



## HARTSBOURNE PRIMARY SCHOOL SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND) POLICY 2025

This policy to be read in conjunction with all curriculum policies and the Assessment Policy, Equal Opportunities Policy, Pupil Premium Policy, Planning Policy, Teaching and Learning Policy, Racial Equality Policy, PSHE + C Policy

### **POLICY REVIEW**

This policy has been agreed by staff and Governors and will be regularly reviewed.

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| <b>DATE OF POLICY:</b> | January 2025                                  | <b>DATE OF NEXT REVIEW:</b> | September 2026 |
| <b>MONITORED BY:</b>   | SENCOHEAD OF SCHOOL, PUPIL PROGRESS COMMITTEE |                             |                |

### **VISION**

Hartsbourne Primary School is an inclusive learning community where we are:

Building a strong school **community**; inspiring pupils to gain the **confidence**, resilience and independence to become **life-long learners**, making the best **progress** possible and creating happy memories.

### **DEFINITION OF SPECIAL EDUCATIONAL NEEDS**

The Children and Families Act 2014 section 20 states that special educational needs is defined as when they have either a learning difficulty or a disability and they need special educational provision to be made for them. Special educational provision is defined as any education or training provision that is additional to or different from that generally made for others of the same age in mainstream school or post 16 institutions in England. The SEN Code of Practice (DfES 2014) says that children have a learning difficulty or disability when special educational provision needs to be made for him or her. More details about the SEND Code of Practice can be found on the Department for Education's website: <http://www.education.gov/schools/pupilsupport/SEND>.

### **DEFINITION OF DISABILITY**

A child or a young person who has SEN may also have a disability under the Equality Act 2010. Disability is defined as, a physical or mental impairment which has a long-term and substantial adverse effect on his or her ability to carry out normal day-to-day activities. This definition provides a relatively low threshold and includes more children than many realise. Long-term is defined as a year or more and substantial is defined as more than minor or trivial (SEN Code of Practice (2014, P5)).

### **THE CHILDREN AND FAMILIES BILL**

In September 2014 the Children and Families Bill came into effect. Part of the current provision is the Education, Health and Care Plan (EHCP):

- The EHCP operates from 0-25 years of age –providing statutory protection for young people in further education or training past the age of 16.
- Parents of young people with an EHCP have the option of a personal budget, giving them influence and control over a proportion of the resources available to support their children.

This overall funding to support a pupil with an EHCP consists of three key elements:-

- the main funding in the school's budget and controlled by the school
- the funding within the school's budget that allows parental influence
- the funding over which parents have direct control – this is the personal budget which will have to be spent on provision set out within the EHCP. The Local Authority/Multi Academy Trust has a published 'local offer' of the services available to children and young people with special educational needs or a disability and to their families. The full details of this can be found on [www.thegrid.org.uk](http://www.thegrid.org.uk)

Hertfordshire's local authorities and the health authorities are required to work together, to cooperate and to involve parents/carers in the assessment of their children's special needs and in planning those needs.



## STATEMENT OF INTENT

This SEND Policy will be implemented in accordance with Hertfordshire County Council policies and with regard to the Government's SEND Code of Practice (2014). The policy is developed to be mindful of the inclusion process, adhering closely to three key principles:

- o Set suitable learning challenges for all pupils
- o Respond to pupils' diverse learning needs
- o Overcome potential barriers to learning and provide accurate assessment for individuals and groups of pupils

## OBJECTIVES OF THE POLICY

At Hartsbourne we will:

- Identify, assess and provide for a child's difficulty in learning as early as possible in school life or after arriving at Hartsbourne from another education provider.
- Ensure all children receive their entitlement to a relevant, broad and balanced curriculum.
- Support the family of the child experiencing difficulty.
- Share information and expertise in order to improve future provision.
- Ensure planning and decision-making is 'child-centred' and involves all relevant parties.
- Include appropriate challenge and target setting for the pupil and celebrate success.
- Budget for the maximum use of the school's resources.
- Monitor access and facilities for the disabled and ensure provision is made through the School Improvement Document (SID).

## AIMS OF THE POLICY

The aim of our SEND provision is to ensure that children will have access to a curriculum and resources that will help them to progress at their own pace and level in order to achieve their maximum potential.

SEND in this school is the shared responsibility of school, parents/carers and appropriate external agencies. We ask all who work within this partnership to have regard and respect for our 'Statement of Intent'. We will aim to:

- Provide full access to the Early Years Foundation Stage Curriculum (Reception) and National Curriculum (Key Stages 1 and 2).
- Provide differentiated learning and avoid learning processes which create anxiety
- Take account of different teaching and learning styles.
- Implement the policy with no barriers to access and opportunity as a result of race, gender, culture or disability.
- Avoid the negative labelling of children.
- Develop the child's personal, health and social education and sense of citizenship.
- Promote high self-esteem and recognise individual worth and achievement.
- Provide SEND programmes of learning which also reflect the approaches to teaching and learning as outlined in the school's current policies.

