

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

1. Aims and Objectives

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

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

2. Vision and values

At the Hamble School we will provide all students with access to a broad and balanced curriculum. The school vision for all students including students with SEND is to work together to provide an exceptional education, which enables every student to achieve the very best outcomes and become successful, lifelong learners.

This vision is underpinned by our school values: 'We Care, We Aim High and We Learn and Achieve Together'. We have high aspirations of all students regardless of starting point.

We are committed to making sure all our students have the chance to thrive and supporting them to meet their full potential. We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of students, no matter how varied.

3. Legislation and guidance

This policy is based on the statutory guidance Special Educational Needs and Disability (SEND) Code of Practice, Keeping Children Safe in Education and working together to improve school attendance and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for students 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.
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for students 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 guide for maintained schools, which sets out governors' responsibilities for students with SEND.
- The School Admissions Code, which sets out the school's obligation to admit all students 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.

4. Inclusion and equal opportunities

At the Hamble school we strive to create an inclusive teaching environment that offers all students, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all students the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that students with SEND are included in all aspects of school life.

5. Definitions

5.1 Special educational needs

A student has SEN 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

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

Interventions will be selected that are appropriate for the student's particular area(s) of need, at the relevant time.

Area of need	
Communication and interaction	Students 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. Students who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Students with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • 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 students are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment

Area of need	
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Students may have: • 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 These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the student becoming withdrawn or isolated.
Sensory and/or physical	Students with these needs have a disability that hinders them from accessing the educational facilities generally provided. Students may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These students may need ongoing additional support and equipment to access all the opportunities available to their peers.

6. The SENDCO

The Special Educational Needs & Disability Co-ordinators at the Hamble School are Mr Dudgeon (Senior SENDCO) and Mrs Capers (SENDCO).

They will:

- Inform any parents that their child may have SEN and then liaise with them about the student's needs and any provision made.
- Work with the headteacher and SEN 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 students with SEN, 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 students with SEN receive appropriate support and high-quality teaching.

- Advise on the graduated approach to providing SEN support and adaptive teaching methods appropriate for individual students.
- Advise on the deployment of the school's delegated budget and other resources to meet students' 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 student and their parents are informed about options and that a smooth transition is planned.
- When a student moves to a different school or institution, make sure that all relevant information about a student's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner.
- Work with the headteacher 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 students with SEND up to date and accurate.
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development.
- With the headteacher, 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 SEN information report and any updates to this policy.
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching.

7. The governing board

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 student with SEND gets the support they need.
- Make sure that students with SEND engage in the activities of the school alongside students 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 students 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 students with SEND.
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN 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 students with SEND.
- Make sure that all pupils from year 8 until year 11 are provided with independent careers advice.

8. The SEND link governor

The SEND link governor is Mr Serridge.

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 headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school.

9. The Headteacher

The headteacher 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 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 students 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 students.
- Make sure that the SENDCO has enough time to carry out their duties.
- Have an overview of the needs of the current cohort of students on the SEND register.



- Advise the LA when a student 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 SEN, 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 SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

10. Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality inclusive teaching to meet student needs through a graduated approach.
- The progress and development of every student in their class.
- Working closely with any learning support 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 student's progress and development, and decide on any changes to provision.
- Ensuring they follow this SEND policy and the SEN 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 student and the school
 - Listen to the parents' concerns and agree their aspirations for the student

The Resourced Provision Lead Teacher manages the specialised interventions, curriculum adaptations, and dedicated support staff within the resource base, reporting directly to the SENCO.

11. 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 student on the SEND register will always be given the opportunity to provide information and express their views about the student's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to annual meetings to review the provision that is in place for their child.
- Asked to provide information about the impact of SEN support outside school and any changes in the student's needs.



- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the student.
- Given an annual report on the student's progress.

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

12. The student

Students 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 student:

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

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

13. SEN information report

The Hamble school publishes a SEN 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.

14. Our approach to SEND support

14.1 Identifying students with SEND and assessing their needs

We will assess each student's current skills and levels of attainment when they start at the school through a range of nationally recognised assessments. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the student 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 students 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 student is making slow progress, they will target the student's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the Inclusion team through an internal referral process to support with whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the student's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a student is recorded as having SEN.

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 SEN for students whose first language is not English.

When deciding whether the student needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment. 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 student is joining the school, and:

- Their previous setting has already identified that they have SEN
- 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 student starts at school, so support can be put in place as early as possible.

14.2 The graduated approach to SEN support

Once a student has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The student's class teachers and the SENDCO will carry out a clear analysis of the student's needs. The views of the student and their parents may be taken into account. 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 student's need. For many students, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with stakeholders, the teacher and the SENDCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the student will be made aware of the student's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, Class Charts, and will be made accessible to staff in a student progress profile.

