

HIPPINGS METHODIST PRIMARY SCHOOL



Special Educational Needs and Disabilities (SEND) Policy

2026–2027

“Accepted, Respected and Valued”

Our promise to families

Every child has the right to belong, participate, achieve and thrive. We will listen carefully, identify barriers early and work with children and families to provide the right support at the right time.

Headteacher	Mrs Tracey Westwell
SENDCo	Sara Toomey, Associate SENDCo
Approved by / date	
Next review	September 2027, or earlier following a significant change

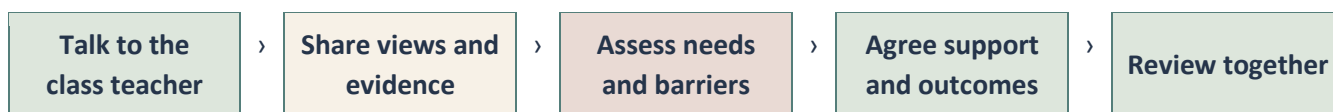
SEND at Hippings: a parent's guide

This policy explains how we identify and support special educational needs and disabilities (SEND), how families and pupils are involved, and what to do if you have a concern. It applies to every pupil at Hippings Methodist Primary School.

Who should I speak to?

Your child's class teacher is usually the best first contact. You may also contact Sara Toomey, Associate SENDCo, through the school office on 01254 234089. You do not need a diagnosis before sharing a concern or asking the school to consider support.

If you are worried about your child



What you can expect from us

We will welcome your knowledge of your child, explain decisions in clear language and make it possible for your child to share their views. We will not delay appropriate support while waiting for a diagnosis. Teachers remain responsible for your child's learning, including when an intervention or teaching assistant is involved.

Key information

SEN Support reviews - TLPs	Usually at least termly, with parents and the pupil involved.
EHC plan reviews	At least every 12 months; transition reviews are planned in good time.
Paper copies	Available free of charge from the school office.
Related information	The SEND Information Report, Accessibility Plan and Complaints Policy are published on the school website.

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1. Vision, scope and legal framework

At Hippings Methodist Primary School, our Christian ethos recognises each child as a unique and valued member of our community. We aim to create an inclusive culture in which difference is understood, dignity is protected and pupils with SEND are ambitious for their futures. All teachers are teachers of pupils with SEND. High-quality, adaptive teaching is the first response, strengthened where necessary by carefully planned additional or different provision.

This policy describes the school's approach and the principles that guide its work. The accompanying SEND Information Report explains the school's current arrangements, provision and contacts in greater practical detail. The policy applies to all pupils, including children looked after by a local authority and previously looked-after children, and should be read with the school's safeguarding, behaviour, attendance, medical needs, equality, accessibility, admissions and complaints policies.

Our aims

We aim to identify needs early; remove barriers to learning, attendance and participation; secure a broad, balanced and ambitious curriculum; promote independence and wellbeing; and enable pupils to make meaningful progress from their starting points. Decisions will be informed by the child's strengths and needs, the views and wishes of the child and family, evidence of progress, and the expertise of staff and relevant professionals.

The statutory framework

The school must have regard to the Special educational needs and disability code of practice: 0 to 25 years. Our duties arise principally from Part 3 of the Children and Families Act 2014, the Special Educational Needs and Disability Regulations 2014 and the Equality Act 2010. We also follow the current statutory guidance on safeguarding, attendance and pupils with medical conditions. A fuller linked list is provided in the appendix.

Language used in this policy

“Must” describes a legal requirement. “Should” reflects statutory guidance that the school must consider and normally follow. “We will” records Hippings’ agreed practice.

2. Understanding SEND

A child has special educational needs if they have a learning difficulty or disability that calls for special educational provision to be made. For a child of compulsory school age, this means they have significantly greater difficulty in learning than most others of the same age, or a disability that prevents or hinders them from using facilities of a kind 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.

SEND and disability overlap, but they are not identical. A child may be disabled under the Equality Act 2010 without having SEN, and may have SEN without meeting the legal definition of disability. The school considers both sets of duties. We must not discriminate, harass or victimise disabled pupils; we must make reasonable adjustments, including providing auxiliary aids and services where reasonable; and we must plan over time to improve access to the curriculum, physical environment and information.

