



Policy 'owned' by: Governors' School Improvement Curriculum and Ethos Committee

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'Learn to love and love to learn; in God's love each one will shine'

St. Andrew's Church of England (VC) Primary School Special Educational Needs and Disability (S.E.N.D.) Policy

Rationale:

Our School Vision is led by the example of St Andrew; *"Come, follow me," Jesus said, "and I will send you out to fish for people."* (**Matthew 4: 19**)

Learn to Love- As Jesus showed Andrew how to be the very best of men, so we guide and support our children to become the best that they can be. We teach our children to care and have respect for themselves and others, physically, morally and culturally. Our curriculum is built around the fish symbol to show that the love of God and Jesus is at the very heart of all that we do.

Love to learn- Just as Jesus immediately saw the character and depth of Andrew at that first meeting on the shores of the Sea of Galilee calling him to be his disciple, so we see and encourage the strengths and interests of all our children. We help them become lifelong learners, encouraging and developing their sense of enquiry and aspiration.

In God's love each one will shine- Following Jesus' command; *"Come, follow me," Jesus said, "and I will send you out to fish for people."* (**Matthew 4: 19**) St Andrew brought people to meet, to love and to learn from Jesus. In a similar way we help our children to follow Christian values, to receive the love of God, and to shine that love to others in His grace.

Introduction:

The Staff and Governors of St Andrew's Church of England VC Primary School aim to tailor education to individual need, interest and aptitude so as to enable every child to fulfil their potential, whether academic, social, physical, moral or spiritual. We offer a broad and balanced curriculum, have high expectations of all children and are committed to providing high quality, inclusive, learning opportunities for all, irrespective of age, gender, race or disability and to provide opportunities for participation, enjoyment and success.

St. Andrew's Church of England VC Primary School is an inclusive school that takes SEND very seriously. All our policies are interlinked and should be read and informed by all other policies. In particular, the SEND Policy is linked to our:

- Child Protection and Safeguarding policies
- Inclusion Policy
- Accessibility plan and equality scheme,
- Attendance Policy
- Children Looked After Policy
- Behaviour, and Anti-bullying policies
- Medical Policies
- Curriculum Statement
- Complaints Policy

The St. Andrew's SEN information report is available on the school website and explains how we support all children and parents; it was produced in conjunction with parents and school staff. The website includes a link to Hertfordshire County Council's Local Offer for parents and children with SEN and disabilities.

This SEND policy is written to comply with the 2014 Children and Families Act and its SEN Code of practice (hereby referred to as SENCOP) together with the Equality Act 2010 and the SEND Strategy 2022-25. WWW.hertfordshire.gov.uk/sendstrategy

Defining of Special Educational Needs and Disabilities

The term 'special educational needs' has a legal definition: '*A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.*' (Children and Families Act 2014). Children with SEND have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. Some children may have physical disabilities which impact on their education. These children may need extra or different provision from that given to other children of the same age.

Children with SEND may need extra help because of a range of needs, such as; thinking or understanding, physical or sensory difficulties, emotional and behaviour difficulties, or difficulties with speech, language and communication or how they relate to, and behave with, other people.

This document is a statement of the aims, principles, and strategies for provision for children with Special Educational Needs and Disabilities (SEND). The school adheres to the SEND Code of Practice 2015.

The 2015 Code of practice says that:

A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others 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. (2014 Code of Practice: 0 to 25 year)

SEN at St. Andrew's Church of England VC Primary School

Our aims are:

- To identify at the earliest possible opportunity, barriers to learning and participation for pupils with SEND
- To ensure that every child experiences success in their learning and achieves to the highest possible standard
- To enable all children to participate in lessons fully and effectively
- To value and encourage the contribution of all children to the life of the school
- To develop effective communication between parents and school
- To ensure that parents are kept informed of their child's SEN and provision
- To establish positive partnerships with parents and professionals
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the policy Statement for SEND
- To work closely with external support agencies, where appropriate, to support the need of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils
- To ensure that all children are included in school life in all its aspects
- To make reasonable adjustments so that disabled pupils are not put at a substantial disadvantage. As a result, we endeavour to consider in advance any reasonable adjustments that may be required and that are feasible (see also accessibility plan)

