Inclusion (SEND) Policy

Hampton College

Policy last reviewed:	**October 2026**
Next review due:	**October 2027**
Ratified by:	**Local Governing Body**

HAMPTON COLLEGE: INCLUSION (SEND) POLICY

1. AIMS

Our Special Educational Needs and Disabilities (SEND) policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disability (SEND);
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

Hampton College is an all-through school providing an education for children aged 4 – 19. Our vision is to be an outstanding College. Our mission is to meet the needs of our students and equip them to fulfil their potential, and to provide high quality learning and leisure opportunities for members of our community.

Our school mission statement is, 'Progress, Partnership, Pride' and our overarching values are 'People and Learning'. Our aim is to create an atmosphere of encouragement, acceptance, respect and understanding of individual needs, in which all pupils can maximise their potential.

As a school we observe two key duties for students who have a disability ('…a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'):

- We must not directly or indirectly discriminate against, harass or victimise disabled children and young people;
- We must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

The Code of Practice outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is additional to or different from the provision made as part of the school's usual differentiated curriculum and strategies.

We are a fully inclusive school and aim to include all students in the activities on offer. This includes opportunities for offsite activities and trips as well as those on offer through the curriculum and for enrichment. Support is regularly reviewed with parents and students to ensure that it is fit for purpose.

We strive to include all children and to support pupils with a range of special educational needs by:

- providing a focus on outcomes for children rather than hours of provision/support;
- raising the aspirations of and expectations for all pupils with SEND, to narrow the gap and, where appropriate, make accelerated progress;
- enabling each pupil to partake in and contribute fully to school life;
- enabling each pupil to reach his or her potential;
- endeavoring to understand and meet the individual needs of each child;
- working closely with parents and external agencies;
- including the views of the child and their parents in the monitoring and reviewing of provision.

2. LEGISLATION AND GUIDANCE

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities;

- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCos) and the SEND information report.
- The Equality Act 2010, which includes disabilities as a protected characteristic.

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

3. DEFINITIONS

The SEND Code of Practice (2015) defines a pupil with SEND as follows: A child or young person with a learning difficulty or disability which calls for 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 the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. ROLES AND RESPONSIBILITIES

4.1 The SENDCo

The SENDCo team consists of:

Primary Phase: Michele Stuffins (mstuffins@hamptoncollege.org.uk)

Primary Phase Assistant SENDCo: Mrs Michelle Hayes (MHayes@hamptoncollege.org.uk)

Secondary Phase: Matthew Tee (mtee@hamptoncollege.org.uk)

Secondary Phase Assistant SENDCo: Alison Jeffcoate

They will:

- Work with the Head of School 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 work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching;
- Advise on the graduated approach to providing SEND support;
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- Be the point of contact for external agencies, especially the local authority and its support services;
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned;
- Work with the Head of School and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;
- Ensure the school keeps the records of all pupils with SEND up to date, including monitoring the progress of these pupils and the impact of interventions.

4.2 The SEND governor

The SEND governor for Hampton College Secondary Phase is Mrs Kerry Rigby.

The SEND governor for Hampton College Primary Phase is Mrs Kerran Harwood.

The SEND governor will:

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

4.3 The Head of School

The Head of School will:

- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision in the school;
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class;
- Adapting and differentiating the curriculum appropriately to secure appropriate progress for every pupil in their class;
- Developing their knowledge of SEND in order to meet the needs of every pupil in their class;
- Ensure that the intent, implementation and impact of the curriculum is both aspirational and accessible for 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 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 that they follow this SEND policy and are aware of the procedures for identifying, assessing and making provision for pupils with special educational needs.

5. SEND INFORMATION REPORT – SUMMARY

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs that fall within the four broad areas of need, including:

- Communication and interaction, for example, autistic spectrum condition, speech and language difficulties;
- Cognition and learning, for example, dyslexia, dyspraxia; moderate learning difficulties.
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD);
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy, arthritis and other chronic diseases where they impact on the ability to access normal school provision and/or pupil attendance;
- Moderate learning difficulties.

5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

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

This may include progress in areas other than attainment; for example, social needs.

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

When deciding whether special educational provision is required, 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.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for 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 when it is decided that a pupil will receive SEND support.

Students receiving SEND support are supported to contribute to their Pupil Passport, sharing their strengths, aspirations, views and the adjustments that help them learn successfully. Their views are routinely sought through review meetings, annual reviews and preparation for adulthood planning.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs.

This will draw on:

- The teacher's assessment and experience of the pupil;
- Their previous progress and attainment and behavior;
- Other teachers' assessments, where relevant;
- The individual's development in comparison to their peers and national data;
- The views and experience of parents;
- The pupil's own views;
- Advice from external support services, if relevant;

- Evidence of progress in narrowing the gap;
- Evidence from standardized or norm referenced tests.