The four broad areas of need

Communication and interaction For example speech, language and communication needs, including autistic pupils.	Cognition and learning For example moderate learning difficulties or specific learning difficulties such as dyslexia or dyscalculia.
Social, emotional and mental health For example anxiety, attention or regulation differences, or other needs affecting emotional wellbeing and access to learning including ADHD.	Sensory and/or physical For example hearing or vision impairment, sensory processing differences, mobility or physical needs.

These areas help the school plan and review support; they are not labels. A pupil’s needs may span more than one area and may change over time. The school considers the whole child rather than fitting a pupil to a category.

Important distinction

Slow progress or low attainment does not automatically mean that a child has SEN. Equally, attainment in line with age-related expectations does not rule out SEN. Difficulties related only to learning English as an additional language are not SEN, although a pupil may have both EAL and SEND.

3. Leadership and shared responsibility

The governing body and headteacher retain overall responsibility for ensuring that statutory duties are met and that SEND is integral to school improvement. The governing body appoints a link governor, challenges

leaders about the quality and impact of provision, ensures that arrangements support pupils with medical conditions and accessibility, and oversees the publication of required SEND information. The SEND Governor for 2026–27 is Emma Hodge.

The headteacher and SENDCo

The headteacher ensures that SEND provision is appropriately led, resourced and evaluated. The SENDCo works closely with the headteacher and governing body to oversee the day-to-day operation of this policy, coordinate provision, advise colleagues, liaise with families and professionals, maintain relevant records and support transitions. The SENDCo also helps identify staff development needs and monitors the quality and impact of the graduated approach. The school ensures the SENDCo has appropriate status, knowledge, training, time and resources to carry out the role.

Teachers and support staff

The class teacher is responsible and accountable for the progress and development of every pupil in their class. This responsibility remains when a pupil works with a teaching assistant or specialist. Teachers use assessment to identify barriers, adapt teaching, implement agreed provision and review its effect with the pupil, family and SENDCo. Teaching assistants work under teacher direction, provide feedback about learning and promote participation and independence; their support should not unnecessarily separate a pupil from the teacher, peers or curriculum.

The designated teacher and other leaders

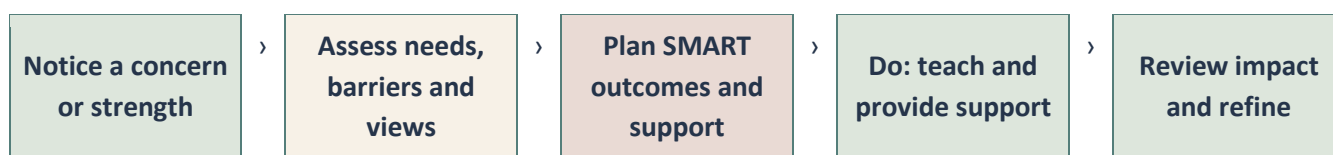
Where a child is looked after by a local authority or was previously looked after, the SENDCo and Headteacher work closely with the designated teacher and relevant virtual school arrangements so that the Personal Education Plan and SEND provision are coherent. The designated safeguarding lead, attendance lead, mental health or pastoral staff and medical needs lead collaborate with the SENDCo where needs overlap, while maintaining clear professional accountability.

4. Identification and the graduated approach

Early identification is important, but it must be careful and evidence-informed. Teachers monitor progress, attainment, communication, participation, wellbeing and attendance as part of everyday practice. Concerns may also arise from a parent, the pupil, previous setting, health professional or another agency. The school listens to concerns and gathers a rounded picture of strengths, needs and barriers across contexts.

Before deciding that a pupil has SEN, the class teacher and SENDCo consider the quality and accessibility of teaching, the pupil's response to appropriate adaptations, and other factors that may affect learning or presentation. These can include attendance, health, bereavement, bullying, trauma, family circumstances, being looked after, disadvantage or learning English as an additional language. These factors do not exclude SEND and must not be used to delay appropriate assessment or provision.

Our graduated response



Assess

Assessment draws on teacher knowledge, formative and summative assessment, observation, the pupil's developmental history where relevant, attendance and wellbeing information, and the views of the child and family. Specialist or standardised assessment may be used where it will answer a clear question. Assessment is proportionate and reviewed because needs can change.

Plan, do and review

The teacher, SENDCo, parent and pupil agree the outcomes sought, support to be provided, who will provide it, when and how often it will happen, and how impact will be measured. This is recorded in the school's Targeted Learning Plan (TLP) or equivalent SEN Support record. The teacher implements the plan and remains responsible for day-to-day learning. Reviews normally take place at least termly and consider whether support has improved learning, independence, participation, attendance and wellbeing. The cycle then continues with support maintained, adapted, intensified or, where evidence supports this, reduced or ended.