- There are four broad categories of SEN:
 - Communication and interaction
 - Cognition and learning
 - Social, emotional and mental health
 - Physical and sensory.
- Local Authority Statements have been replaced by Education, Health and Care plans (EHC Plans) which can be used to support children from birth -25 years.
- School Action and School Action Plus have been replaced by one school-based category of Need as 'Special Educational Needs Support' (SENS). All children are closely monitored, and their progress tracked each term. Those on SENS are additionally tracked by the SENCO/INCO.
- The school has an Autism Lead as required by County. She is Mrs. Elaine Sutcliffe.
- We are working ever more closely with parents and children to ensure that we take into account the child's own views and aspirations, as well as the parents' experience of, and hopes for, their child. Parents are invited to be involved at every stage of planning and reviewing SEN provision for their child.
- All children benefit from 'Quality First Teaching': this means that teachers expect to assess, plan and teach all children at the level which meets their needs and enables them to make progress with their learning. In addition, we implement some focused interventions to target particular skills.
- We have high expectations of all our children.

Identification and Assessment of Children with Special Educational Needs (SEN Support)

Children with SEN are identified by several different routes. The SENCOP (2015: 6.5) states, '*The identification of SEN should be built into the overall approach to monitoring the progress and development of all pupils.*' Staff at St Andrew's may identify children with SEN through these approaches;

- on an informal basis; Class teachers are continually aware of children's learning. As recommended by the 2015 Code of Practice, if they observe that a child is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:
 - Is significantly slower than their peers starting from the same baseline
 - Fails to match or better the child's previous rate of progress
 - Fails to close the attainment gap between the child and their peers
 - Widens the attainment gap

When considering progress, it is important to be mindful of the SENCOP and know that progress can include areas other than attainment, e.g., social needs. Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically be recorded as having SEN, as detailed in 6.23 of SENCOP. Equally, it is noted that attainment in line with chronological age does not mean there is no disability or learning difficulty.

- termly at Pupil Progress meetings (maths and English), where children are identified as not making progress in spite of Quality First Teaching and reasonable adjustments. The class teacher will discuss them on an individual basis with the SENCO and a plan of action is agreed
- Concerned parents sometimes ask that we look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently the concern can be addressed by Quality First teaching, reasonable adjustments, or some additional parental support. Otherwise the child may need to be placed on the SEN register so that their learning and progress can be monitored more closely by the SENCO and, when appropriate; outside agencies can be requested to come into school to help with assessment and guidance.
- The SENCO is qualified to undertake a range of assessments with children. These can be used to add to and inform teachers' own assessments of a child. However, none of the teachers in the school can offer diagnoses. Parents are advised to contact their GP if they think their child may have ASD, ADHD or another disability. The school will support them when this is in the best interests of the child; whenever and however possible and help with any ongoing assessment, both in and out of school.

Working with Parents and Children

We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed as quickly as possible either at Parents' Evenings or during an informal meeting to discuss their child's needs.

Once a child has been identified as having SEN, the class teacher will invite the parents to a meeting to:

- formally let them know that their child is being placed on the SEN register
- discuss assessments that have been completed
- agree a plan and provision for the next term via the Assess, Plan, Review and Do (APDR) form. This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' required in the SENCOP. Depending on their age, and their interest, the child may be invited to attend all or part of the meeting. Records are kept of these meetings and copies are available to parents. Thereafter, parents – and children- are invited to a meeting with the class teacher at least each term to review progress made, set targets and agree provision for the next term. In the summer term, there is an annual review of the child's progress.

Managing Pupils Needs on the SEND register (SEN support)

Once a child has been identified as needing SENS the following paperwork is completed:

- At progress meetings, an Assess, Plan Do Review, (APDR) is produced and/or reviewed. The plan records small but specific and challenging targets for the child to achieve in a given number of weeks together with the personalised provision (which may be 1-1 or in a small group) put in place to enable the child to achieve these targets.
- The SENCO records progress data each term during Assessment Week, using Arbor; to analyse progress made and actions to be taken during the following term.
- Class Teachers, the SENCO or other professionals working in the school may choose to use additional assessment tools to monitor progress and track small steps of progress. Examples of these used by the school are IAELDs, PIVATS5, PIVATS5 PSED, WellComm. The school may supplement or choose to use different monitoring and assessment tools if they feel they more accurately meet the needs of the individual children.
- Referrals to outside agents such as Educational Psychology, Specific Learning Difficulties, Speech and language difficulties, Hearing or Visual impairment, Autistic Advisory teachers, School Nurse and Family Support Workers.

