



Approved by Curriculum Committee: 28 January 2025

Next Review: Spring 2027

St Andrew's CE Primary School Much Hadham

Special Educational Needs and/or Disability (SEND) Policy



'Life in All Its Fullness – Come and See' John 10:10,1:39



This policy sets out our approach to supporting pupils with special educational needs (SEND) and/or disabilities (D). It promotes the successful inclusion of pupils with SEND and forms part of our overall commitment to educational inclusion.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (April 2014 last updated September 2024) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE June 2018
- SEND Code of Practice 0-25 (April 2014 last updated September 2024)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions August 2017
- The National Curriculum in England Key Stage 1 and 2 framework document December 2014
- St Andrew's Accessibility plan
- St Andrew's Admissions policies
- St Andrew's Inclusion policy
- St Andrew's Pupil and Staff Wellbeing policy
- St Andrew's Pupil Behaviour, Discipline and Anti-Bullying policy
- Teachers Standards (2012)
- Keeping Children Safe in Education
- St Andrew's Child Protection Policy

Introduction

At St Andrew's we believe that every teacher is a teacher of every child, including those with SEND (Special Educational Needs and/or Disabilities). We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities.

Special educational needs and disabilities are defined in the DfE Special educational needs and disability code of practice, 2014 (updated September 2024) as follows:

“Special educational needs (SEND)

xiii. A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

xiv. A child of compulsory school age or a young person 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*

xv. For children aged two or more, 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

xvi. A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xiv. above when they reach compulsory school age or would do so if special educational provision was not made for them
(Section 20 Children and Families Act 2014).

Our SENDCo (Special Educational Needs Co-Ordinator) at St Andrew's CE Primary and Nursery is Mrs Julie Small. She is an experienced and fully qualified teacher who has completed the National Award for SEND. Mrs Small is also the Inclusion Co-ordinator. She is available to contact on senco@standrews236.herts.sch.uk.

A copy of this and associated policies can be found on the school's website www.standrews236.herts.sch.uk

Aims and values

At St Andrew's

- We aim to put the needs of our children first in order to focus on the best possible outcomes.
- We endeavour to foster an effective working relationship with parents and value their contribution to their children's learning.
- We encourage our children to show concern for all members of the school community and to value each person's contribution.
- Our school aims to ensure that all pupils have access to a curriculum which is broad, balanced, relevant and differentiated.
- We recognise the individuality of each pupil and endeavour to help each pupil to achieve his/her full potential.
- We recognise the importance of equal opportunities, taking into account individual needs.
- Our members of staff have high expectations of all pupils in behaviour, work and attitude, but are aware of the need to set appropriate objectives and achievable targets for children with identified difficulties.
- We recognise that there are pupils who may need extra support at some time during their schooling whether because of learning, emotional, physical or sensory difficulties and we endeavour to swiftly identify that need and provide appropriate support.

How will we do this?

- Through early identification of barriers to learning and participation for pupils. All staff take responsibility for the identification of children with difficulties and share their findings with the SENCo
- Ensuring all staff have access to training and advice, so they can support quality teaching and learning for all pupils.
- Enabling all children to participate in lessons fully and effectively.
- Ensuring decision making is informed by the insights of the pupils and their parents.
- Use flexible and responsive strategies to remove barriers to learning.
- Through rigorous tracking and assessment of vulnerable children to inform planning and next steps.
- Working closely with a range of external agencies.

How do we identify children with SEND?

The SEND Code of Practice (April 2014 updated September 2024) identifies 4 broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical

At St Andrew's we identify the needs of pupils by considering the needs of the whole child. Many children will have issues that fall into one or more of the above categories.

We are also aware of barriers to learning that are NOT considered a Special Educational Need but may still impact on progress and attainment.

