



SEND Policy

2026 – 2027

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INTRODUCTION

This policy complies with the statutory requirements in the *Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years (2015)* which gives practical guidance to schools on how to implement their statutory responsibilities in relation to children with SEND.

The definition of Special Educational Needs, as outlined in the *SEND Code of Practice (2015)*, is:

A child has special educational needs if they have a learning difficulty or disability that calls for special provision to be made for them. All children may have special needs at some time in their lives.

Children fulfil this criteria if they:

- have significantly greater difficulty in learning than the majority of children of the same age;
- have a disability that prevents or hinders them from making use of the educational facilities that are provided for children of the same age;
- are under school age and fall within the definitions above; or
- have emotional or behavioural difficulties that interfere with their ability to learn.

Children must not be regarded as having SEND needs solely because:

- they have a disability;
- the language of their home is different from the language in which they will be taught;
- slow progress or low attainment; or
- persistent disruptive or withdrawn behaviours.

AIMS

Flamstead Village School believes that each pupil has individual and unique needs and provides an atmosphere of encouragement, acceptance and respect for achievements and sensitivity to individual needs. We seek to meet the needs of all pupils and provide them with strategies to manage their needs in a supportive environment. In particular, we aim to:

- identify at an early stage those individuals who require extra support;
- enable every pupil to experience success and to reach their full potential;
- promote individual confidence and a positive attitude;
- enable every pupil to participate and contribute fully to school life;
- ensure that all pupils, whatever their special educational needs and / or disability, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning;
- monitor closely children with SEND and follow a termly cycle of 'Assess, Plan, Do, Review (APDR)' to support their needs once identified;
- work collaboratively with parents / carers and other agencies to provide support and opportunities for those children with SEND; and
- ensure that pupils have the opportunity to express their opinions and have their opinion taken into account in any matters affecting them.

TYPES OF SPECIAL EDUCATIONAL NEED

The *Code of Practice (2015)* divides SEN into 4 categories:

- Communication and interaction;

- Cognition and learning;
- Social, Emotional and Mental Health; and
- Sensory and or Physical Needs.

However, individual children often have needs that cut across all these areas and their needs may change over time. Behavioural difficulties; slow progress and low attainment; and persistent, disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN, and the school will work closely with parents / carers to identify possible causal factors to support their child's learning. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability.

DISABILITY

Many children and young people who have SEN may have a disability under the *Equality Act (2010)*. This is defined as:

'A physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities.'

This definition provides a relatively low threshold. 'Long term' is described as a 'year or more' and substantial is defined as 'more than minor or trivial'. This definition includes sensory conditions such as those affecting hearing or sight and long-term health conditions such as asthma, diabetes, epilepsy or cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. A disabled child or young person who requires special educational provision will also be covered by the SEN definition.

IDENTIFYING SEND IN SCHOOLS

Many of the children who join us have been in early education. In some cases, children join us with their needs already assessed. Transition meetings are encouraged with professionals who may already be involved.

The school will assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. Class teachers, supported by the Special Educational Needs Co-Ordinator (SENCo) and the senior leadership team, will make regular assessments of progress for all pupils, linked to the four broad areas of need.

For some children, SEND can be identified at an early age. However, for other children and young people difficulties become evident only as they develop and we are committed to early response. Working in partnership with parents / carers and the children themselves, is an essential part of this process.

SEND PROVISION

A child that is identified as having SEND will be categorised as "SEN Support" in school and placed on the school SEND register, if they have been assessed to have a specific special educational need, e.g. dyslexia or autism or where external agencies are involved in supporting their education. Discussions will take place with parents before a child is added to the SEND register.

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. Our first step in responding to pupils who have or may have SEND is high quality teaching.

Information from a wide range of sources including discussion with the pupil, parents / carers, teacher and / or SENCo will be gathered to determine the needs and provision for the child.

If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. The child's teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher will keep parents / carers informed and draw upon them for additional information. The SENCo will support the teacher and if necessary, make further assessments of the child's needs. Following discussion with parents / carers; advice from outside agencies may be sought, implemented and reviewed.

Special educational provision is based on the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents / carers. This should then help determine the support that is needed and whether it can be provided by adapting the school's core offer or whether something different or additional is required. Meeting will take place regularly to review the child's progress. Parents / Carers will be given the opportunity to meet the teacher and / or the SENCo at least three times a year.

If a child is identified as having SEND, the school will take action to remove barriers to learning and put effective special educational provision in place. This SEND support will take the form of a four-part cycle - Assess, Plan, Do and Review (APDR), through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach.

If the child needs support from an agency, then a Hertfordshire Service Request is completed. However, if advice is required from more than one agency then a 'Families First Early Help Assessment' may need to be completed to ensure co-ordinated support for the family. In most cases children will be seen in school by the External Agency professionals and meetings will be held within the school.

SEN support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where the child or young person has not made expected progress, despite the school taking relevant and purposeful action to identify, assess and meet the needs of the child or young person, the school or parents / carers may consider requesting an Education, Health and Care Needs Assessment (see Chapter 9 of the Code of Practice, January 2015 for further details). SEN support will also include planning and preparation for the transitions between phases of education and preparation for adult life (see Chapter 8 of the Code of Practice, January 2015, Preparing for adulthood from the earliest years).

ROLES & RESPONSIBILITIES

Provision for children with special educational needs and / or disability is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEND in his / her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs and / or disability and for following the school's procedures for identifying, assessing and making provision to meet those needs.

The governing body, in co-operation with the headteacher, has a legal responsibility for determining the policy and provision for pupils with SEND. It maintains a general overview and has appointed a representative governor (the SEND Governor), to oversee this aspect of the school.

Headteacher

The **Headteacher** has responsibility for:

- the management of all aspects of the school's work, including provision for pupils with SEND;
- keeping the governing body informed about SEND issues;
- working closely with the SENCo in the school; and
- ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.

Governing Body

The **Governing Body** will ensure that:

- SEND provision is an integral part of the school improvement / development plan;
- the necessary provision is made for any pupil with SEND;
- pupils with SEND join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils;
- they have regard to the requirements of the *SEN Code of Practice (2015)*;
- they are fully informed about SEND issues, so that they can play a major part in school self-review;
- they set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEND;
- the quality of SEND provision is monitored by the link Governor; and
- they, and the school as a whole, are involved in the development and monitoring of this policy.

SENCo

The **Special Educational Needs and Disabilities Co-ordinator** is responsible for:

- overseeing the day-to-day operation of this policy;
- ensuring that an agreed, consistent approach is adopted;
- liaising with and advising other staff;
- helping staff to identify pupils with SEND;
- carrying out detailed assessments and observations of pupils with specific learning problems;
- co-ordinating the provision for pupils with SEND;
- supporting class teachers in devising strategies, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEND and on the effective use of materials and adult support in the classroom;
- liaising closely with parents of pupils with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process;
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents;
- maintaining the school's SEND register and records;
- assisting in the monitoring and evaluation of progress of pupils with SEND;
- contributing to the in-service training of staff;
- ensuring that midday supervisors are given any necessary information relating to the supervision of pupils at lunchtime and supporting them in relation to behaviour management and other issues for particular pupils; and

- liaising with receiving schools and / or other primary schools to help provide a smooth transition from one school to the other.

Staff

Class teachers are responsible for:

- including pupils with SEND in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the Special Needs Co-ordinator for advice on assessment and strategies to support inclusion;
- making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEND; and
- giving feedback to parents of pupils with SEND.

Learning support staff / teaching assistants should:

- be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEND; and
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.

PARTNERSHIP WITH PARENTS & CARERS

The school works closely with parents and carers in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents and carers.

Through review meetings, or regular parents' meetings, we share the progress of pupils with SEND with their parents or carers. We discuss with parents / carers any outside specialist support and involve them in decision-making about the provision planned for their child.

ARRANGEMENTS FOR COMPLAINTS

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with the class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENCo. For a problem that might need time to be explored fully, parents/carers should make an appointment in person, by phone or email.

In the event of a formal complaint parents should follow the procedure in the School's complaints policy (available on the school website).

ARRANGEMENTS FOR MONITORING & EVALUATION

The success of the school's SEND policy and provision is evaluated through school self-evaluation and reporting activities such as:

- monitoring of classroom practice by the SENCo and subject co-ordinators;
- analysis of pupil tracking data and test results for individual pupils and for cohorts;
- value-added data for pupils on the SEND register;
- termly monitoring of procedures and practice by the SEND governor;
- the school profile and the prospectus, which contains the required information about the implementation and success of the SEND policy;

- the school's annual SEND review, which evaluates the success of the policy and sets new targets for development;
- the school improvement plan, which is used for planning and monitoring provision in the school;
- visits from LA personnel and Ofsted inspection arrangements; and
- feedback from parents and staff, both formal and informal, following meetings to produce education plans and targets, revise provision and celebrate success.