With all of the above in place and Quality First Teaching most children begin to make progress and move forward with their learning. However, in a small number of cases this does not happen and we then may apply to the Local Authority for an Education and Health Care Plan.

EHC Plan (Education, Health and Care Plan)

An EHC plan is defined in SENCOP as a plan to make special education provision to meet the needs of individuals with SEN to secure the best possible outcomes for them across education, health and social care and, as they get older, to prepare them for adulthood. The child's parent or a school (with the knowledge and agreement of a parent) can apply for a EHCNA (educational health and care needs assessment).

An Education, Health, and Care Plan (EHCP) is a legal document that:

- Lists all the special educational, health, and care needs of a child, helping to ensure they receive the right support.
- Details the additional help and resources they require to overcome any challenges in their learning.
- Outlines important learning goals and life skills they can work towards as they grow and prepare for the future.

Both the EHCNA and EHCP is person-centred and the child's views and wishes are collected and used in meetings. Where appropriate, the child may be asked to attend meetings and share their views. If an EHCP is granted, the Local Authority will inform parents and the school of their intent to issue an EHCP, and the child will be given a SEN Officer. Schools, Local Authorities, parents, professionals and in the case of children transitioning, the receiving school, will be invited to the EHCP Annual Review.

Top Up High Needs Funding (HNF)

Where a child's needs are thought to be exceptional and are not met using the schools budget, we may be able to apply for extra funding. This is known as 'Top Up High Needs Funding'. We would need to provide evidence of how the child has been supported in the past and explain what funding would be able to provide in the future. A District panel meets to decide which children are the most exceptional across the county and advise how much money they may be allocated and for how long.

Teaching and Learning

We believe that that all children have the right to learn in the classroom with their peers but that there are times when environments will need to be adapted to meet the needs of individuals. Our aim is for all children to be working independently, in class, reaching their potential. Children with SEN and disabilities, in common with all our children are entitled to receive the best teaching possible. Teachers aim to spend time working with all children with SEN, individually or as part of a group.

When allocating additional LSA support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence upon an adult.

The school has a range of interventions available. When considering an intervention, we look first at the child's profile of learning to select the intervention that is best matched to the child's needs. Interventions are planned in fluid blocks, with a specified ending. The children understand that they are having support for a particular area and the intention is that the need is met and the intervention closes. At the end of each block, children's progress towards targets is assessed and recorded. A decision is then made as to whether to continue the intervention, to change it, or to allow a period of consolidation in class. The SENCO monitors the effectiveness of interventions and responds appropriately.

Targets for children with SEN are SMART (Specific, Measurable, Achievable, Relevant, and Time-Bound) and aspirational in the attempt to close the attainment gap between the children and their peers. Interventions are often critical in closing these gaps, so are monitored closely by both the class teacher- who monitors progress towards the targets during the intervention- and by the SENCO who monitors overall progress.

Adaptations to the Curriculum teaching and Learning Environment

St. Andrew's Church of England VC Primary school is disability friendly. The school has several ramped walkways and an easy access toilet. Handled sensitively and with reasonable adjustments, children with physical and sensory disabilities are enabled to access all areas of our school. Sometimes long term risk assessments are in place to support these. Local Authority expertise and assistance is sought and accessed as relevant and necessary.

All of our classrooms are inclusion-friendly: we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc. This is good practice and supports all children but is vital for those with particular needs. All of our children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas.

Curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.

All of our children have equal access to before school, lunchtime and after school clubs. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs. Locations and foci for trips are selected with the needs of all children in mind.

For further details, please refer to our Accessibility Scheme.

Staff Expertise

Our teachers have varying degrees of experience and expertise, but all have access to advice, information, resources and training to enable them to teach all children effectively. We offer training and self-help opportunities through access to in-house or Local Authority courses, provision of books or guidance towards useful websites. Continual CPD of support staff is very important to us and forms part of the annual performance management criteria.

