



Hambling View SEND Policy

A blue ink signature of the name 'Guy Morris'.

Ratified by Chair of Govs.

Signed by

Date 22nd January 2026

Date	18.01.2026
Review Date	18.01.2027

Aims

At Hambling View, our students all have an Education, Health & Care Plan (EHCP) and we believe it is essential to provide a well-balanced, challenging curriculum for all of our students. We are committed to ensuring that all students receive their right to a high-quality, accessible and balanced curriculum that is differentiated to meet their individual needs and learning styles

Our aim is to provide all students with the best possible outcomes in preparation for independent and productive futures. We believe it is important that our students acquire skills, knowledge and confidence that can be applied to all future lives and future learning experiences, including social, physical and spiritual development. We endeavour to raise aspirations and expectations for all students by working in partnerships with parents/carers and listening to students.

Vision For Our Students:

All learners fulfill their individual potential. This will be accomplished through high-quality teaching, where all teachers implement strategies for removing barriers to success and through evidence-based interventions. Learners will be set high expectations and be able to access a rich and varied curriculum which is adapted through personalisation to suit the needs of all learners. All aspects of the curriculum will enable participation and achievement for all. All learners will feel valued in a school community that celebrates diversity and difference. Parental partnerships will be developed through regular structured conversation and learners will be able to share opinions and viewpoints through developing student-voice. Learners will be able to develop skills of self –responsibility and independence, preparing them to live successfully as autonomous individuals in the wider world.

We will see outstanding progress for our students if:

- We can show evidence of high-quality educational provision being offered to every learner every day.
- All of our pupils have Individualised Learning Plans, which address their needs at their point of learning. We aim to create a learning environment that is flexible enough to meet the needs of all learners so that they are making progress against their Personalised Areas of Success.
- We understand each student's point of learning thoroughly. All learning activities within class are planned and personalised at an appropriate level, so that all learners can access learning according to their specific needs.
- Staff ensure that our students Individualised Learning Plans are embedded into all areas of the curriculum and school life.

Our provision is based on a strong vision that our holistic, aspirational approach to education enables our students to make a positive contribution to school and to the community.

We believe that learning should:

- Engage and excite
- Ensure individuals develop a full range of academic, functional and independence skills
- Allow for skills and knowledge to be acquired and consolidated in a range of environments
- Fully prepare pupils with the foundations they need for their journey into adulthood.

Hambling View Team

All staff at Hambling View are part of the Special Educational Needs and/or Disability (SEND) Team

Beth Rowlinson Headteacher
Molly Baker (Teacher)
Andrew Dix (Teacher)
Luke Greenwood (Teacher) SENDCO
Daniel Mullins (Teacher)
Alex Owen (Teacher)
Michelle Floyd (Student Welfare)
Louise Perryman (HLTA)
Julie Russell (Student Support)
Shelly Ashwood (Reception/Tutor)

The role of the SENCO:

The SEND Coordinator (SENCO), plays a key role in supporting the strategic development of the policy and provision for SEND in the school in order to raise the achievement of students.

The SENCO takes day-to-day responsibility for the operation of the SEND policy and coordination of the provision made for individual students. This entails working closely with staff, parents and carers, and other agencies.

The SENCO also provides related professional guidance to colleagues with the aim of securing quality first teaching for all students.

The SENCO, with the support of colleagues, seeks to develop effective ways of overcoming barriers to learning and sustaining effective teaching. This will be through the analysis and assessment of student's needs, by monitoring the quality of teaching and standards of students' achievements, as well as by setting student targets (see Assessment Policy for target setting procedures).

The SENCO collaborates with all staff so that the learning for all students is given equal priority, and available resources are used to maximum effect.

The Responsibilities of the SENCO :

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

The key responsibilities of the SENCO may include:

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision to ensure individual needs are met in accordance with the EHCP
- Advising on the deployment of the school's resources to meet students' needs effectively
- Liaising with parents
- Liaising with Other Schools, Educational Psychologists, Health and Social care Professionals, and Independent or Voluntary bodies.
- Being a key point of contact with external agencies, especially the Local Authority and its support services
- Liaising with potential next providers of education to ensure a student and their parents are informed about options and a smooth transition is planned
- Working as part of the Leadership team and School Governors to ensure that the school meets

its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

- Ensuring that the school keeps the records of all students up-to-date
- Overseeing concessions for public examinations

How do we support students at Hambling View

At Hambling View we always strive to promote student independence. We believe that this is pivotal in achieving academic, personal achievement and social successes in our student's lives. All staff are aware of the individual needs of students and will plan all activities, teaching and otherwise, to maximise the participation of all students and will consider the sensory environment, learning resources, and access to the physical environment.

The priorities for the deployment of TAs are:

- To support teachers in delivering high-quality lessons (in-class support)
- To provide impactful interventions outside of the classroom

How do we consult parents of pupils with SEND and involve them in their child's education?

At Hambling View parents are fully included in the process of working with their children/young adults.

This includes:

- Initial visits to school
- Introductory meetings
- School entry plan meetings for all pupils regardless of age
- Home/school book for information exchanges and key messages
- Parent/Carer and teacher meetings (ILPs) including update from professionals
- Annual Review meetings and reports
- Parent involvement in changes in school through informal and formal consultation

How do we support pupils moving between different phases of education?

- When a pupil is due to enter Hambling View we ensure an appropriate period of transition from their former school through good liaison with the family and school staff.
- Families of new learners are invited in for a school tour and School Entry Plan meeting so that we can get to know the Strengths, Needs and Interests of the child so that learning can be personalised from the beginning of their learning journey at Hambling View.
- Parents/carers always have the opportunity to meet teachers and class staff through formal arrangements such as Annual Reviews and Parents evenings and informally at social events.

What expertise and training do our staff have to support pupils with SEND?

Hambling View is highly committed to ongoing training of staff. We track all staff training ensuring it is up to date and statutory duties are met. Training is specifically related to the needs of learners in our school and as required by statutory guidance.

At Hambling View we believe that:

- Good-quality CPD develops individuals and makes a measurable and significant contribution to school improvement.
- CPD should provide our staff with the freedom to innovate and try out different interventions to meet the needs of our pupils
- Professional learning is most effective when teachers collaborate and share practice

Other staff continue to gain a range of certificates to mark their commitment to courses such First Aid, Attention Autism, QTVI. Staff also benefit from support and training from external providers which may include Local Authority Specialist Support Services; Forest School Leaders or other Organisations.

Who can young people and parents contact if they have concerns?

Hambling View recognises the importance of good communication as a key to the success of special educational needs provision. Parents and students are encouraged to be fully involved in the process of establishing Individual Learning Plans (ILPs) and in reviewing the success of targets and support strategies.

- Parents are invited to attend relevant review meetings and are sent a copy of their student's ILP by email. Important information regarding special needs support is always sent home via electronic mail and never sent home with the student.
- Parents will have an opportunity to talk to the SENCO at the Annual parents evening.
- The SENCO is available to meet with parents by appointment. Meetings can be arranged to discuss individual concerns around student support or progress in more depth. Parents are encouraged to contact the SENCO by telephone or email if there are any concerns or queries regarding the support of their student.

As a school we work hard to be in effective communication with students and their families and to listen and respond positively to any concerns brought to our attention. We are committed to taking all concerns seriously and endeavour to be open and accessible so that concerns can be raised and dealt with easily. If the situation arises where families have a concern about the provision being made for their child or the impact of that provision, we suggest that in the first instance young people and parents talk to class teachers. If the class teacher has been unable to reassure them that needs are being met effectively, in the next instance they should talk to the Head Teacher. If they are still not satisfied, they should consult the schools' Complaints Procedure which can be found on the school website.

Additional support for exams

Some students with identified special educational needs are entitled to special access arrangements for all their public examinations. Support takes the form of:

- Use of a separate room
- Reading help
- Extra time
- Rest-breaks
- A prompt or a scribe or a practical assistant
- Adapted papers

Assessment

Assessment is an important tool to measure student attainment and ensure progress for our students. The SENCo will support staff in ensuring that appropriate adaptations are made to assessments so that they are meaningful and accessible to students. There are some students who may be unable to access the general class assessments or who it would not be appropriate to assess using the usual methods and these students will be identified by the SENCO and individualised planning for assessments will be shared with staff.

School Trips & Educational Visits

All students are encouraged and supported to participate in trips and visits. Additional support may be needed to ensure that students are supported physically, socially and emotionally which could include (but not limited to):

- Enhanced staffing
- Pre-trip planning and preparation time with students to familiarise with the locality
- Adjustments to timings or residential expectations

Transitional Support

The SENCO will coordinate all transitional work and complete a previous school liaison process to ensure that all relevant information is successfully transferred for students with special educational needs. The SENCO will meet with key staff from all previous schools/places of education to discuss individual needs and a plan for enhanced transition will be drawn up with the involvement of all relevant professionals and parents/carers.

Transitional arrangements for students between KS3 and KS4 are more individually based, to help students plan appropriate KS4 option choices and carefully consider post-16 education or employment. Students will have a Transition Plan established at their Yr 9 Annual Review.

External Professional Agencies

Hambling View works closely with a wide range of external professional agencies. Most of these agencies form part of the Bath and North East Somerset (BANES) Local Authority Student Service but may also be from other Local Authorities where necessary. The school also commissions the services of a range of independent support agencies as appropriate.

The SENCO may instigate contact with the following agencies where appropriate:

BANES Local Authority Services	Sensory Impairment Team
Educational Psychology Service	Speech & Language Therapy Service
Student and Adolescent Mental Health Service (CAMHS)	Occupational Therapy Service
Social Services	Physiotherapy Service
Looked After Students Support Team & Virtual School for Children Looked After (CLA)	Autism Support Service

The school SENCO at Hambling View generally co-ordinates other professional meetings when the above can be involved.

Services for Parents

There are several support services for parents, either independent or provided by the Local Authority. These services offer impartial advice, guidance and support to parents who may have a grievance or require assistance to manage the special education needs of their student. Information about support for parents, provided by BANES can be found by following the link below:

<https://livewell.bathnes.gov.uk/special-educational-need-or-disability-send>

Statutory Publications:

- Hambling View publishes its SEND Policy which outlines our offer on the website and it is reviewed annually
- The Annual SEND Report to Governors is uploaded to website

Equality

Details of the schools admission arrangements can be found in the Admissions policy which is available on the website.

Steps taken to ensure all students can access all areas of school life

- Reasonable adjustments are made in the curriculum, in day-to-day school life and in extra-curricular activities
- Consideration of SEND needs for school trips - individual risk assessments are carried out where necessary support is allocated for individual students
- Staff training provided to enable all staff to meet all students' needs
- Special exam/assessment arrangements are in place so SEND students can demonstrate their knowledge in exams and assessments
- An accessibility plan is in place to ensure that no students is treated less favorably due to a physical disability