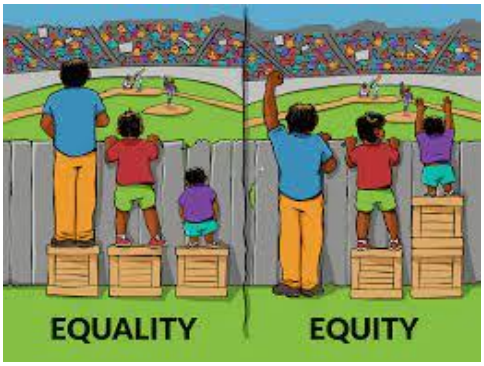
LONGPARISH
Church of England
Primary School

Special Educational Needs and Disability Policy 2026

Policy Adopted by the Governing Board – September 2026



This policy complies with the statutory requirements laid out in the SEND Code of Practice 0 – 25 (January 2015), Hampshire Ordinarily available provision and Special Educational Needs and Disabilities Support Guidance 2025 (OAP) and has been written with reference to Section 20 of the Children and Families Act 2014.

INTRODUCTION:

At Longparish CE Primary School, our Christian vision and values of Creativity, Courage and Grace underpin all aspects of our provision for children with Special Educational Needs and Disabilities. We encourage creativity in finding personalised approaches that enable every child to succeed; courage in advocating for pupils' needs, overcoming barriers to learning, and celebrating individuality; and grace in building a school community founded on kindness, respect, inclusion and belonging for all. These values guide our commitment to ensuring that every child is known, valued and supported to flourish.

Here at Longparish CE Primary School, we are committed to meeting the special educational needs of all our children. We encourage and support children to succeed in all aspects of school life. We provide a supportive, respectful, and inclusive environment to enable children to both thrive in learning and to grow in confidence.

We strive to identify and provide support across the wide range of needs a child may have; communication and interaction, cognition and learning, social, emotional and mental health difficulties and sensory/physical needs. We refer to this inclusive approach as “Longparish around the child”.

At Longparish CE Primary School we:

- Embrace a person-centred approach that recognises and celebrates

each child's strengths and individuality (**Creativity).**

- Promote high aspirations and support children to develop confidence and resilience in meeting challenges (**Courage**).
- Foster a culture of kindness, respect, inclusion and belonging where every child and family is valued (**Grace**).

- Ensure that parents play an active role, fully involved in supporting their child's education, through the person-centred approach.

Provide a broad, balanced, challenging and relevant curriculum for all children, raising the aspirations of and expectations for all pupils, including those with SEN.

- Ensure classrooms are inclusive through:

    1. Physical environment - adapted furniture, regulation resource, sensory aware environment, provision of resources
    2. Sense of belonging - relationships, everyone is a learner, unconditional positive regard, calm
    3. Language and approach - preparation and reminders for change, strengths-based approaches, consistent and explicit boundaries

- Identify children as soon as possible, removing barriers to access and participation, providing support for all.

- Provide early identification and provision for all pupils who have special educational needs and/or additional needs.

- Monitor and reflect on the progress of all pupils, making appropriate provision to overcome any barriers to learning wherever possible.

- Engage with outside agencies, when a pupil needs more specialist support, following the graduated approach.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS:

The Children & Families Act 2014 defines Special Educational Needs and Disability (SEND) in the following way.

1. A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
2. A child or a young person of compulsory school age has a learning difficulty or disability if he or she:
    - has a significantly greater difficulty in learning than the majority of others of the same age, or
    - has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

    For children aged two and over, special educational provision is additional to or different from that made generally for other children or young people of the same age.

    The term SEND is used across the 0-25 age range and includes Learning Difficulty or Disability.

    A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '…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'. Long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial.'

The Graduated Approach



Support for all children with SEND arises from a four-part cycle, known as the **graduated approach**, where decisions and actions are revisited, and reviewed regularly. This cycle develops understanding about the pupil's needs and supports them in making good progress. The four stages of the cycle are: **Assess, Plan, Do, Review**.We believe early identification is vital, thus we use a variety of methods to identify children who may have special educational needs or additional needs (see Schools SEN information report September 2025).

What is the Graduated Response – Assess, Plan, Do, Review (APDR)

When it is decided that a child would benefit from specific, targeted support/intervention, the child's teacher, supported by the SENDCo, will consider the advice in the SEND Code of Practice using the Graduated Response:

Assess

The class teacher/setting practitioner, working with SENDCo and parents, discusses the child's needs, and creates a baseline assessment by which progress will be measured.

Plan

A plan of additional support is drawn up for a pupil (an individual learning plan), a record will be kept, and the parents MUST be informed. The school/setting and parents will agree what progress they hope will be made (outcomes), and by what date (deadlines).