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. Do

The student's subject teacher retains overall responsibility for their progress. Where the plan involves group teaching away from the main class or subject teacher, they still retain responsibility for the student. They will work closely with any learning support assistants 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 student's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the student's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and students
- The level of progress the student has made towards their outcomes
- The views of teaching staff who work with the student

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

14.3 Levels of support

School-based SEN provision

Students receiving SEN provision will be placed on the school's SEND register. These students have needs that can be met by the school through the graduated approach. Where the student's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

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

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

Education, health and care (EHC) plan

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

The provision for these students will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant). On the census these students will be marked with the code E

Students with an Education, Health and Care Plan (EHCP) may be allocated a place within The Hamble School's Autism Spectrum Condition (ASC) Resourced Provision. Placement is determined solely by the Local Authority and is limited to a small number of students with higher levels of need. All students within the provision have an EHCP, with autism identified as their primary area of need.

14.4 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for students with SEN by:

- Tracking students' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using student questionnaires
- Monitoring by the SENDCO
- Holding annual reviews for students with EHC plans

14.5 Attendance

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support.

Our approach to supporting pupils who are absent from school due to their SEND is set out in our attendance policy.

14.6 Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support we offer pupils with SEND, and the support we provide to help pupils overcome any communication barriers they face, see our safeguarding policy.

14.7 Expertise and training of staff

Training will regularly be provided to teaching and support staff. The headteacher and 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.

14.8 Links with external professional agencies

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

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians



- Medical professionals
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

14.9 Requesting an Educational Health Care Needs Assessment

The school considers the needs of the whole child following the Assess, Plan, Do, Review framework. It is important, prior to considering an application for an Education Healthcare Needs Assessment that the above is carried out thoroughly with parental engagement and staff awareness. Once the decision is made to apply for an EHCNA the paperwork must be carried out according to deadlines.

If a parent or external partner applies for an EHCNA please make the school aware by emailing inclusion@thehambleschool.co.uk to ensure that the SENDCO has the maximum amount of time to reply to the request for information. If you would like the school to support with the production of an EHCNA please contact the school by emailing inclusion@thehambleschool.co.uk, a member of staff will be allocated, most likely the SENDCO, the SENDCO will first ensure that the 2 legal tests are met and will devise a timeline for submission with parents / carers which will be individual to each student. The school reserves the right to withdraw from an application if they believe that the 2 legal tests are not met.

14.10 Admission Arrangements

Admission arrangements are outlined on The Hamble School's website.

15.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1 of this policy.

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

- All staff's awareness of pupils with SEND
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents

15.2 Monitoring the policy

This policy will be reviewed by the SENDCO every year. 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.

16. Complaints about SEND provision

Where parents have concerns about our school's SEND provision, they should first raise their SEND Policy



concerns informally with the class teacher/SEND/CO/Progress leader. 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 will be handled in line with the school's complaints policy, a copy of which can be found on the school website.

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 student themselves.

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

To find out about disagreement resolution and mediation services in our local area, please see the relevant local authority website. You can request mediation by contacting your relevant Local authority SEND support.

Please note that complaints about the statutory assessments of Special Educational Needs should be raised with Hampshire Local Authority.

Title of Policy	Special Educational Needs/Disability Policy
Review Cycle	Annual
Policy prepared by/Reviewed by	SEND/CO
Statutory/Discretionary	Statutory
Date of last FGB approval	09 December 2025
Interim review	07 July 2026
Date of next approval by FGB	December 2026

Appendix

The Hamble School Autism Resourced Provision

The Hamble School Autism Resourced Provision (ARP) is an exciting development scheduled for construction in Summer 2026. Once complete, it will provide a high-quality, specialist environment designed to support students with autism to access and thrive within a mainstream secondary school setting. The ARP will offer a nurturing, inclusive environment where students feel safe, understood, and supported. Provision will be tailored to meet individual needs, with flexible timetables and personalised support to enable each student to engage in learning and wider school life with confidence. Students will be supported both within the ARP and across the wider school, including participation in lessons, enrichment activities, and trips.

The Hamble School ARP is being developed to deliver specialist teaching and targeted support for students with autism who have an Education, Health and Care Plan (EHCP). The provision will be led by experienced staff with expertise in Special Educational Needs and Disabilities (SEND), including autism.

We recognise that every student has a unique profile of strengths and needs. Our approach will be highly individualised, ensuring that support is responsive, structured, and carefully adapted to enable students to achieve their full potential both academically and socially.

The ARP is designed to provide a purpose-built, well-resourced environment to meet the sensory and learning needs of students.

Planned facilities will include:

- Personalised workstations for each student
- Access to IT facilities to support learning
- A calm, supportive space for students to regulate when feeling anxious or overwhelmed
- A social area, including seating and a space for eating
- Toilet facilities
- A sensory room
- Access to an outdoor space

The ARP will serve as both a base for learning and a safe, supportive environment before school, during breaks, and at lunchtime.