The Assess, Plan, Do, Review cycle will take place termly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Where students are not making sufficient progress, additional support and interventions will be identified, implemented and evaluated.

All mainstream schools receive money for special educational needs support and resources. Schools can decide how to spend this money. This is called "delegated" funding because it is given (delegated) to schools by local authorities or the Education Funding Agency from money they receive from central government.

The SEN part of the school's income is sometimes called the "notional" SEN budget because it is not based on the school's actual numbers of pupils with special needs, but on a formula.

The school allocates SEND funding in accordance with national guidance and local authority requirements to ensure pupils' needs can be met effectively.

If a child or young person requires significant additional funding that the school cannot provide, the law says that the local authority must find out via an EHC needs assessment whether an EHC plan is needed when a child or young person may have SEN that may need the local authority to secure provision. The SENDCo will regularly identify students who may benefit from a request for an EHC needs assessment. Parents are also entitled to submit a request for an EHC needs assessment to the Local Authority themselves, although it is advisable to do this in liaison with the SENDCo.

Where a pupil is in receipt of additional funding allocated via an EHC plan, the school will use its best endeavors to ensure that it is spent effectively to meet the needs of the pupil and to deliver the outcomes as set out in the EHC plan.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Where possible, we will arrange induction/taster sessions at the next setting.

Students with an EHCP will receive a transition review to which we will invite a member of the SAMS team.

All students on SEND support will receive a transition review to support them when considering their next stage or setting.

All students with an EHCP will have Preparation for Adulthood outcomes in their plans from Year 9 onwards.

All secondary age students will receive at least one Careers Interview.

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

Our aim is for all pupils with SEND to access an ambitious curriculum that is appropriately adapted to remove barriers whilst maintaining high expectations for achievement and independence.

We will also provide a range of interventions, which can be found in the Whole School Provision Maps at the end of the **School Information Report**.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson;
- Adapting our resources and staffing;
- Making appropriate use of assistive technology including reading pens, speech-to-text technology, Immersive Reader, dictation tools and accessibility features
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud.

More detailed adaptations can be found in the following documents:

SEND Information Report

Accessibility Policy

Supporting Students with Medical Conditions

5.8 Additional support for learning

We have a team of teaching assistants who are trained to deliver interventions as detailed in the Whole School Provision Maps in the SEND Information Report.

Students are initially supported in the classroom by the class teacher using Quality First Teaching strategies. They may be further supported in the classroom by a teaching assistant deployed to work with a number of students where appropriate need has been identified.

Where the attainment gap persists, or social/emotional/mental health needs warrant such provision, teaching assistants will deliver provisions to pupils in small groups.

Where the attainment gap and/or vulnerability risk is persistent, long-term and significant, teaching assistants will support pupils on a 1:1 basis.

We work with many agencies to provide support for pupils with SEND, including:

- Educational Psychologist
- Speech and Language Therapy (SALT)
- Autism Outreach Team
- ADHD Specialist Teacher
- Occupational Therapist
- HI/VI Specialist Teacher
- Emotional Health and Well Being Team
- SPLD Assessor
- Secondary SEND Hubs (e.g. ASD, SEMH, SPLD, SCLN, PI, HI)
- School Nurse
- Aspire
- Kooth
- CHUMS/CAMHS
- Family Support Worker
- Early Help Team
- Life Coach Counsellor
- Youth Dreams Project
- Romsey Mill Youth Workers
- YMCA
- NSPCC
- Physiotherapist

5.9 Expertise and training of staff

Staff receive ongoing professional development in inclusive classroom practice, adaptive teaching, reasonable adjustments, assistive technology and the implementation of Quality First Teaching.

5.10 Securing equipment and facilities

Achievement Support has its own teaching space and access to computers. The team has access to a small library of relevant specialist literature.

The Visual Stress team makes use of overlays and printing on coloured paper.

The Dyslexia Support team trials the use of reading pens and laptops with students to ensure that resources are deployed effectively. They also identify appropriate use of specialist software and programmes.

Sensory equipment is available for time outs.

The Primary phase has a dedicated sensory and individual working space known as 'The Jungle Room'. It also has a designated calm space known as 'The Orchard'.

Additional equipment is purchased as relevant to the needs detailed in the student's EHCP.

Facilities to ensure accessibility are identified in our Accessibility Policy.