Do

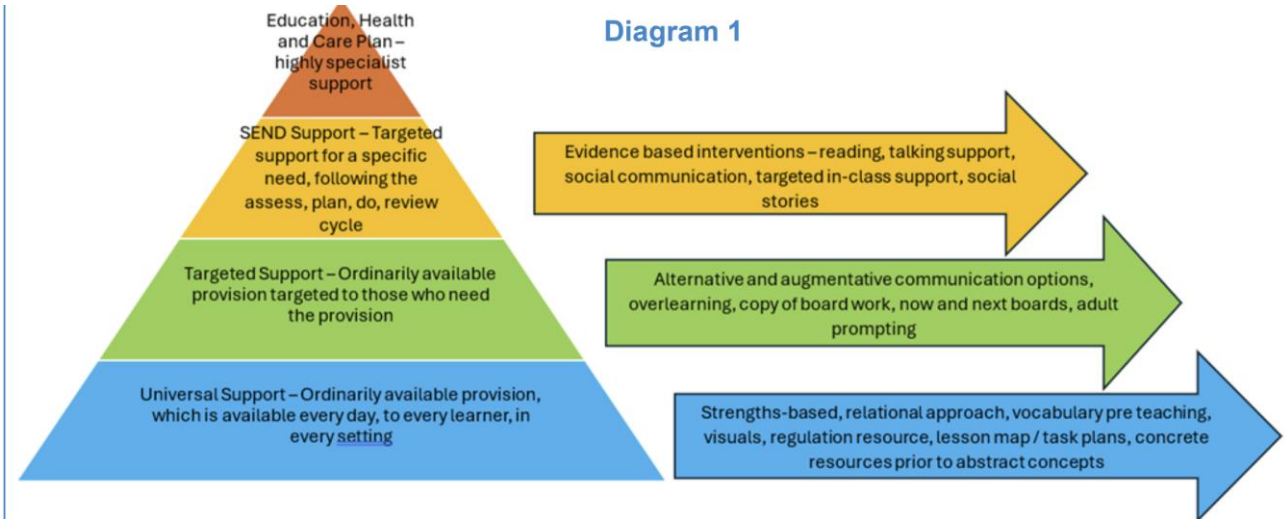
The pupil is given extra support, under the supervision of the class teacher.

Review

Termly reviews with parents are held at least twice per year (though may be more frequent in some cases). Parents are fully involved, and children's views are also sought.

What is meant by Ordinarily Available Provision?

Quality First Teaching, which is high-quality teaching, is vital for all pupils, especially those with Special Educational Needs and Disabilities (SEND). It is delivered through Ordinarily Available Provision (OAP), which provides routine support within mainstream classrooms and does not require an Education, Health, and Care Plan (EHCP).



Universal Support (OAP)

· Description: "Ordinarily available provision, which is available every day, to every learner, in every setting"

· Examples: "Strengths-based, relational approach, vocabulary pre teaching, visuals, regulation resource, lesson map/task plans, concrete resources prior to abstract concepts"

Targeted Support (Middle Tier)

· Description: "Ordinarily available provision targeted to those who need the provision"

· Examples: "Alternative and augmentative communication options, overlearning, copy of board work, now and next boards, adult prompting"

SEND Support (Targeted Support for a Specific Need)

· Description: "Targeted support for a specific need, following the assess, plan, do, review cycle"

· Examples: "Evidence based interventions – reading, language support, social communication, targeted in-class support, social stories"

Education, Health and Care Plan

· Description: "Highly specialist support"

SUPPORTING PUPILS AND FAMILIES

As a parent you may have concerns about your child's progress/development and think that they require extra support. The first point of contact should be your child's class teacher or SENDCo. You will be given the opportunity to share your concerns and plan an appropriate course of action.

We pride ourselves in working in partnership with parents and carers, who are always encouraged to take part in their child's learning and development. We consider parents to be experts on their own children. The school will make reasonable adaptations, wherever possible, for children with special educational needs and or disabilities.

There are a wide variety of services available in Hampshire for the parents of children with SEN. Information about education, health and care services, leisure activities and support groups available within Hampshire can be found at:
https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page;jsessionid=0

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SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

ACCESSIBILITY

- The school site is accessible to wheelchair users, with a toilet large enough to accommodate changing on a mat (there is no rise and fall bed facility). Wherever possible, reasonable adaptations to the environment are put in place to support the needs of pupils who join the school.

- The school has an Accessibility Plan in place, which is regularly reviewed and updated.

THIS POLICY SHOULD BE READ IN CONJUNCTION WITH:

- SEN Information Report
- Accessibility Plan
- Physical Intervention Policy
- Relationships and Behaviour Policy
- Supporting Pupils with Medical Conditions
- Whole School Allergy Policy
- Complaints Policy
- Safeguarding Policy

Monitoring and Evaluation

- The SENDco tracks the impact of intervention/support and the progress of the children who have SEND and reports these findings to the SLT/HT.
- The SENDco is involved in supporting staff with the provision for

children with SEND.

- The named governors with responsibility for SEND are regularly kept informed of developments.
- The Governing body reviews implementation of the policy regularly.
- The SEND information report is presented annually to the governing body and published on the school's website.

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