



Hormead CofE VA First and Nursery School SEND Policy 2024 – 2025



'Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives.' [Code of practice 2014]

'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.' [Code of Practice 2014].

1. Aims and objective

We aim to:

- To raise the aspirations of and expectations for all pupils with SEND.
- Identify and meet the needs of all our children maintaining a rigorous, consistent equality of opportunity and inclusion to all areas of the curriculum and school life.
- Regularly review the quality of teaching for all pupils, including those at risk of underachievement.
- Assess, record and regularly review pupils' progress and needs.
- Ensure that we set high expectations and high standards of work and behaviour for all pupils.
- Enable every child to achieve their full potential through a broad, balanced, differentiated and interesting curriculum, including the requirements of the Foundation Stage, National Curriculum and life skills.
- Facilitate effective communication and co-operation between concerned parties i.e. pupils, parents, learning support assistants, education professionals and other agencies.
- Acknowledge the Special Educational Needs (SEN) of our pupils and monitor those needs rigorously and employ strategies to meet them.

2. Roles and Responsibilities

The roles and responsibilities of school personnel with regard to special educational needs are given below. They are in accordance with Code of Practice (2014) guidelines and school job descriptions.

Class Teacher:

- To make the initial identification of children with SEND through rigorous assessment and review.
- To ensure that children's needs are met initially through consistent high-quality teaching differentiated for individual children.
- To regularly use a cycle of assessing, planning, applying and reviewing to meet the needs of pupils within their class who have SEND.
- To make decisions regarding SEND in consultation with the SENDCo
- To open a SEND profile for each child with SEND or medical needs which may impact on their progress
- To discuss targets and ascertain the views of pupils and parents with SEN learning plans.
- To work closely with support staff and oversee their work.
- To be fully aware of the School's procedures for identifying, assessing and providing for pupils with SEND.
- To be fully aware of all those pupils who are in vulnerable groups and ensure that they are able to make good progress.
- To be fully aware of those pupils who are in receipt of Pupil Premium and ensure that they are able to make good progress.

Teaching Assistants:

- To liaise with class teachers and be aware of targets set within SEND profiles.
- To encourage children to concentrate and complete tasks.

- To help children by clarifying and explaining instructions.
- To support children in group and individual situations.
- To encourage children to develop greater independence.
- To record observations from intervention sessions.

SENCo:

- To oversee the day-to-day operation of the school's SEND policy.
- To ensure that an agreed, consistent approach is adopted.
- To coordinate provision for children with Special Educational Needs and/or Disabilities.
- To liaise with and advise class teachers in the identification of SEND by considering the needs of the whole child.
- To liaise with the Headteacher
- Support class teachers in devising strategies, drawing up Support Plans, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with SEND and on the effective use of materials and personnel in the classroom.
- To arrange training and support for all staff relating to SEND support.
- Assist in the monitoring and evaluation of progress of pupils with SEND through the use of school assessment data.
- To organise and oversee the records of all children at the school with SEND.
- To maintain a termly Review Cycle document for all children with SEND.
- To work closely with parents of children with SEND.
- To organise and contribute to the delivery of in-service training of staff on SEND issues.
- To liaise with external agencies, e.g. Educational Psychologist (EP), Speech and Language Therapist (SALT), Advisory Teachers.
- To coordinate referrals to external agencies; including E.P, Early Years SEND team, Speech and Language Service.
- To represent the school at local cluster meetings of High Needs Funding panel.
- To regularly attend SENCo network and update meetings in order to keep up to date with local and national updates in SEND.
- To keep the governors and Head Teacher informed of the progress of the SEN systems in school.
- To ensure that Midday Supervisory Assistant (MSA's) 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.
- To liaise with middle schools and specialist settings.

Head Teacher:

- To ensure that the policy is implemented.
- To support the SENCo and SEND governor in their responsibilities.
- To liaise with parents, pupils and outside agencies in conjunction with the SENCo.

