

Special educational needs and disabilities (SEND) policy



Approved by:	N.Goodridge	Date: January 2026
Last reviewed on:	October 2025	
Next review due by:	January 2027	

Contents

1. Aims and objectives	3
2. Vision and values.....	3
3. Legislation and guidance	3
4. Inclusion and equal opportunities	4
5. Definitions	5
6. Roles and responsibilities	7
7. SEND information report.....	12
8. Our approach to SEND support.....	12
9. Expertise and training of staff	16
10. Links with external professional agencies	16
11. Admission and accessibility arrangements	16
12. Complaints about SEND provision	17
13. Monitoring and evaluation arrangements	18
14. Links with other policies and documents	19

1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Set out how our school will
 - Support and make provision for pupils with special educational needs and disabilities
 - Identify pupils with SEND
 - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
 - Help pupils with SEND fulfil their aspirations and achieve their best
 - Help pupils with SEND become confident individuals living fulfilling lives
 - Help pupils with SEND make a successful transition into adulthood
 - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff

2. Vision and values

Danebury school recognises the right of every student to be offered an appropriate education and aspires to ensure that, through the implementation of a whole school approach to special educational needs and disabilities (SEND), each student can reach their full potential, grow in independence and to support successful transition into adulthood whether into employment, further or higher education or training. At our school we will provide all pupils with access to a broader and balanced curriculum as possible. We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied. All members of staff at Danebury school, in conjunction with trustees and local authority have a responsibility to promote that all pupils are of equal worth and should have an entitlement to equal opportunities.

3. Legislation and guidance

This is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) (latest update) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCos) and the special educational needs (SEND) information report

- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs
- Area SEND Inspection Framework (2025) [Area SEND inspections: framework and handbook - GOV.UK](#)
- The SEND Code of Practice emphasises:
 - Collaboration between education, health, and social care to meet pupils' needs.
 - High-quality, differentiated teaching as the foundation of SEND provision.
 - The importance of involving pupils and parents in decisions about SEND support.
 - The Local Offer as a transparent description of local services and support.

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

4. Inclusion and equal opportunities

Danebury School is committed to creating an inclusive environment where all pupils, regardless of SEND or disability, have access to a broad, balanced, and challenging curriculum. We are committed to offering all pupils the opportunity to thrive and fulfil their aspirations. We will achieve this through adaptive teaching and making reasonable adjustments to the school environment to make sure that pupils with SEND are included in all aspects of school life.

We will:

- Ensure adaptive teaching strategies and reasonable adjustments remove barriers to learning and participation.
- Promote equality of opportunity and foster a culture of respect and understanding across our community.
- Actively involve pupils with SEND and their families in planning and reviewing support.
- Work collaboratively with external agencies to enhance inclusion and outcomes.

- Regularly review accessibility arrangements to improve physical access, curriculum access, and access to information.

5. Definitions

5.1 Special educational needs

A pupil has SEND if they have a learning difficulty or disability that requires 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 most 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.

5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Where possible and within the capacity of the school, interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>

AREA OF NEED	
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

6. Roles and responsibilities

6.1 The SENDCo

The SENDCo at our school is Mrs E Andrews (andrewse@danbury.hispmat.org). Mrs Andrews holds the NASENCO Award qualification. The SEND administrator is Mrs K Hardy (hardyK@danbury.hispmat.org).

They will:

- Inform any parents / carers that their child may have SEND and then liaise with them about the pupil's needs and any provision made
- Work with the head of school, Mrs N Goodridge, 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 EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEND receive appropriate support and adaptive teaching.
- Advise on the graduated approach to providing SEND support and adaptive teaching methods appropriate for individual pupils.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.

- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided.
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned.
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEND and the provision for them are sent to the appropriate authority, school or institution in a timely manner.
- Work with the head of school and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Make sure the school keeps its records of all pupils with SEND up to date and accurate.
- With the head of school, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- With the head of school, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEND information report and any updates to this policy
- With the head of school and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching.