These include:

- Attendance and punctuality
- Health and welfare
- English as an additional language
- Being in receipt of the Pupil Premium Grant
- Being a Child Looked After/Child with a social worker
- Being a child of a Serviceman/woman
- Being a young carer

Early identification of needs may be made via:

- Regular whole school formative and summative assessment of pupils' work
- Class teacher/teacher assistant concerns shared with the SENDCo
- Parental concerns shared with the SENDCo
- Information from previous schools on transfer
- Information from other services
- Outcomes from assessments made within school or via outside agencies.
- Analysis of termly tracking data by class teacher/Key Stage co-ordinators/ Headteacher/ SENDCo.

High Quality Teaching

At St Andrew's we are committed to ensuring all pupils receive high quality teaching in order to meet their individual needs and there are high expectations and aspirations for all.

It is the responsibility of the class teacher to plan for, differentiate and monitor the impact of lessons which are inclusive and accessible by all. The SLT, including the SENDCo, monitors teaching regularly and endeavours for teaching to be of the highest quality for all pupils.

Where necessary the SENDCo should support class teachers and teaching assistants in planning for children with SEND. Supplementary training/advice is given if needed.

A graduated approach to SEND support

SEND support is provided through a four part cycle known as the graduated approach.

Each part of the cycle helps to make decisions and actions which are regularly re-visited and refined in order support the pupil in making progress and securing good outcomes. This is done in collaboration with teaching staff, parents and pupils and the SENDCo. The Assess-Plan –Do- Review (ADPR) cycle draws on the use of additional targeted interventions or strategies and, where necessary, more specialist expertise.

The SENDCo maintains a register of pupils identified as requiring SEND support. This list is reviewed at least half-termly.

The assess-plan-do-review cycle



Assess

All children at St Andrew's have ongoing formative and summative assessments in core subjects. Progress is tracked against subject endpoint documents (See website and St Andrew's Assessment policy). In addition, children with SEND may be subject to more in depth assessments, closely linked to their needs. Where necessary, outside agencies may be called upon by the SENDCo to offer specialist assessments. All these assessments help to identify areas of need and over time can be used to track progress. The views of the children and their parents are sought in order to add further insight to difficulties and/or achievements.

Plan

The SENDCo will liaise with pupils, parents, teachers, teaching assistants and outside agencies to plan the next steps for the best possible outcomes for the child.

Some children on the SEND support list may have an Individual Support Plan (ISP). This ISP will identify long term aims and short term targets and will set out any additional provision that may be necessary.

Pupils who have high levels of need may require an Education, Health and Care Plan (EHCP). The school, parent or outside agency may request a Statutory Assessment from Hertfordshire

County Council (HCC). If HCC considers the pupil to require provision beyond what the school can reasonably offer, an EHCP will be written for the child, making additional provisions for the child statutory. A decision on funding available to school will be made by HCC depending on the level of need set out in the EHCP. This is used by the school to supplement necessary provision.

Do

The SENDCo will produce an overview of any additional provision for children in each class, known as a provision map. The school provides three tiers of support (See Appendix 1).

Universal support - High quality teaching for all

Targeted Support - For children working toward expectations. These children may have an ISP and personal targets. The class teacher, teaching assistant or SENDCo will work with the child using appropriate interventions to support learning over and above that received through whole class teaching.

Specialist Support - For children working significantly below age-related expectations. These children will have an ISP or EHCP. The class teacher, teaching assistant or SENDCo will work with the child using appropriate interventions to support learning over and above that received through whole class teaching. Advice is sought from outside agencies.

Review

Class teachers will regularly share and review ISP targets with the SEND children in their class. Children will have the opportunity to set their own targets and share their desired outcomes.

The SENDCo will meet with class teachers and teaching assistants regularly to review the progress of children on the SEND register. ISP targets will be reviewed termly and new targets set for the coming term.

The class teachers and SENDCo will meet at least termly with parents/carers to review progress against ISP targets. Parents/carers will have the opportunity to add their own comments to the ISP reviews and share their desired outcomes for the coming term.

EHCPs will be reviewed annually. It is the responsibility of the SENDCo to organise these annual review meetings and invite all interested parties including the pupil's parents, the pupil, class teacher, teaching assistant and representatives from outside agencies who have worked with the child.

