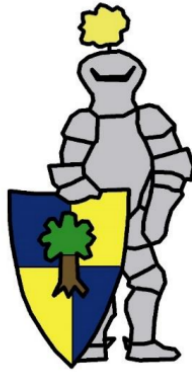


Knightwood Primary School



Special Educational Needs & Disabilities Policy

Name of School:	Knightwood Primary School
Name of Responsible Manager/Headteacher:	Emma Clark – Headteacher Hannah Corral - SENCO
Date Policy approved and adopted:	January 2026
Date Due for review:	January 2028

Contents

Section 1: Introduction	Page 3
Section 2: Aims and Objectives	Page 3
Section 3: Admission Arrangements	Page 4
Section 4: Definitions	Page 5
Section 5: Identifying Special Educational Needs and Disabilities	Page 5
Section 6: A graduated Response to SEND Support	Page 7
Section 7 Managing Pupils' Needs on the SEND Register	Page 10
Section 8: Criteria for Exiting the SEND Register	Page 12
Section 9: Supporting Pupils and Families	Page 12
Section 10: Supporting Pupils at School with Medical Conditions	Page 14
Section 11: Monitoring and Evaluation of SEND	Page 14
Section 12: Training and Resources	Page 15
Section 13: Roles and Responsibilities	Page 15
Section 14: Storing and Managing Information	Page 16
Section 15: Reviewing the Policy	Page 17
Section 16: Accessibility	Page 17
Section 17: Dealing with Complaints	Page 18
Section 18: Bullying	Page 18
Section 19: Additional Information	Page 19

The Special Educational Needs Coordinator (SENCo) is Mrs. Hannah Corral She is also a member of the Senior Leadership Team. She has a Bachelor of Arts degree and a Post Graduate Certificate of Education. She holds Qualified Teacher Status and has numerous qualifications in specific SEN support. She is working towards the NPQSENCO, which is due to be completed in April 2026.

She works Monday, Wednesday and Friday and can be contacted via the school office on the telephone number 023 80261900 or the email address adminoffice@knightwood.hants.sch.uk.

The Special Educational Needs Governor is Mr **Mike Mullen**

This policy has been produced by the SENCo in consultation with teachers, Learning Support Assistants, the Senior Leadership Team and governors. It is shared with parents and carers via the school website and a paper copy can be obtained via the school office. This policy is based on the following legislation and guidance:

- Children and Families Act 2014 (Part 3) and associated SEND Regulations.
- SEND Code of Practice: 0 to 25 years (2015).
- Equality Act 2010 (including the Public Sector Equality Duty) and guidance for schools.
- Statutory guidance on Supporting Pupils at School with Medical Conditions.
- Hampshire County Council (HCC) Local Offer and guidance on the SEN Support Pathway.

Section One: Introduction

Knightwood Primary School is a caring and inclusive school, which values the abilities and achievements of all its pupils. At Knightwood, we recognise that every child has strengths and difficulties and that some children have Special Educational Needs and/or Disabilities (SEND).

Every teacher is a teacher of SEND. Through careful assessment and planning, skilled teaching and well-deployed resources, teachers ensure that each child achieves their full potential and enjoys their learning.

We aim to raise the aspirations of and expectations for all pupils with SEND. We focus on outcomes for each pupil rather than hours of provision and support. Every child is valued and entitled to a broad, balanced and ambitious curriculum.