The Governing Body:

A Governor with responsibility for SEND works in close liaison with the SENCo. To ensure the success of the SEND policy Governors will ensure:

- That SEND provision is an integral part of our SDP.
- The SEND policy is reviewed.
- Pupils with SEND join our school activities alongside other pupils, as far as reasonably practicable and compatible with the needs of other pupils.
- The appointed SEND Governor meets and liaises, on a termly basis, with the SENCo.
- They have regard to the requirements of the SEND Code of Practice (2014).
- Children with SEND are admitted to the school in line with the LA agreed admission policy.
- They are fully informed about SEND issues, through the termly SEN report, so that they can play a major part in school self-review.
- The quality of SEND is regularly monitored.

- Pupil Premium funding is correctly allocated and reported on.
- Ensure that a pupil with SEND is offered the same opportunities as other pupils, so far as is reasonably practical and compatible with their needs and abilities.
- Consider, reflect and report on the effectiveness of the school's work on behalf of children with SEND.

When evaluating success, Governors will look for:

- The extent to which standards have improved generally across groups of pupils with SEND.
- A possible reduction in the total number of pupils within school requiring intervention.
- An increase in the number of pupils on the SEND register meeting curriculum targets.

3. Working in Partnership with Parents

The school is committed to the importance of the full involvement of parents to enable children with SEN to achieve their potential.

The school will:

- Inform the parents when they first identify that a child has SEN.
- Invite parents to termly review meetings to review progress and set new targets, usually as part of the regular parent's consultation meetings.
- Inform and provide advice for parents regarding the SEN Code of Practice, their child's level of the graduated response model, purpose of intervention and programmes of action.
- Gain written parental permission before referring them to external agencies for support.

The parents will be asked to:

- Attend termly review meetings to review progress and set new targets.
- Communicate regularly with the school and alert school of any concerns they have about their child's provision.
- Fulfil their home-school agreement obligations.

We believe that partnership with parents plays a key role in promoting a culture of co-operation between the family and school. It is important because we believe that this helps children with special needs to reach their full potential.

Key principles in communicating and working in partnership with parents:

- Acknowledge and draw on parental knowledge of their child.
- Focus in area of strength as well as areas of need.
- Recognise the personal and emotional investments of parents and be aware of their feelings.
- Ensure that parents are fully informed and consulted as soon as a problem has been identified and that they understand procedures.
- Respect the validity of differing views and perspectives and seek constructive ways to reconcile different viewpoints.
- Respect the differing needs parents themselves may have, such as a disability or communication or linguistic barriers.
- Recognise there is a need for flexibility in the timing and structure of meetings.

The **Special Educational Needs & Disability Information, Advice and Support Service (SENDIASS)** exists to provide parents with information, advice and support about matters relating to their children's special educational needs. This service can help prevent difficulties developing into disagreements. Discussions can take place on the phone or meetings can be arranged. They offer support with preparing for meetings, writing reports and letters, applying for Education, Health and Care Plan (EHCP) assessments, as well as signposting to relevant professionals, voluntary organisations and parent support groups. They also offer a range of training to parents and professionals.

Additionally, they can also offer Independent Support for families applying for an Education, Health and care assessment and also families going through the transfer review process.

Contact: Telephone: 01992 555847

Email: info@hertssendiass.org.uk

Website: <https://www.hertssendiass.org.uk/home.aspx>

Additionally, there is an independent organisation that can offer parents further support:

- The [KIDS Independent Supporters](#) provide free impartial support and information, throughout the process of applying for a new Education, Health and Care Plan (EHCP) or transferring from a statement to an EHCP.

Contact: Kids Hub, East Team: 01992 504013,

Email: is.herts@kids.org.uk

Website: www.kids.org.uk/Event/independent-supporters-hertfordshire

Pupil participation:

We believe that children who are capable of forming views, have the right to receive and make known information, to express an opinion and be involved in matters affecting them. The views of the child should be given due consideration according to age, maturity and capabilities of the child.

We endeavour to involve the child in the review and target setting processes as well as completing 'pupil passports' and taking the opportunity to celebrate achievement and progress.

4. Admissions arrangements

Hormead First School is an educationally inclusive school in which the teaching and learning, achievements and attitudes of every pupil matter.

Application for admission of all pupils with or without official identification of special needs will be fairly considered in accordance with our published Admissions Policy and the statutory binding guidance published by the Department for Education.