5.11 Evaluating the effectiveness of SEND provision

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

- Reviewing pupils' individual progress towards their outcomes each term;
- Reviewing the impact of interventions every term;
- Using pupil questionnaires and student voice;
- Book scrutinies and lesson observations;
- Tracking whole school assessment data;
- Monitoring by the SENDCo;
- Using individual provision maps to measure progress and assess whether students have narrowed the gap and/or made accelerated progress;
- Holding annual reviews for pupils with EHC plans;
- Health checks and learning walks.

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s) and students with EHC Plans are supported 1:1 by a named teaching assistant on all trips (dependent on parental wishes).

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Strategies for involving students with physical impairments can include:

- Where a child is unable to get up and move around the classroom, seating plans are amended for easy access, and specialised chairs are provided.
- Where classes are moving around the class to gather information, print outs of the same information are provided.
- Mobile chairs are used to enable disabled students to take part in PE activities.
- Disabled sports are included within the curriculum to ensure that disabled students feel valued on an equal basis with children who do not have special educational needs.
- Extra staff are provided to ensure that physically disabled students are included in all activities.
- The use of a hearing support loop or similar equipment for students with hearing impairments.
- Additional equipment is provided to ensure that physically disabled students can take part – e.g. tabletop cookers and hand grips in Food Tech.
- Lifts and ramps are available so that students can access all departments and areas of the school.

Parents of students with SEND who do not have an EHCP should refer to our standard admissions procedure.

When students have an EHCP and Hampton College is named on the EHCP, the Local Authority will consult with the school via the statutory procedure as outlined in the Special Educational Needs and Disability Regulations and Code of Practice.

We provide an additional level of transition programme for students with SEND moving from Year 6 to Year 7.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council;
- Pupils with SEND are encouraged to participate in Local Authority initiatives such as the PfA Student Voice project;
- Pupils with SEND are able to access provisions related to our ELSA programme and can also access key working involving coaching for emotional and social development;
- Pupils with SEND are also encouraged to be part of our break and lunchtime club to promote teamwork/building friendships etc.
- Pupils at the primary phase can access tailored nurture sessions to support their emotional and social development

We have a zero tolerance approach to bullying.

We recognise that the well-being of all children and young people includes physical, mental and emotional well-being as well as protection from abuse.

We ensure that all students are supported by monitoring:

- The impact of SEND provision on the progress, attainment and well-being of SEND pupils;
- Attendance and behavior data for SEND pupils;
- Children's experience of social and emotional difficulties;
- Other events such as bereavement and bullying which can lead to learning and/or mental health difficulties;
- Pupils displaying disruptive or withdrawn behaviours to determine any underlying learning, communication or mental health difficulties;
- Feedback from all pupils, including pupils with SEND, e.g. pupil voice, Pupil forums, school councils, pupil feedback processes.

Provisions include:

- SEND, anti-bullying and behaviour policies;
- Interventions (1:1 and small group) which are appropriate, evaluated and evidence based, including ELSA and CBT based programmes;
- Advice from advisory services and outside agencies about removing barriers to learning linked to emotional, mental and social development;
- Use of the Early Help Pathway to access further advice and support.

5.14 Working with other agencies

The school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupils' SEND and supporting their families. Parents are consulted before referrals take place. Where appropriate, an Early Help Assessment can be used to identify and access a range of support. Specialist teachers, advisory teams and hubs are consulted to provide advice regarding support for students with SEND. Referrals and outcomes are tracked and recorded within the Individual Provision Map for each student.

5.15 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENDCo in the first instance:

Secondary Phase: mtee@hamptoncollege.org.uk

Primary Phase: mstuffins@hamptoncollege.org.uk

If unresolved, complaints will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEND

The Local Offer:

Home - FVP

Peterborough Information Network | SEND Information Advice and Support Service (SENDIASS)

The Local Authority provides a SEND information and support service. This is known as SENDIASS. They are available to provide impartial advice and information and SEND and help for parents and children when navigating through the SEND process. Please contact 0300 3651020 or email sendiass@peterborough.gov.uk.

Special Educational Needs and Inclusion Services (summary of contacts).

5.17 Contact details for raising concerns

Primary Phase – Michele Stuffins (mstuffins@hamptoncollege.org.uk)

Secondary Phase – Matthew Tee (mtee@hamptoncollege.org.uk)

5.18 The local authority local offer

Our contribution to the local offer is detailed in our **SEND Information Report**.

Our local authority's local offer is published here

6. MONITORING ARRANGEMENTS

This policy and information report will be reviewed annually. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing body.

7. LINKS WITH OTHER POLICIES AND DOCUMENTS

This policy links to our policies on:

- Accessibility Policy and Accessibility plan
- School Information Report
- Behaviour Policy
- Anti-bullying Policy
- Safeguarding Policy
- Supporting pupils with medical conditions (Attendance)
- Complaints Policy