Support is needs-led

A medical diagnosis can help understanding, but it is not required for SEN Support. Conversely, a diagnosis does not automatically mean that special educational provision is needed. The key question is what barriers the pupil experiences and what provision is required.

5. SEN Support and specialist advice

A pupil is placed on SEN Support when the school determines that they require special educational provision that is additional to or different from provision made generally for pupils of the same age. Parents are formally informed. The school records the pupil's needs, agreed outcomes, provision, responsibilities, review arrangements and the impact of support. Records are shared in an accessible way and form part of the evidence used in future planning and transition.

What provision may look like

Support starts with high-quality, adaptive teaching and may include explicit instruction, carefully chosen scaffolds, pre-teaching, structured practice, communication or regulation supports, environmental adjustments, assistive technology, targeted evidence-informed interventions or additional adult facilitation. Provision is matched to assessed need, delivered by appropriately trained staff and reviewed for impact. Interventions supplement rather than replace access to the class teacher, peers and a broad curriculum.

Involving specialists

If progress remains less than expected despite relevant, purposeful action, the school will consider involving appropriate specialists. This may include educational psychology, speech and language therapy, occupational or physiotherapy services, specialist teachers, health services, social care or voluntary organisations. Parents are involved in this decision and, where required, consent is obtained before referral or information is shared. Advice is translated into a clear plan that staff can implement and review.

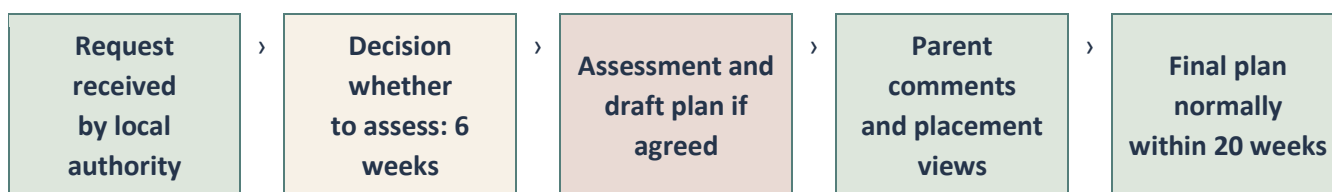
No fixed waiting period

The graduated approach should be proportionate. A pupil does not have to complete a set number of cycles before specialist advice or an EHC needs assessment is considered. Decisions are based on the severity, complexity and persistence of need, the action already taken and the evidence available.

6. Education, Health and Care (EHC) plans

Where, despite relevant and purposeful action, a child may require provision through an EHC plan, the school or parent may ask Lancashire County Council to carry out an EHC needs assessment. The legal test is whether the child has or may have SEN and whether it may be necessary for special educational provision to be made through an EHC plan. The school will support families to understand the process and will provide clear evidence of needs, outcomes, provision, impact and the child's and parents' views.

EHC needs assessment: statutory pathway



The 20-week period runs from the date the local authority receives the request to issue of the final plan, subject to limited statutory exceptions. The local authority—not the school—makes the assessment and issuing decisions and must explain appeal and mediation rights. Parents and young people can seek impartial support through Lancashire SEND Information, Advice and Support Service (SENDIAS).

When an EHC plan is in place

The local authority must secure the special educational provision specified in Section F of the plan. The school must use its best endeavours to secure that provision and must admit a child where the school is named in Section I, subject to the statutory framework. Staff who teach or support the pupil have access to the relevant plan and understand their responsibilities. Provision is not reduced or changed simply because resources or staffing are difficult; concerns are raised promptly with leaders and the local authority.

Annual review

An EHC plan is reviewed at least every 12 months. The school convenes and hosts the meeting on behalf of the local authority where asked, seeks advice and views in advance, supports the pupil to participate and circulates the required information. The school sends its report and recommendations to everyone invited within two weeks of the meeting. The local authority then decides whether to maintain, amend or cease the plan and notifies the parent or young person within four weeks of the review meeting. Reviews for transfer between phases are completed by the relevant statutory deadline so that placement and provision can be planned.

7. Participation and partnership

Children and parents are central to decision-making. We recognise that parents know their child in a way that school cannot, while staff contribute professional knowledge of learning and school life. Effective planning combines both perspectives and keeps the child's aspirations, strengths and wellbeing visible.