Section Two: Aims and Objectives

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

1. Make sure our school fully implements national legislation and guidance regarding pupils with SEND.
2. Set out how our school will:
 - Identify needs at the earliest stage and use our best endeavours to remove barriers to learning for children who have special educational needs and/or disabilities.
 - Use the Graduated Approach (Assess-Plan-Do-Review) with pupil and parent/carer voice at the centre to ensure that pupils with SEND receive the support needed to achieve the best possible educational and wider outcomes.
 - Operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs and disabilities, ensuring equitable access to learning, enrichment and wider school life through Ordinarily Available Provision, reasonable adjustments and targeted provision

- Maintain appropriate records and to monitor pupil progress, making adjustments in response to needs and progress
 - To provide support and advice for all staff working with pupils with SEND.
 - Work collaboratively with Hampshire services and other partners to meet the child's needs using our best endeavours.
 - Prepare children for adulthood with a focus on independence, participation and well-being.
3. Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.
 4. Communicate with, and involve pupils with SEND, their parents or carers in discussions and decisions about support and provision for the pupil.
 5. Ensure the SEN Policy is understood and implemented consistently by all staff.

Section 3: Admission Arrangements

Admission arrangements for the school are set out in the school's Admissions Policy. Pupils with Special Educational Needs and/or Disabilities (SEND) will be admitted in line with this policy and, where appropriate, in accordance with parental preference. The school complies with the requirements of the SEND and Disability Act and is committed to meeting its statutory duties.

To support pupils with SEND on admission, enhanced transition arrangements may be put in place, including:

- Detailed transition meetings with parents/carers to gain a holistic understanding of the child's needs, strengths, and background
- Transition planning meetings with the child's previous school or setting to identify existing support strategies and ensure continuity of provision
- Baseline assessments on entry to establish a clear picture of the child's current learning and developmental needs
- Close liaison with any external professionals or therapists involved in supporting the child

Children with an Education, Health and Care Plan (EHCP) will be admitted in accordance with the EHCP admissions process, which is coordinated by the Local Authority.

Section Four: Definitions

A pupil has **special educational needs** (SEN) if they have a learning difficulty or disability which calls for special educational provision, additional to or different from that made generally for others of the same age.

A **disability** under the Equality Act 2010 is a physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities. We make reasonable adjustments to avoid putting disabled pupils at a substantial disadvantage

Children 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 and resources that are ordinarily available to others of the same age in mainstream settings.

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 in mainstream settings.

Section Five: Identifying Special Educational Needs and Disabilities

At Knightwood Primary School, we identify and consider the needs of the whole child. The purpose of identification is to establish what actions we need to take to best support a pupil, not to fit a pupil into a category.

Four Areas of Need (SEN Code of Practice 2015)

The SEND Code of Practice (0–25 years) identifies four broad areas of special educational need. A pupil's needs may fall within more than one area, and these needs may change over time.

Support and interventions are therefore selected flexibly and reviewed regularly, to ensure they are appropriately matched to the pupil's identified area or areas of need at that point in time.

The four areas of need are:

Area of Need	Description
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social

	rules of communication. Autistic pupils often have needs that fall in this category
Cognition and learning	Pupils 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 pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils 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 pupil becoming withdrawn or isolated. It is important to note that challenging behaviour is not an area of SEND. A pupil's behaviour is seen as a response to underlying needs, which will be considered and identified.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

A medical or developmental diagnosis, including autism or ADHD, does not automatically require a pupil to be placed on the SEN register, as a diagnosis alone does not determine the level of educational need. Children are added to the SEN register only where they require provision that is additional to or different from that

ordinarily available through high-quality teaching and reasonable adjustments.

What is not considered Special Educational Needs

The school recognises that a range of factors may impact on a pupil's progress or attainment. The following, in isolation, do not automatically constitute special educational needs:

- low attainment or slower progress alone
- English as an Additional Language
- attendance difficulties
- disadvantage or gaps in prior learning
- behaviour arising from unmet needs
- the presence of a medical or clinical diagnosis

A medical or clinical diagnosis does not, in itself, automatically mean that a pupil has special educational needs. SEN identification is based on the educational impact of a pupil's difficulties and the provision required to support access to learning, rather than on diagnostic labels.

Where any of the above factors are present, the school will ensure that appropriate support is put in place and the pupil's response to this support is monitored carefully, to ensure that any underlying special educational needs are accurately identified and addressed.