## EARLY IDENTIFICATION

Early identification of pupils with SEND is a priority. Under the Code of Practice this starts from birth. Health and School will use appropriate screening and assessment tools and ascertain pupils' progress through:

- Ongoing evidence obtained by the health professional/teacher observation/assessment
- The Early Years Profile and in some cases the Individual Assessment of Early Learning and Development (IAELD).
- Performance in P Scales levels from Yr1 onwards.
- Performance in Herts for Learning Curriculum Steps.
- Pupil progress in relation to objectives set in Maths and English, e.g. reading or spelling ages.
- Standardised screening or assessment tools (e.g. YARC, BPVS etc).

## SEND PROVISION



On entry to the school each child's attainment is assessed on the information received from the parents/carers and/or the pre-school setting- or the child's previous school where relevant. This helps the school to design appropriate differentiated learning programmes. Assessment may also be obtained from specialist outside agencies, e.g. speech and language therapist, educational psychologist. For pupils with SEND the class teacher, with support from the Special Educational Needs Coordinator (SENCo), will use the attainment records to:

- Provide starting points for an appropriate curriculum.
- Identify the need for support within the class.
- Assess the learning difficulties.
- Ensure on-going observations/assessments.
- Provide regular feedback on achievements/experiences for planning next steps in learning.
- Involve parents/carers in a joint home-school learning approach where appropriate.

### **GRADUATED RESPONSE TO SEN**

Identification, assessment and provision of support are key factors in success for pupils who have SEND. Once pupils have been identified as having SEND a graduated approach follows, usually on a termly basis but more frequently where appropriate. Action is taken to remove barriers to learning and put effective special educational provision in place. This SEND support cycle is in line with the writing and reviewing of personal provision maps, (PPMs) and, in some instances, individual case studies. The process is:



To ensure that this cyclical process enables Hartsbourne Primary School to continually reflect on the approach to meeting a pupil's needs and in doing so, gives enhanced opportunities to engage with parents/carers and pupils themselves in a growing understanding and awareness of needs and approaches that enable good progress and good outcomes.

### **EDUCATION HEALTH CARE PLAN (EHCP)**

Hartsbourne Primary School will follow the regulations set out in the SEND Code of Practice 0-25 (2014). Following assessment, an Education, Health and Care will be provided by Hertfordshire Local Education Authority if it is decided that the school cannot provide for the child's needs on its own. The school and the child's parents will be consulted before the decision is made. Parents have the right to appeal against a decision either for or against an Education, Health and Care Plan for this child. Once the Education, Health and Care Plan is completed it will be kept as part of the pupil's formal record and reviewed annually by Hartsbourne Primary School's SENCO in collaboration with, outside agencies, parents and wherever possible the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

### **CO-ORDINATION AND MANAGEMENT OF SEND**

This policy will be implemented by all staff in the school and it is therefore important that all involved are aware of the arrangements we have made for special needs.



It is intended that the SENCO, class teachers, teaching assistants and Senior Leadership Team should work closely with each other so that a child with possible/ additional learning needs is identified early and placed on a class 'concern list'.

The school's SENCO is Lucy Lee. The current SEND Governor is Natasha Chalk.

### **THE ROLE OF THE SPECIAL EDUCATIONAL NEEDS COORDINATOR (SENCO)**

In order to achieve our aims the SENCO will:

- Liaise with colleagues to ensure adequate provision for SEND children is made, using the graduated response; PPMs written by teachers must be shared with class teaching assistants and all members of staff supporting individual children with SEND.
- Monitor provision by class teachers and teaching assistants who are supporting children with special educational needs.
- Oversee the records of all children with special educational needs, keeping a list of those receiving support; monitor progress and achievement of these children.
- Seek advice from outside agencies and support where necessary.
- Ensure that appropriate targets and interventions are in place and that they improve teaching and learning arrangements for all children and provide access to the common curriculum.
- Ensure that all targets specify the support required to maximise participation in the lesson.
- Ensure that parents/carers of children with SEND are involved, kept informed and consulted.
- Contribute to the in-service training of staff.
- Attend all relevant Continual Professional Development training and courses.

### **THE ROLE OF THE HEADTEACHER**

- Look at the day to day management of all aspects of the school including SEND provision.
- Keep the governing body informed about SEND in the school.
- Work closely with the SENCO.
- Ensure that the school has clear and flexible strategies for working with parents/carers and that these strategies encourage involvement with their child's education.

### **THE ROLE OF THE GOVERNING BODY**

It is the role of the governing body to have due regard of it's duties toward all pupils with SEND  
The governing body:

- Ensures that provision of a high standard is made for SEND pupils.
- Ensures that a 'responsible person' is identified as a SEND governor to look at SEND provision in school and report back to the governing body.
- Ensures that SEND pupils are fully involved in school activities.
- Ensures that they are aware, through the SEND governor, of the school's SEND provision, including the deployment of funding, equipment and personnel.
- Reports to parents/carers annually on the school's SEND provision.