Working with parents and carers

Communication will be respectful, timely and accessible. We will explain what has been noticed, listen to what happens at home, agree practical next steps and share how progress will be reviewed. Parents will be involved when SEN is identified, when SEN Support is planned or reviewed, before relevant referrals, during EHC processes and at transition points. Interpretation, alternative formats or a different meeting approach will be considered where these make participation easier.

Pupil voice

Pupils are supported to express what matters to them, what helps, what is difficult and what they hope to achieve. Participation is adapted to age, development and communication needs and may use conversation, visuals, observation, drawing, symbols, choice-making or support from a trusted adult. The pupil's views are recorded and influence outcomes and provision; participation is never treated as a single form or meeting.

What is important to this child now, what is important for them, and what support will help them participate more independently?

8. Inclusion, equality and safeguarding

Curriculum, wider school life and admissions

Pupils with SEND are entitled to a broad, balanced and ambitious curriculum and to participate in trips, clubs, worship, playtimes and the wider life of the school. Adjustments and risk management are planned so that pupils are not excluded from an activity because it is easier to do so. Admissions are administered in accordance with the published arrangements and the School Admissions Code. A child must not be refused admission because the school believes it may be unable to meet SEN, except where the statutory admissions or EHC plan process permits a different decision.

Behaviour, exclusions and attendance

Behaviour may communicate an unmet need, but this does not remove the need for safe and consistent boundaries. Staff consider whether SEND, disability, communication, sensory or mental health needs contribute to incidents and whether reasonable adjustments, teaching or additional support are required. The school follows current statutory guidance when considering suspension or permanent exclusion and takes care that disciplinary practice does not discriminate.

Attendance is treated as everyone's responsibility and as a potential indicator of unmet need. The school works with pupils and families to understand barriers, make reasonable adjustments and agree support. Reduced or part-time timetables are not used to manage behaviour or SEND routinely; any exceptional arrangement must be time-limited, reviewed, recorded, agreed with the family and directed towards full-time education, with safeguarding and local authority duties considered.

Safeguarding and bullying

Children with SEND or certain health conditions can face additional safeguarding barriers and may be more vulnerable to abuse, neglect, exploitation, peer-on-peer harm and bullying. Communication differences, dependence on adults, social isolation or assumptions that signs relate to SEND can make concerns harder to recognise. Staff follow Keeping Children Safe in Education 2026, listen carefully, use communication support where needed and report concerns immediately through the school's safeguarding procedure. Bullying is

addressed under the school's behaviour and anti-bullying arrangements, with reasonable adjustments and additional pastoral support where required.

Medical needs

A medical condition does not automatically constitute SEN or disability, although there may be overlap. The school follows statutory guidance on supporting pupils with medical conditions and develops an Individual Healthcare Plan where this would help. Health, SEND and safeguarding plans are coordinated so responsibilities are clear, staff are trained and the pupil can access education safely and as fully as possible.

9. Transition

Transitions are planned with the child and family and may include entry to Reception, movement between classes or key stages, a change of school and transfer to secondary education. The level of support is proportionate to need and may include additional visits, photographs or video, a transition booklet, visual schedules, meetings between staff, preparation of peers, updated risk or healthcare planning, and early sharing of records. Information is shared securely and in time for the receiving staff to plan provision.

For pupils with EHC plans, transition planning is part of the annual review and statutory phase-transfer deadlines are followed. Preparation for adulthood begins early and remains age-appropriate, promoting communication, independence, community participation, relationships, health and aspirations rather than waiting until secondary school.

10. Funding, records and staff development

Resources and funding

The governing body and headteacher deploy the school's delegated resources, including the notional SEN budget, to support pupils according to need. Lancashire County Council may provide high-needs top-up funding where the relevant criteria are met. Funding informs how provision is organised but does not replace the school's duties to use its best endeavours, make reasonable adjustments or deliver provision in an EHC plan. The impact and value of provision are reviewed alongside pupil outcomes and participation.

Records and confidentiality

SEND information is accurate, relevant, secure and available to staff who need it to teach or safeguard the pupil. Records include the child's strengths and needs, parent and pupil views, assessments, agreed provision, reviews, professional advice and statutory documents. Information is processed in accordance with UK data protection law, the school's privacy notices and records-management arrangements. Relevant records transfer securely when a pupil changes school; information is not withheld because a complaint or financial matter is unresolved.

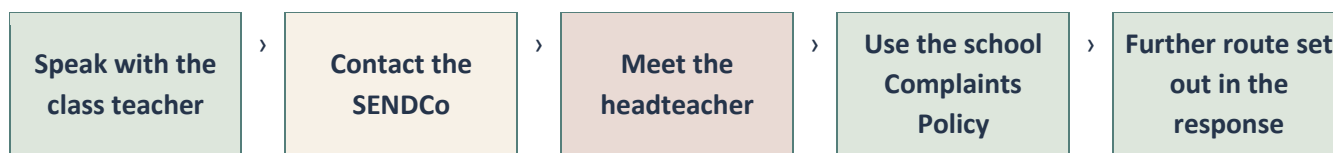
Staff knowledge and development

Leaders identify training needs through pupil needs, monitoring, staff feedback and school priorities. Induction and continuing professional development help staff understand statutory duties, adaptive teaching, communication and regulation, relevant interventions, safe practice and effective deployment of support staff. Specialist advice is shared with everyone who needs to implement it, including temporary or supply staff where appropriate and lawful.

11. Concerns, disagreement and complaints

We hope to resolve concerns early through open conversation. Raising a concern will not adversely affect a child's support. A parent may bring a friend, advocate or interpreter to a meeting by prior arrangement. The school distinguishes between a complaint about its own actions and a disagreement with a local authority decision about an EHC assessment or plan.

How to raise a concern about school provision



Complaints about the school follow the published Complaints Policy. Depending on the issue and the school's status, the final response will explain any appropriate further route. Complaints about services commissioned from another body may also need to use that body's procedure. Safeguarding concerns must be reported immediately through safeguarding routes rather than waiting for the complaints process.

EHC disagreements

Decisions about whether to assess, whether to issue an EHC plan, the content of a plan and decisions to amend or cease a plan are made by the local authority. The local authority's decision letter explains mediation and rights of appeal to the First-tier Tribunal (Special Educational Needs and Disability). Lancashire SENDIAS can provide free, impartial information and support. Disability discrimination claims about schools may also be made to the Tribunal within the applicable time limit; families should obtain current advice because routes and deadlines differ.

Independent support

Lancashire SENDIAS is independent of school and can help families understand SEN Support, meetings, EHC processes, disagreement resolution and appeal options. Contact details and a direct link appear in the appendix.

12. Monitoring and review

The SENDCo and senior leaders monitor the implementation and impact of this policy through provision review, pupil progress and attendance information, work and learning walks, case sampling, parent and pupil feedback, staff development and governance challenge. Evaluation asks not only whether provision happened, but whether it improved access, progress, independence, participation, wellbeing and preparation for the next stage.

The governing body approves the policy and reviews it at least annually, or sooner if legislation, statutory guidance, local arrangements or the school's circumstances change. The linked SEND Information Report is reviewed and updated at least annually and during the year when required. The school will make the policy available online and provide a paper copy free of charge on request.

Appendix: useful links for families and staff

The links below were checked in September 2026. Select the underlined title in the electronic policy or scan the QR code. External websites may change; the school will update links when the policy is reviewed.



[SEND Code of Practice: 0 to 25 years](#)

Statutory guidance explaining the SEND system and the duties of schools, local authorities, health bodies and others.



[Lancashire SEND Local Offer](#)

Information about education, health, care and community support available in Lancashire.



[Lancashire SENDIAS](#)

Free, confidential and impartial information, advice and support for children, young people and families.



[Hippings Methodist Primary School](#)

School information, policies, contact details and the SEND Information Report.



[SEND: guide for parents and carers](#)

A government guide to the SEND system, SEN Support and EHC plans.



[Equality Act advice for schools](#)

Government advice on schools' duties towards disabled pupils and other protected groups.

Legislation and statutory guidance

- [Children and Families Act 2014, Part 3](#)
- [Special Educational Needs and Disability Regulations 2014](#)

- [Equality Act 2010](#)
- [School Information Regulations: SEN information publication duties](#)
- [Supporting pupils with medical conditions at school](#)
- [Keeping Children Safe in Education 2026](#)
- [Working together to improve school attendance](#)
- [School Admissions Code](#)
- [Suspension and permanent exclusion guidance](#)

Related school documents

This policy should be read alongside the current SEND Information Report, Accessibility Plan, Equality Information and Objectives, Safeguarding and Child Protection Policy, Behaviour Policy, Attendance Policy, Supporting Pupils with Medical Conditions Policy, Admissions arrangements, Data Protection and Privacy Notices, and Complaints Policy.