Section Six: A Graduated Response to SEND Support

Please see the [SEND Identification and Provision Pathway](#) for more information.

We identify needs as early as possible through:

- transition information from EYFS settings/previous schools;
- ongoing formative assessment, standardised assessments and screening (e.g., phonics, reading, spelling, language, maths, fine/gross motor);
- observation of learning behaviours and well-being;
- consideration of pupil and parent/carer views;
- external agency assessments where appropriate.

We adopt a graduated approach. Well differentiated, high quality inclusive teaching with reasonable adjustments is the first response. We understand that additional intervention and support cannot compensate for a lack of good quality teaching.

Class teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from Learning Support Assistants (LSAs) or specialist

staff. They will regularly assess the progress of all pupils and identify any whose progress:

- is significantly slower than that of their peers starting from the same baseline
- is slower than their previous rate of progress
- is contributing to widening the attainment gap between them and their peers

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

The quality of teaching for all pupils is regularly monitored by the Senior Leadership Team. This includes reviewing and improving, where necessary, teacher's understanding of strategies used to identify and support vulnerable pupils and their knowledge of SEND most frequently encountered.

Each term, the SENCO, Headteacher and Phase Leaders meet with class teachers to review the progress of all pupils, including those who may need additional support. At these meetings, high quality inclusive teaching approaches, staffing, groupings and interventions are reviewed and progress assessed. Where progress is less than expected, despite high quality inclusive teaching, we consider targeted support at SEN Support level.

Where an initial concern is identified regarding a pupil's special educational needs, the Class Teacher will complete an SEN Concern Form. The SENCO will then observe the pupil, meet with the Class Teacher and agree initial support at the monitoring stage. This support will be implemented for a period of one term, during which progress will be carefully tracked and reviewed. Where progress continues to be slower than expected despite this support, the pupil may be identified as requiring SEN Support and added to the SEN register.

The Graduated Approach (SEN Support Level)

Pupils receiving special educational provision will be placed on the School's SEN Register. These pupils have needs that can be met by the school through the graduated approach.

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

The Graduated Approach ensures provision is needs led, evidence informed and proportionate, with decisions based on impact over time.

The Graduated Approach consists of an Assess-Plan-Do-Review cycle of support. The Assess-Plan-Do-Review (APDR) process is a cyclical approach used to identify a pupil's needs, plan and implement targeted support, and regularly review its impact, ensuring provision is responsive, evidence-informed and matched to the pupil's changing needs:

Stage	Purpose	What the School Does	Examples of Provision and Evidence
Assess	To build a holistic understanding of the pupil and identify barriers to learning	• Identifies strengths and needs across the four areas of SEND • Uses assessment information and progress data over time • Observes learning behaviours, engagement and emotional wellbeing • Considers attendance, medical information and family context where relevant • Seeks and values pupil and parent or carer views • Uses advice from external professionals where appropriate Assessment is ongoing and informs planning at every stage	• Teacher assessment and standardised assessments • SEN profiles or one page profiles • Learning observations and emotional wellbeing check ins • Attendance monitoring and pastoral records • Parent meetings and pupil voice activities • Reports from EP, SaLT, OT, CAMHS or other professionals
Plan	To agree outcomes and plan targeted support	• Co produces a SEN Individual Support Plan with the pupil and parents or carers • Sets clear, specific and measurable outcomes • Identifies strategies, reasonable adjustments and targeted interventions • Clarifies staff roles and responsibilities • Sets review dates, typically termly Plans focus on access, progress and independence rather than reliance on adult support	• Adapted classroom strategies • Visual supports such as timetables or task boards • Adjustments such as chunking work, reduced recording or additional processing time • Targeted interventions for literacy, numeracy, speech and language or emotional regulation • Use of Thrive, ELSA, Zones of Regulation or similar approaches

Do	To implement the agreed support	• Provision is delivered as planned • Class teachers remain responsible and accountable for progress • Teachers, Teaching assistants or specialists deliver interventions where appropriate • The SENCO monitors consistency and quality of delivery	• Small group or individual interventions delivered with fidelity • In class support embedded into everyday teaching • Sensory regulation strategies and movement breaks • Use of assistive resources or alternative recording methods
Review	To evaluate impact and inform next steps	• Reviews progress at least termly • Considers progress towards outcomes • Uses assessment data, work samples and observations • Seeks pupil and parent or carer views • Adjusts, continues, reduces or ceases provision based on evidence Decisions are recorded and evidence based	• Review meetings with parents and staff • Updated SEN Support Plans • Evidence of progress or limited progress over time • Clear rationale for changes to provision

For higher levels of need we draw on more specialised assessments from external agencies and professionals. This includes but is not limited to:

- Speech and Language Therapy
- Educational Psychology Service
- Occupational Therapy
- Physiotherapy
- School Nursing Service
- Child and Adolescent Mental Health Services (CAMHS)
- Mental Health Support Team (MHST)
- Primary Behaviour Service
- Education and Inclusion Team
- Assistive Technology Advisory Service
- Specialist Teacher Advisory Service for Communication and Interaction
- Specialist Teacher Advisory Services

Section Seven: Managing Pupils' Needs on the SEND Register

A child will be entered on the Special Educational Needs Register if, despite receiving adapted support, he/she:

- makes little or no progress even when teaching approaches are targeted particularly in a child's areas of challenge
- shows signs of difficulty in developing literacy or mathematics skills which result in slower progress than expected

- presents persistent emotional or behavioural difficulties which do not reduce with the behaviour management techniques usually employed by the school
- has sensory or physical difficulties which have not been regulated or supported by provision of specialist equipment or intervention
- has communication and/or interaction difficulties and continues to make less than expected progress or less accelerated progress despite the provision of adaptations to the curriculum

With guidance from the SENCO, teachers will write the child an Individual Support Plan. These are live, working documents which include targets and actions used to celebrate progress and achievements. They also specify the provision required to meet these targets and strategies that will support the child in class. This is reviewed termly in consultation with the child and parents, where SMART targets are assessed, amended or identified within the specific child's area of challenge. Teachers will ensure copies of the plan are shared with all staff who support the child, parents and the child.

Where an EHCP is in place, annual reviews are held to evaluate and plan outcomes and approaches.

Education, Health and Care Plans

In line with the SEND Code of Practice 2015, where a pupil has a significant, severe and sustained need, the decision may be taken to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education, Health and Care Plan. This is a legal document setting out the support that a child needs.

If a pupil has significant, long-term and complex needs, and despite relevant, purposeful and well-implemented SEN Support continues to make less than expected progress, the school, parent or young person may request an Education, Health and Care (EHC) needs assessment, in accordance with Sections 36–45 of the Children and Families Act 2014 and Hampshire County Council procedures.

An EHC Plan is issued by the Local Authority following a period of assessment by Local Authority commissioned professionals, if the child is identified as having significant needs which are so substantial that they cannot be met within the available school resources despite the school making their best endeavours to do so.

An EHC needs assessment request will normally be supported by evidence of:

- at least two sustained cycles of Assess–Plan–Do–Review,
- clear documentation of the provision put in place and its impact over time,
- evidence that the pupil's needs cannot reasonably be met from the school's normally available provision and notional SEN budget.

The school is committed to working collaboratively with families throughout this process. However, the presence of a diagnosis, parental request alone, or the desire for additional funding or provision does not automatically meet the threshold for an EHCP. The Local Authority holds responsibility for deciding whether or not the EHCP process commences.

The EHCP will be subject to an annual review, carried out by the school in conjunction with the LEA to which parents and external agencies are encouraged to attend or submit a written contribution.

Children are invited to attend all or part of the review, and to submit their own views prior to the meeting.

Provision for a pupil with an Education, Health and Care Plan (EHCP) is funded through a combination of the school's delegated and notional SEND budget and, where appropriate, additional top up funding from the Local Authority. Top up funding is allocated in line with the provision specified in the EHCP and is typically paid to the school on a termly basis.

Section Eight: Criteria for Exiting the SEND Register

If children achieve their targets and make good progress with their learning, they may no longer require individual, daily support that is different from and/or additional to that needed by other members of the class. These children may come off the SEND register. They will continue to receive high quality teaching that is adapted and personalised within the classroom setting.

Parents will be fully involved in this decision. When children are taken off the SEND Register, they will be invited to a meeting with the class teacher and the SENCo. They will also receive an explanatory letter.

Section Nine: Supporting Pupils and Families

The school works in a collaborative partnership with parents, who have a critical role to play in their child's education. Teachers will discuss each ISP with parents and give them a copy. Often parent roles will be specified alongside the targets. If a parent has a query about their child's progress, they should contact the class teacher.

The school's SEN Information Report can be accessed via the school website and office. Information on admissions arrangements can be obtained in the same way.

The Local Authority has a parent partnership service called SENDIASS (Special Educational Needs and Disabilities Information Advice and Support Service). It provides impartial advice, information and support to parents and carers of children and young people with SEND throughout Hampshire. This service can be accessed by telephone on 0808 1645 504 or via the internet on www.hampshiresendiass.co.uk

Hampshire County Council's Local Offer can be accessed on line at <https://fish.hants.gov.uk/kb5/hampshire/directory/home.page>

Pupils may be supported during the transition between classes, teachers or schools in a variety of ways. These may include:

- Staff discussions
- Social stories
- Photo books
- Visual timetables
- Transition visits
- Buddies
- Emotional Literacy Support Assistant (ELSA) Groups
- Therapeutic Active Listening Assistant Support (TALA) Groups
- Transition Partnership Agreements
- Transfer meetings

When pupils sit statutory assessments, some may be provided with access arrangements such as readers, additional time, rest breaks or adapted materials, where these reflect their normal way of working and meet national eligibility criteria. Access arrangements are agreed through ongoing assessment of need and implemented in line with Standards and Testing Agency (STA) guidance, to ensure pupils can demonstrate their learning as fairly and independently as possible.

Where required, applications for access arrangements are made in accordance with government guidance by the Headteacher, in consultation with the class teacher. Pupils with an Education, Health and Care Plan (EHCP), and those using braille or modified large print test materials, are automatically entitled to additional time.

Section Ten: Supporting Pupils at School with Medical Conditions

At Knightwood, we recognise 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.

Some may also have SEND and some may have an EHCP, which brings together health and social care needs, as well as their special educational provision. The SEND Code of Practice (2014) is followed.

The school will work closely with parents and outside agencies to support pupils with medical conditions and will ensure that staff are given appropriate training to support the pupil with their needs.

The supporting pupils with medical conditions policy can be found on the school website or obtained from the school office.

Section Eleven: Monitoring and Evaluation of SEND

The progress of pupils with SEND and the effectiveness of interventions is constantly monitored and evaluated by the class teacher, SENCo and Senior Leadership Team.

The SENCo observes LSAs delivering interventions as part of their performance management cycle. The Senior Leadership Team regularly observes class teachers and considers their support for pupils with SEND. Learning walks and book looks are undertaken. Pupil views and parent views are also taken into account when evaluating the provision for SEND.

The SENCo reviews the SEN Action Plan with the SEND governor three times each year. She summarises this information in termly reports to all governors. The governors agree spending priorities and review policies.

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

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

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

Section Twelve: Training and Resources

The School Development Plan incorporates action plans and evaluations relating to raising the achievement of pupils with SEND.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. In-house SEND training and development is arranged to ensure that provision for pupils experiencing SEND is appropriately delivered.

All teachers and support staff undertake induction on taking up a post, and this includes meetings with the SENCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

Training needs may be identified by staff or the Headteacher as part of the normal cycle of appraisal. Where needs arise, efforts will be made to find suitable courses or materials to fill that need.

If a child enters school with a need that has not been encountered before, we will endeavour to find training for the staff involved with the child.

The LSAs also have annual professional development meetings and may request training. Our staff are well trained and undertake regular professional development.

Section Thirteen: Roles and Responsibilities

Role	Responsibilities
SENCO Mrs Hannah Corrall adminoffice@kni ghtwood.hants.sc h.uk	• Inform parents when a pupil may have SEND and liaise with them regarding needs and provision. • Work with the Headteacher and SEN Governor to determine the strategic development of SEND policy and provision. • Have day-to-day responsibility for the operation of the SEND policy and coordination of provision for pupils with SEND, including those with EHCPs. • Provide professional guidance to staff and work with teachers, parents and external agencies to ensure pupils receive appropriate support and high-quality teaching • Advise on the graduated approach, SEN Support and differentiated teaching strategies. • Advise on the effective deployment of the delegated SEND budget and resources. • Act as a key point of contact for external agencies, including the local authority and support services • Liaise with next phases of education to ensure smooth transitions for pupils with SEND. • Ensure relevant SEND information is transferred promptly when pupils move schools • Work with the Headteacher and Governors to ensure compliance with the Equality Act 2010, including reasonable adjustments and access arrangements • Ensure SEND records are accurate, up to date and securely maintained. • Identify staff training needs related to SEND and contribute to CPD planning • Review and evaluate the effectiveness of SEND provision and contribute to the Local Offer • Prepare and review the SEN Information Report and policy updates • Analyse SEND identification patterns within school and against national data to inform teaching quality.

Governing Board	• Ensure that the school complies with its statutory duties for pupils with special educational needs and disabilities • Promote and secure high-quality, inclusive provision for pupils with SEND • Set the strategic direction for SEND within the school • Monitor the quality, effectiveness and impact of SEND provision and outcomes • Ensure that appropriate staffing and resources are in place to meet identified needs • Oversee the publication of statutory SEND information, including the SEN Information Report • Work in partnership with the Headteacher, SENCO and local authority to contribute to the Local Offer • Champion inclusive practice and equitable outcomes for all pupils with SEND
SEND Link Governor Mr Mike Mullen	• Raise awareness of SEND matters at governing board meetings. • Monitor the quality and effectiveness of SEND provision. • Report to the governing board on SEND provision and outcomes • Work with the Headteacher and SENCO to support strategic development of SEND policy and practice.
Headteacher	• Work with the SENCO and SEND Link Governor to determine strategic development of SEND provision • Ensure the school meets its duties under the Equality Act 2010. • Hold overall responsibility for SEND provision and pupil progress • Monitor the notional SEND budget and additional funding • Ensure the SENCO has sufficient time and resources to fulfil their role. • Maintain an overview of pupils on the SEND register. • Liaise with the local authority regarding EHC needs assessments and reviews. • Support identification of staff training needs and CPD planning • Review the effectiveness of SEND provision and contribute to Local Offer development • Analyse SEND identification trends to support high-quality teaching.
Class Teachers	• Plan and deliver high-quality, adaptive teaching through the graduated approach. • Remain responsible and accountable for the progress and development of all pupils in their class, including those with SEND. • Work closely with LSAs and specialist staff to plan, deliver and review interventions. • Collaborate with the SENCO to review pupil progress and adapt provision. • Follow the SEND policy and SEN Information Report • Communicate regularly with parents to set outcomes, review progress and agree shared responsibilities.
Parents or Carers	• Inform the school of any concerns regarding their child's progress or development • Contribute views and information about their child's needs and support. • Participate in meetings and reviews when appropriate. Share information about support and progress outside of school. • Work with the school to agree aspirations and next steps • Receive annual reports on their child's progress.
Pupils	• Be supported to express their views about their learning and support. • Contribute to identifying strengths, difficulties and outcomes. • Participate in reviews and discussions where appropriate • Give feedback on the effectiveness of support and interventions. • Have their views taken into account in decisions affecting them wherever possible.

Section Fourteen: Storing and Managing Information

The school has robust systems to ensure that any information about a pupil with SEND is stored securely. Confidential information is kept in a locked cabinet. Computerised information is kept within the school network. Information is only accessible to school staff, the child's parents and agencies directly involved in the support process.

When a child leaves Knightwood and transfers to a Hampshire school, information and records are passed on to the child's next school.

When a child leaves Knightwood and transfers to a non-Hampshire school, information and records are also kept securely until the child is 22 years old.

The School's Data Protection Policy can be found on the school website or obtained via the school office.

Section Fifteen: Reviewing the Policy

The school SEND policy will be reviewed annually by the SENCo in conjunction with governors, LSAs, the headteacher, teachers, parents and pupils. Any information, which changes within the year, will be amended where necessary.

Section Sixteen: Accessibility

As an inclusive school, we strive to ensure that every child has full access to the curriculum, including the wider school curriculum, which includes after-school clubs, leisure and cultural activities and school visits.

Site accessibility:

- Knightwood Primary School is all on one level and is therefore fully accessible.
- Each classroom has an external door, which is used as a fire exit.
- We have an accessible toilet within the school.
- There are two ramps to allow wheelchair access to the huts and the year three corridor.
- Where there are constraints, everything possible is done to remove them.
- Parents are asked to be aware of potential constraints when considering Knightwood Primary School for their child.

Curriculum accessibility:

- Children with SEND are carefully considered when teachers are planning.
- All learning activities are planned so children can access them whatever their specific needs. We also ensure they are sufficiently challenging to ensure progress.
- Specialist equipment and resources are obtained as necessary.
- Progress is monitored and teachers' planning is adjusted accordingly.
- Advice from external agencies is sought and acted upon where appropriate.

We are always happy to meet parents. Each term there are opportunities for parents to meet with class teachers at parents' evenings. Between times, parents are welcome to contact the school office to arrange a meeting with a teacher or member of the leadership team.

The school will, when needed, deliver written information (for example information about school events) to disabled pupils. The information presentation will take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time frame.

The school Accessibility Plan can be accessed on the school website and via the school office.

Section Seventeen: Dealing with Complaints

If parents have any concerns about their child's progress or provision, they are encouraged firstly to see the class teacher. The next step would be contacting the phase leader. The Special Educational Needs Coordinator, would also be happy to discuss any issues.

If questions still remain, parents should consult and follow the school's Complaints Policy and Procedure for further information. This can be viewed on the school website or obtained via the school office.

They may also approach outside agencies, such as SENDIASS for advice.

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

Section Eighteen: Bullying

We believe that Knightwood Primary School is a caring and inclusive environment. Our school values of happiness and respect foster positive interactions. We safeguard the needs of pupils with SEND whilst promoting their independence and building their resilience.

We regularly take part in the national Anti-Bullying Week. Special activities devised by children and adults run throughout the week.

Bullying at Knightwood Primary School is taken very seriously and any matters are dealt with promptly by class teachers and the senior leadership team, where necessary.

The anti-bullying policy can be accessed on the school website or obtained via the school office.

Section Nineteen: Additional Information

Knightwood Primary School documents referred to in this policy include our:

- Accessibility Plan
- Admissions Arrangements
- Anti-bullying Policy
- Behaviour Policy
- Complaints Policy and Procedure
- Data Protection Policy
- SEN Information Report
- Supporting Pupils with Medical Conditions Policy

These can all be found on our school website or obtained via the school office.

Hampshire County Council's Local Offer can be accessed on line at <https://fish.hants.gov.uk/kb5/hampshire/directory/home.page>.

Hampshire's Parent Partnership Service SENDIASS can be accessed by telephone on 0808 164 5504 or via the internet on www.hampshiresendiass.co.uk

This policy has been revised in January 2026