We will not refuse a child on the grounds of their Special Educational Needs. However, Governors as the Admitting Authority may decide that a child cannot be admitted if his/her admission is incompatible with the efficient education of other children.

To support a smooth transition into our school, all parents have the opportunity to discuss their child's needs and difficulties with the Headteacher and/or SENCo.

5. Inclusion

At Hormead, all pupils irrespective of ability, race, gender or need, are respected and valued as individuals. This is reflected in the schools organisational and curriculum structure, its assessment and rewards systems. Students with SEND are integrated and included fully into the life of the school as a whole, including its social and cultural activities.

The school believes that:

- The needs, rights and entitlements of individual students are the focus of both an educational and social environment.
- Staff are entitled to an effective and supportive environment, consistent quality training, an effective learning environment and good quality advice.
- The family and community should work together.

6. Facilities and provision for those with special needs and /or disability

Facilities and provisions are monitored at least annually, as required. The building access doors have been designed to allow for disabled access, including ramps where possible. As other needs arise, reasonable adjustments will be made to ensure that disabled pupils have full access and are not at a disadvantage.

Whenever possible, a TA is allocated to support the children's learning. Class teachers make provision to ensure that the learning environment is supportive and inclusive. This might include specific resources (such as word banks, reading guides, colour overlays etc.) for individuals, groups or the whole cohort.

There are several areas in the school available for individual and group activities where appropriate.

7. Identification

The school uses the graduated response as outlined in 'The Code of Practice (2014)'.

Pre-school and Nursery Liaison

Pre-schools and Nursery schools are visited prior to transfer. Any student registered receiving SEND Support or has an EHC plan is referred to the SENCo. The LA notifies school about students who are transferring with EHC plans. Where practicable, the SENCo attends their Annual Review to ensure a smooth transition is made. At this meeting, the SENCo becomes the Lead Professional for the child with an EHC plan. Relevant information is disseminated to teaching staff before transfer.

Staff Observation

- Members of staff consult with the SENCO if they notice students who may need specialist help during the school year. Evidence for that concern must be produced, prior to any additional intervention being undertaken.
- The SENCO may then ask for additional assessment to be undertaken by other professionals.

Referrals by Parents or Carers

- A child's parent may express concern. Once information is gathered the process is the same as for staff referrals.
- All parental referrals are acted upon.

Definition of Special Educational and/or Disability Needs:

Children have special educational needs if they have a difficulty accessing the curriculum, on a temporary or more long-term basis, which calls for special educational provision to be made for them over and above that which would ordinarily be available in the classroom.

Pupils have difficulty accessing the curriculum if they:

- Have significant difficulties in learning in comparison with the majority of children of the same age.
- Have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.

Pupils who experience difficulty in accessing the curriculum may also have a particular high ability. This is addressed through high quality teaching, in addition to provisions made for their specific need.

Special Educational Provision may be triggered when students fail to achieve adequate progress, despite having had access to a differentiated programme. Parents and staff will be informed that the child has special educational needs and appropriate provision identified to meet the child's individual need(s) will be made.

Lack of adequate progress may be indicated by:

- Little or no progress despite the use of targeted teaching approaches and a differentiated curriculum.
- Working at levels significantly below age expectations, particularly in Literacy or Numeracy.
- Presenting persistent emotional and / or behavioural difficulties, which have not been managed by appropriate strategies usually employed.
- Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment.
- Poor communication or interaction, requiring specific interactions and adaptations to access learning.

There are four categories of special needs:

- Communication and interaction (CI)
- Cognition and learning (CL)
- Social, emotional and mental health (SEMH)
- Sensory and/or physical needs (SP)

Children may present with more than one category of special needs.

8. Provision

Teaching pupils with SEND is a whole school response. Central to the work of every teacher is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students. The majority of pupils at Hornead School learn and progress through these differentiated arrangements.

A Graduated Response is adopted for students identified as having SEND. A level and type of support is provided to enable the student to achieve adequate progress. Provision is identified by collaboration between the class teacher, SENDCO, teaching assistants and where relevant parents but will be planned and delivered by teaching and support staff.

Graduated Response

In the first instance Quality First teaching by all teaching staff.