Staff training is organised to anticipate and respond to need and includes training in Therapeutic Thinking, Early trauma, Autistic Spectrum Disorders, ELSA and Talk Therapy (for children who have anxieties, low self-esteem or concerns with home life.). We are able to gain additional expertise from outside agencies both through the local authority and independently.

Links with Support Services

We value the opportunity of working with a number of external support services. These services play a vital role in helping the school identify, assess and make appropriate provision for pupils with SEND. Once parental consent has been gained we work closely with:

Family Support Workers

Families First

Rivers Education Support Centre

NHS- (School Nurses, Health Visitors, Educational Psychologists, Clinical Paediatricians, Speech and Language Therapists, Occupational Health Therapists etc.)

CAHMS

Herts Advisory Services (SEND Specialist Advice and Support 0-25, Access, Inclusion and Alternative Provision, Early years SEND, Young Carers etc.)

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Recommendations made by an external professional are shared with all relevant members of staff and parents/carers.

Children with social, emotional and mental health needs

We recognise and understand that behaviour is a form of communication. If a child shows consistent detrimental behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation), we would reach out to relevant services for further guidance

and support. If parents and school are concerned that the child may have mental health needs, we encourage parents to ask their GP for a referral to CAMHS.

All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs. The school has a zero-tolerance approach to bullying, especially towards children with SEND and disabilities. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to improve their social skills. We have two trained staff members who are tutors of 'Therapeutic Thinking' which is a more therapeutic response to behaviour management and all staff have received the annual training and follow up sessions. Some children may have an 'Individual Risk Management Plan' and in such cases parents would be expected to be part of the process.

Supporting pupils with medical conditions

The school recognises that pupils with medical conditions may require extra support. Most pupils with a medical condition have an individual health care plan which all staff are made aware of to ensure their medical needs are met at all times. The member of staff who manages and supports pupils with medical needs is Mrs Elaine Sutcliffe. Some pupils with medical needs may also have SEND and may have an EHCP which brings together educational, health and social care needs. This provides an integrated approach to their needs involving all agencies working together.

See Supporting Pupils With Medical Needs Policy.

Admissions

The school's admissions policy reflects the LEA admissions criteria in that it has due regard for the guidance in the SEND code of Practice 2015 and the Equality Act 2010.

In order to ensure that school can effectively plan to meet the needs of all pupils, parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that informed consultations can take place.

Transition into and within school

Moving into a new class or school involves additional challenges for pupils with SEND. We proactively and appropriately support individual children according to need to make transitions as seamless as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visits to the classroom environment in order to identify where the toilets are, where the pegs are etc.
- Opportunities to take photographs of key people and places in order to make a transition booklet.
- Enhanced transition arrangements are tailored to meet individual needs.

Transition to Secondary School

Transition reviews for Year 6 pupils with a EHC plan are held throughout Year 6. The secondary school SENCO is invited to Annual Reviews and other review meetings. Additional transition arrangements may be made at these reviews e.g. extra visits, travel training etc. Meetings are held with secondary SENCOs or heads of year to ensure that all relevant information about children on the SEN Register is passed on to their next school.

The role of the SENCO

The SENCO's key responsibilities, as detailed in SENCOP, are:

- overseeing the day-to-day operation of the school's SEN policy

- co-ordinating provision for children with SEN
- Liaising with the relevant Designated Teacher where a looked after pupil has SEN
- Advising on the graduated approach (APDR) to providing SEN support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of pupils with SEN
- Liaising with early years providers, 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 SEN up to date

Governors

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014. Their decisions and thinking are informed by the designated Governor for SEND who meets with the SENCO regularly to discuss actions taken by the school.

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard according to the school's complaints policy and procedure.

Hertfordshire's Local Offer

The purpose of the Local Offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Hertfordshire's Local Offer can be found:

<https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>

The school has also produced a SEND information report which explains the approach taken to SEND within the school and the provisions available to support children within the school. This is available on the school website.

The School's Local Offer can be found on our website at <https://standrews323.herts.sch.uk/our-school/send/>

Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school

Review Framework

The policy will be reviewed annually (or sooner in the event of revised legislation or guidance)

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