### **ROLE OF OTHER STAFF AND CPD**

#### **Continuing Professional Development**

Staff development opportunities are prioritised through the School Improvement Plan and the implementation of Performance Management objectives.

#### **Record Keeping**

Each child on the SEND list will have a folder on the Teacher Drive; all information relating to that



child, e.g. PPMs, reports, assessments, EHCP paperwork, outside agency liaison, will be saved in this folder and is accessible to all members of staff.

When a child has been identified as having SEND, additional records and information are recorded and are kept by the class teacher and are available for parents/carers. PPMs will be reviewed at parent consultation evenings or at other times; a minimum of three times per year. In the event of a child moving school these records provide a clear indication of the child's provision and progress and they will be forwarded to the next setting.

The pupil's name will be entered on the 'SEND list' and parents will be made aware of this.

PPMs are intended to be working documents. A copy will be held on the school Teacher Drive and by the class teacher, SENCO and parents. It is important that all pupil details, dates, etc. are accurately recorded. New PPMs will be drawn up and evaluated with parents at least termly for pupils with both learning and behavioural needs.

Each PPM will cover all the pupil's needs, i.e. learning, behavioural, medical, etc. They will include all the action taken by the school, parents, outside agencies, and any teaching or classroom support allocated. Further guidance for staff can be sought from the Inco.

## **PARTNERSHIP WITH PARENTS/CARERS**

Hartsbourne Primary School firmly believes in developing a strong partnership with parents/carers and that this will enable children with SEND to achieve their potential. The school recognises that parents/carers have a unique overview of the child's needs and how best to support them, and this gives them a key role in the partnership. We will give parents/carers clear guidance as to the means by which they can be involved in supporting their child's learning. The class teacher will discuss and then review targets with parents/carers. Teachers will have scheduled meetings each term to share the progress of special needs children with their parents/carers. We liaise with the parents/carers if any outside intervention is needed and we share the process of decision making by providing clear information relating to the education of children with special educational needs. There is an 'open-door' policy for any immediate issues. If a pupil requires an EHCP parents/carers will be involved from the initial consultation to discussing the services available for their child.

## **PUPIL PARTICIPATION**

"Children, who are capable of forming views, have a right to receive and make known information, to express opinion, and to have that opinion taken into account in any matters affecting them. The views of the child should be given due weight according to the age, maturity and capability of the child" (Articles 12 & 13 of the United Nations Convention of the Rights of the Child). The whole school ethos of Hartsbourne School embraces the importance of encouraging and supporting pupil participation. This is done in many ways, including:

- Recognising the importance of ensuring access for all pupils to all the activities within the whole life of the school.
- The importance of developing pastoral support systems and school council systems as identified in the 'Healthy School' programme and our PSHE policy.
- Encouraging pupils to take responsibility for themselves and their participation in their education and learning opportunities from Reception onwards.
- Sensitively supporting children with medical conditions such as hearing impairment, congenital conditions, or physical needs.
- Developing the role of the pupil in setting, monitoring progress and evaluating targets for learning, including PPM targets.

However it is also important to note: "There is a fine balance between giving the child a voice and encouraging them to make informed decision and overburdening them with decision making procedures when they have insufficient experience and knowledge to make appropriate judgements without additional support". (The Children Act 1989 Guidance and Regulations).



## LINKS WITH EXTERNAL AGENCIES

The school recognises the important contribution that external support services make in assisting to identify, assess and provide for SEND pupils. Within our area additional services and points of contact have been secured.

When it is considered necessary, colleagues from some of the following support services could be involved with SEND pupils:

- Educational Psychologist.
- Chessbrook Primary Outreach.
- Colnbrook Outreach.
- Paediatric Support.
- CAMHs.
- Speech Therapist.
- Physiotherapist.
- Hearing Impairment Services.
- Visual Impairment Services.
- Occupational Therapist.
- Advisory Teachers – pre-school/main school.
- Advisory Teachers for children looked after (CLA).
- Children's Services.
- Social Services.
- Intensive Families First Support.
- Family Support Worker.
- The Acorn Centre.
- Other agencies as relevant and possible

## SUCCESS INDICATORS

This policy will be reviewed and its success measured by taking account of the following critical success factors, severally or individually:

- The culture, practice, management and deployment of resources in a school are designed to ensure **the needs of all children are met**;
- Early identification of pupils with SEND.
- Best practice is exploited when devising interventions.
- The wishes of the pupil and parents are taken into account.
- Educational professionals and parents are working in partnership.
- Interventions for pupils are reviewed regularly.
- The extent to which standards have improved generally across groups of vulnerable pupils.

## ADDITIONAL FUNDING

Additional funding for children with EHCPs is allocated by Hertfordshire County Council's 'banding' system and agreed after each EHCP review takes place. Additional funding for those children who are awaiting an EHCP can be obtained through Hertfordshire County Council's Local Higher Needs Funding (LHNF) allocation. If granted the school will receive some 'top-up' funding to help pay for extra resources or adult support for the pupil in addition to those already allocated from the school's SEND budget allowance. Parents/carers will be informed throughout this process.