The aim of the review will be to:

- Assess the pupil's progress in relation to the objectives in the EHCP.
 - Review the provision made to meet the pupil's need as identified in the EHCP.
 - Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue or amend it. The final decision on this will be made by HCC.
 - If appropriate to set new objectives for the coming year.
- At Key Stage/Phase transition reviews, receiving schools should be invited to attend in order to plan appropriately for the new school year.

External agencies

One outcome of an ISP or EHCP review may be to call on the advice from an external agency, such as an Educational Psychologist, Speech and Language Therapist or Family Support Worker.

In such instances, a referral will need to be completed by the SENDCo, in liaison with the child, parents and class teacher. Upon receipt of the referral it will be the responsibility of the agency to decide on the steps taken by them to support the child. This may include a meeting with parents, observation and/or assessment of the child and advising the school of reasonable adjustments that could be made to best support the child in a mainstream setting.

If the child needs support from more than one agency and/or more than one family member would benefit from support, then a Families First Assessment may be completed with the family. The various agencies involved will set up a Team Around the Family. The family will select a Lead Professional from the team members and regular meetings will be held to establish actions to promote positive outcomes for the child or family.

Monitoring and evaluation of SEND at St Andrew's

Evaluation and monitoring arrangements promote an active process of continual development and improvement of provision for all pupils.

The SENDCo is part of the Senior Leadership Team and meets regularly to discuss and monitor the effectiveness of the school in meeting the needs of its children with SEND. This is done through a variety of methods including regular audits, sampling of views of all stakeholders.

The SENDCo meets with the Governor responsible for SEND regularly, and provides written reports updating the Governing Body on progress, initiatives and where adjustments or additions to provision may be made.

Training and resources

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.

Training needs of staff are identified through the school's self-evaluation process.

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

The SENDCo regularly attends SENDCo support meetings and cluster group meetings in order to keep up to date with local and national updates in SEND. These are shared at staff meetings.

Roles and responsibilities

The Governing Body ensures that:

- The school follows the SEND Code of Practice 2014 updated September 2024 when carrying out its duties toward all pupils with Special Educational Needs and/or Disabilities

- The necessary provision is made for any pupil identified as having SEND and ensures that all teachers are aware of the importance of providing for these children
- When appropriate it consults with Herts CC and external agencies
- Parents are notified of a decision by the school that SEND provision is being made for their child
- There is an identified governor who has specific oversight of the school's provision for pupils with SEND. This governor liaises with the school and reports back to the governing body
- The SEND provision, including the deployment of funding, equipment and personnel is reported back to the full Governing Body
- Provision is reviewed every 2 years by the Curriculum Committee.

The key responsibilities of the SENDCo include:

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision for children with SEND
- Advising on the graduated approach to providing SEND support
- Liaising with parents of pupils with SEND
- Reviewing and setting new targets with parents and children, in collaboration with the Class Teacher.
- Evaluating the quality and impact of the support and/or interventions along with the views of the class teacher, pupil and parent/carer.
- Revising the support in light of the pupil's progress and development and decide on any changes in consultation with the parent/ carer and pupil.
- 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 pupil and their parents are informed about options and a smooth transition is planned
- Working with the Headteacher 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 pupils with SEND up to date.

The Headteacher is responsible for:

- Informing and liaising with governors on SEND provision
- Managing the Special Educational Needs Policy on a day to day basis
- Giving and arranging practical help and training to members of staff on how to deal with special needs issues
- Ensuring that complaints regarding SEND provision are dealt with in accordance with the Local Authority guidance for school-based complaints procedures
- Ensuring all staff are trained in SEND where appropriate to provide adequate support for SEND pupils and to allow for personal and professional development in SEND.