6.2 The School Academy Committee

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions

- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEND information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans.
- Make sure that there is a qualified teacher designated as SENDCo for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND.
- Make sure that all pupils from year 9 until year 11 are provided with independent careers advice

6.3 The SEND link governor

The SEND link governor is Mr Kelly.

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this.
- Work with the head of school and SENDCo to determine the strategic development of the SEND policy and provision in the school.

6.4 The head of school

The head of school will:

- Work with the SENDCo and SEND link governor to determine the strategic development of the SEND policy and provision within the school.
- Work with the SENDCo and school School Academy Committee (governors) to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress

- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENDCo has enough time to carry out their duties
- Are aware of the processes used to identify our pupils with SEND and monitor these processes
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENDCo, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- With the SENDCo, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENDCo and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching (and use of adaptive teaching).

6.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is adapted to meet pupil needs through a graduated approach.
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and consider how they can be linked to classroom teaching.
- Working with the SENDCo to review each pupil's progress and development, and decide on any changes to provision.
- Ensuring they follow this SEND policy and the SEND information report.
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them.
 - Discuss the activities and support that will help achieve the set outcomes.

- Identify the responsibilities of the parent, the pupil and the school.
- Listen to the parents' concerns and support where possible with their aspirations for the pupil.

6.6 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in the drafting of SEND passport and their views will be taken into account. They will be:

- Invited to review their child's SEND passport.
- Asked to provide information about the impact of SEND support outside school and any changes in the pupil's needs.
- Given the opportunity to share their concerns and aspirations, with school staff.
- Given an annual school report on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil.

6.7 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting of potential targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

7. SEND information report

The school publishes a SEND information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our approach to SEND support

8.1 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment when they start at the school (for example, through Cognitive Ability Testing, GL assessments and phonics screening). This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

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

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

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with adaptive teaching. If progress does not improve, the teacher will raise the issue with the SEND department through the internal SEND identification form, to initially explore about whether this lack of progress may be due to a special educational need or disability. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

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

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEND for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including 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.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEND
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

8.2 Consulting and involving pupils and parents

The school will put the pupil and their parents / carers at the heart of all decisions made about special educational provision. When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil's parents (and pupil where appropriate). These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We take into account any concerns the parents have.
- Everyone understands the agreed strategies to support the child.
- Everyone is clear on what the next steps are.

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents if it is decided that a pupil will receive special educational provision.

8.3 The graduated approach to SEND support

The SENDCo will ensure the correct screening methods are selected to screen/ assess pupils. The SEND Admin Manager will ensure the correct screening takes place and data is stored in a central location for the SENDCo to analyse.

Once a pupil has been identified as having SEND, we will take action to remove, where possible, barriers to learning, and put strategies in place. We adopt a graduated approach to SEND support (4-part cycle of Assess, Plan, Do, Review) as outlined in the SEND Code of Practice.

1. Assess

The pupil's class teacher and SEND team will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. On occasion, the school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents / carers and the pupil, the teacher and the SENDCo will decide which adjustments and support will be put into place.

All staff who work with the pupil will be made aware of the pupil's needs, any potential support provided and any teaching strategies or approaches that are needed. This information will be recorded on 'Provision Maps' and will be made accessible to staff in a SEND passport.

Parents / carers will be fully aware of the SEND passport and may be asked to reinforce or contribute to progress at home.

3. Do

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 support away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any support staff or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENDCo will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of any interventions and their impact on the pupil's progress will be reviewed at the end of programs. We will evaluate the impact of strategies / adaptive teaching and any potential interventions. This evaluation will be based on:

- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher will revise support in light of the pupil's progress and development, and in consultation with the SENDCo, pupil and their parents.

8.4 Levels of support

School-based SEND provision

Pupils identified as have additional special educational needs and / or disabilities, along with receiving SEND provision (e.g. through the support of a SEND passport) will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist if possible or advise parents to complete this privately.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEND provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, with some funding from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

8.5 Evaluating the effectiveness of SEND provision

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

- Monitoring by the SENDCo, Leadership team, Teaching and Learning team, Learning supporting team, Pastoral team
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents
- Analysis of progress data and engagement.

9. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The senior leadership team (including the SENDCo) will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development. The School Improvement Priority will continue to be the effective use of adaptive teaching strategies, ensure all teachers plan and adapt their lessons to meet the needs of all their learners.

10. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Speech and language therapists and Occupational therapists (through a referral to the Children's therapy service)
- Specialist teachers or support services
- Educational psychologists
- School nurses
- Child and adolescent mental health services (CAMHS)
- Social services

11. Admission and accessibility arrangements

11.1 Admission arrangements

The school aims to meet the needs of any pupil whom the parent wishes to register at the school as long as a place is available and the admission criteria are fulfilled. The currently agreed admissions policy of the Governors makes no distinction with regard to pupils who have SEND. No pupil can be refused permission solely on the grounds that they have SEND except where a pupil is the subject of an Education Healthcare Plan under section 324(1) of the Education Act 1996 and the LA has indicated (in section 3 of the statement) that the provision required is incompatible with that available at Danebury School. Where a pupil due for admission is known to have additional needs, the SENDCo will gather appropriate information from any school the pupil has been attending, from parents and from other agencies (where known to be) involved and

ensure attendance of the pupil's final annual reviews and transition agreement in Year 6 to ensure effective transition.

11.2 Accessibility arrangements

Our site is monitored carefully by our SENDCo, Operations Manager and the Site Manager to ensure it is accessible for pupils with a visual or hearing impairment and that the ground floors of all blocks can be accessed safely by those in wheelchairs or on crutches. Our Welfare Officer writes Medical Care Plans and risk assessments for anyone with long term or temporary physical needs impairing their access to the environment and/or education to ensure safety on our site and liaises with other colleagues in these respects. The school site does have stairs in the main School building, the Aspire building and the Davinci building and no lift access. Our car parks have parking bays for disabled badge holders clearly marked. We work closely with the English as an Additional Language specialists, the Ethnic Minority and Traveller Service, and the Hearing and Visually Impaired specialists who assist us with making our site, curriculum, and all opportunities in school as accessible to all as possible.

Accessibility Plan

The accessibility action plan for Danebury School is integral to school, the site and facilities development planning. The plans include how we:

- Increase access to the curriculum for disabled pupils. This encompasses teaching and learning and the wider curriculum of the school (such as participation in after-school clubs, leisure and cultural activities or school visits). It also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary; the Operations Manager monitors accessible access within school site in close liaison with SENDCo and external agencies.
- Make written information more accessible by providing it in different formats, e.g. (Braille or) larger font.

12. Complaints about SEND provision

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with their child's school tutor, subject class teacher, SENDCo, head of school. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the head of school in the first instance. They will be handled in line with the school's complaints policy

[3D60437D9997972F60C59ACF138CAB9A.pdf \(testvalley.hants.sch.uk\)](#) If the parent or carer is not satisfied

with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

For impartial Special Educational Needs and Disability Information, Advice and Support (SENDIASS) in Hampshire, contact [Hampshire SENDIASS | Impartial SEND Advice & Support](#).

13. Monitoring and evaluation arrangements

13.1 Evaluating the effectiveness of the policy

We continually seek to improve our SEND policy and provision through evaluation. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at points within the school year
- Timeliness and accuracy of SEND identification.
- Progress and attainment of pupils with SEND.
- Pupils' sense of safety, inclusion, and well-being.
- Comments and feedback from pupils and their families.
- The impact of training and professional development on teaching quality.

13.2 Monitoring the policy

This policy will be reviewed by the SENDCo annually. It will also be updated when any new legislation, requirements or changes in procedure occur during the year. It will be approved by the full governing board.

14. Links with other policies and documents

This policy links to the following documents:

- SEND information report
- Accessibility plan
- Behaviour policy

- Equalities policy
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy