)

We identify needs early through:

- Teacher assessment
- Progress data
- Observations
- Discussion with parents
- External professional advice where appropriate

Behaviour is not classified as a SEND category; we always explore underlying needs when behaviour concerns arise.

GRADUATED APPROACH TO SUPPORT

Stage 1: Quality First Teaching

All pupils receive:

- Differentiated teaching
- Clear routines and structured learning
- Targeted feedback
- Adaptive teaching strategies

Stage 2: Early Intervention

Additional small group or short-term support may include:

- Literacy and numeracy interventions
- Social skills groups
- In-class targeted support

Stage 3: Targeted Support

Where progress remains limited:

- Personalised intervention programmes
- Increased adult support
- Regular review cycles
- Parent meetings

Stage 4: SEND Register

Children requiring sustained and significant support are placed on the SEND register. Provision may include:

- Personalised plans

- Specialist involvement
- Multi-agency collaboration
- Termly reviews

Stage 5: Education, Health and Care Plan (EHCP)

Where needs are complex, severe and long-term, the school may request statutory assessment leading to an EHCP. Annual Reviews are held to evaluate progress and provision.

MONITORING AND EVALUATION

The effectiveness of SEND provision is monitored through:

- Lesson observations
- Learning walks
- Intervention tracking
- Work sampling
- Pupil progress data
- Pupil voice
- Parent feedback
- Termly progress meetings

Provision is regularly reviewed to ensure impact and value for money.

ADAPTATIONS TO THE CURRICULUM

We may adapt provision by:

- Adjusting teaching approaches and pace
- Providing visual supports and concrete resources
- Offering assistive technology
- Pre-teaching vocabulary
- Providing additional processing time
- Using targeted intervention programmes

SUPPORTING EMOTIONAL AND SOCIAL DEVELOPMENT

We promote wellbeing by:

- Encouraging participation in School Council and leadership roles
- Promoting a zero-tolerance approach to bullying
- Providing pastoral and emotional support
- Fostering positive peer relationships

SUPPORTING PUPILS AND FAMILIES

We value strong partnerships with families and ensure:

- Early discussions about concerns
- Clear communication of targets and next steps
- Inclusion of pupil voice
- Support during transition between year groups and onto secondary school
- Collaboration with outside agencies where appropriate

TRANSITION ARRANGEMENTS

We support smooth transitions by:

- Sharing relevant information with receiving schools
- Arranging additional transition visits where needed
- Providing social stories and preparation materials
- Holding meetings with families and new settings

SAFEGUARDING CHILDREN WITH SEND

We recognise that children with SEND may be more vulnerable to abuse and may communicate concerns differently.

All staff receive annual safeguarding training in line with Keeping Children Safe in Education. Staff are vigilant to:

- Changes in behaviour
- Communication difficulties
- Escalating behaviours
- Signs of neglect or abuse
- Safeguarding remains a priority in all SEND provision.

SUPPORTING PUPILS WITH MEDICAL CONDITIONS

We comply with statutory guidance on Supporting Pupils at School with Medical Conditions (2014).

Individual Healthcare Plans are implemented where required.

Where a pupil has both SEND and a medical condition, provision is coordinated.

DATA PROTECTION AND CONFIDENTIALITY

The school complies with UK GDPR and the Data Protection Act 2018.

SEND records are:

- Stored securely.
- Shared only on a “need to know” basis.
- Transferred securely between settings.

Information is shared with consent unless safeguarding duties require otherwise.

TRAINING AND RESOURCES

The SENCo is a qualified teacher and undertakes ongoing professional development. Staff receive regular SEND training aligned to school improvement priorities.

Specialist services are commissioned as needed through Hampshire Local Authority and external providers.

COMPLAINTS PROCEDURE

Parents are encouraged to:

1. Speak with the class teacher.
2. Speak with the SENCo.
3. Speak with the Headteacher.
4. Write to the Chair of Governors if concerns remain unresolved.

We are committed to working collaboratively and resolving concerns promptly.

LOCAL OFFER

Further information about the local authorities Local Offer can be found at:

<http://www.hantslocaloffer.info> or Hampshire Children Services: 0300 303 8603

REVIEWING THE POLICY

This policy is reviewed annually by the SENCo, Headteacher and Governing Body, with consultation from parents where significant changes are proposed.

Date of Policy Update : Summer 2026

Date of Review: Summer 2027

Signed:  Ian Hickman - Executive Headteacher

Signed:  Paul Nicoll - Chair of Governors

Date: 14th May 2026