The role of the Class Teacher

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. This includes:

- Identifying children with SEND

- Liaising with the SENDCo to ensure the needs of individual pupils are met through the implementation of the identified strategies/interventions
- Reviewing and setting new targets with parents and children in liaison with the SENDCo.
- Implementing the school Special Educational Needs and Disabilities Policy
- Undertaking any training suggested or supplied by the school
- Remaining responsible for working with the child on a daily basis
- Working closely with Teaching Assistants and specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

Complaints

In the first instance, parents are encouraged to discuss issues with the class teacher, the SENDCo or Headteacher. See Complaints Policy on the school website www.standrews236.herts.sch.uk

Further support can be obtained via the Special Educational Needs and Disabilities Independent Advice and Support Service (SENDIASS) <https://www.hertfordshire.gov.uk/microsites/local-offer/support/sendiaass.aspx>.

SENDIASS is an impartial information, advice and support service funded by Hertfordshire County Council for parents, carers, young people (0-25) and professionals.

At County level, the SEND Officer for East Herts can be contacted at County Hall, Hertford. Whilst we would hope that problems may be dealt with by school staff, there is a Herts Complaints policy called "How to complain to your child's school - Information for parents" which can be found on www.thegrid.org.uk.

Data Retention

Data will be retained by the school for the duration of the pupil's time with us. We cannot agree to delete data during this time.

Educational records and/or child protection records will be passed to an alternative provision when the child leaves St Andrew's (or to Herts or another county or country).

A yearly sweep of the school network will be carried out to ensure that data is protected and removed from general access where appropriate.

If there is a major incident (for example, a medical incident that needed outside agency attendance) then School will retain the entire file until the time that the youngest child becomes 25.

Individual Provision Map

All children- High Quality Teaching may include:		Some children – targeted support may include:	Few children – specialist support may include:
○ Differentiated curriculum planning, activities, outcomes ○ Broad and balanced curriculum ○ Differentiated pace ○ Developing independence in learning ○ Multi-sensory approaches ○ Visual aids ○ Kinaesthetic teaching approaches ○ Opportunities for group teaching with the class teacher ○ Differentiated questions ○ Thinking time ○ Use of writing frames / sentence starters ○ Talk partners	○ Effective use of learning assistants ○ PTC'S ○ Open door policy ○ Pastoral support ○ Effective assessment and tracking ○ Whole class Guided reading ○ Maths fluency ○ Jigsaw ○ Effective uses of ICT resources ○ Teacher evaluation ○ Peer evaluation ○ Self evaluation ○ Displays ○ Inclusive access ○ Positive behaviour policy ○ Established routines and expectations in class and the wider school day ○ Liaison with previous CT	○ Small group teaching across the week ○ Pre teaching vocabulary/concepts ○ Group booster sessions ○ Additional phonics ○ Additional support for reading(small group/ individual ○ Additional support for spellings ○ Additional support for times tables ○ Additional support for maths fluency ○ Additional support for handwriting ○ Differentiated resources ○ Nessy Fingers ○ Advice/ support for class teacher from SENCo ○ Protective Behaviours / Social skills (small group work or individual) ○ Monitoring on playground ○ Further meetings with parents ○ Memory Magic ○ Word Aware ○ Use of mind maps	○ 1:1 TA support ○ Ongoing involvement with SENCo ○ Individual Support Plan/ Health Care Plan/EHCP ○ Regular liaison with parents supported by SENCo ○ Involvement of SENCo-ongoing ○ Specific programme (eg Toe by Toe, Survival Animals) ○ Individual Literacy/ Numeracy programme ○ Advice /Support from Behaviour Support Team ○ Advice /Support from ASPECTS ○ Advice /Support from Speech and Language Therapy ○ Advice/Support from SpLD base ○ Advice Support from Amwell View Outreach ○ Advice Support from NHS/ Health ○ Involvement of Intensive Family Support Team/Social Services ○ Advice /Support from EP ○ Risk Reduction Plan ○ 1:1 Behaviour/Mental wellbeing support ○ Art Therapy ○ Lego Therapy ○ Safe Space Counselling ○ Clicker ○ 20:20:20 lunchtime/ Social skills ○ CAMHS ○ Individual visual timetable ○ Individual safe space for time out

○ Developing learning powers			○ Sensory calming resources ○ Support for SATs/ Pre Key stage standards ○ Liaison with SEND team/ DSPL lead. ○ Individual reward system
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