Wave 2 - Is initiated where students have failed to make adequate progress as identified by class teacher and SENCO through analysis of the assessment data/evidence.

Criteria for Wave 2 include:

- Minimal progress in Numeracy / Literacy.
- Achievement of ELG 1 at the end of Reception.
- Teachers' observations.
- Concerns from staff or parents

Provision from within the school's resources is identified to help meet the student's needs. See attached provision map for a list of interventions available at Wave 2.

Wave 3 – individual targeted support with advice from external agencies.

Where students fail to make adequate progress, despite additional provision at Wave 2, the school seeks advice and involvement from external support services.

They are requested to:

- Provide specialist assessments.
- Give advice on teaching strategies or materials.
- Provide short-term support or training for staff.

Should the assessments identify that the student requires additional provision on a regular basis for an extended period then the school will apply for additional resources. The application will be evaluated against criteria established by the LA.

Statutory Assessment

If a student fails to make adequate progress and has demonstrated a significant cause for concern, the school and / or a parent / carer may decide to request that the LA undertakes a statutory assessment. This may lead to the student being provided with an EHC plan. The SENCO is responsible, on a daily basis, for ensuring that the educational support stipulated in the EHC plan is provided, they will also liaise with external agencies to ensure that they provide the targeted support allocated within the EHC plan. The process of target setting, monitoring and reviewing remains the same as at Wave 2 and Teaching Assistants are fully involved.

Pupil SEN Profiles, Proximal Development Plans and Reviews

The strategies that will be employed at Wave 2, Wave 3 and for students with EHC plans are recorded in their SEND profile, reflecting provision that is additional to, or different from, normal differentiated provision.

All pupils receiving support under Wave 3 or who have not responded to Wave 2 support will be placed on the SEND register after consultation with parents and will be provided with a SEND profile. All pupils will have their SEND profile closely monitored.

Contents of the SEND profile include:

- A Pupil Passport of the pupil, including an outline of the pupil's specific needs and abilities
- Personal information about the child (D.O.B., Photo etc.)
- A Learning Plan that details:
 - Pupil targets
 - Data referring to attainment and specific needs
 - Teaching strategies to be used
 - Additional provision to be put in place
- Impact of additional provision

- Relevant information from professional reports
- A record of all visits from/to external agencies
- A record of any applications for HNF
- A record of requests made for external advice/support
- A record of any TAF/parent meetings

The pupil SEND profile is communicated to all staff who support the student's learning, and to the parents or carers. Pupil profiles are constantly reviewed and updated with current assessment data, impact of interventions observations and future concerns. They also form part of the formal review process where teachers, parents and pupils (when appropriate) review existing targets and collaboratively set new targets. Children with EHC plans are delivered the necessary curriculum in accordance with the objectives and targets set out on the EHC plan. Children with SEND profiles will also have tasks and activities set for them to help them meet their targets as part of their ongoing curriculum.

When a child is known to have complex needs such as medical, emotional, behavioural, social and academic, it may be beneficial to start Families First Assessment (FFA) for that child through the Early Help Module system (EHM). This will involve the completion of the assessment and the setting up of regular TAF (Team Around the Family) meetings (at least every 6 weeks) which will include all adults/agencies involved with that child. A Lead Professional will be appointed (usually the Headteacher, SENCo or Health representative) to lead the meetings.

Funding and organisation of support for a child with an EHC plan

For most children with an EHC plan, funding for extra individual provision will come from the school's allocated budget for predictable needs.

If a child is assessed as needing more than 13 hours individual support, application to the panel for 'High Needs Funding' will take place. This firstly happens at a local cluster level and, if agreed by the panel, the child's case will be considered at district level. If the criteria are met and the child's needs are deemed to be 'high', it will then be decided what level of resource should be made available and we will be informed. Applications for renewal will be presented to the local panel in the term prior to the funding expiring.

9. Assessment, monitoring and review

We regularly assess all children using school based, County and National criteria. This assessment informs our planning and teaching and ensures the provision of effective opportunities for all children.

- Nursery baseline and the Foundation stage profile is used at the Foundation Stage (Early Years Outcomes).
- Key Stage 1 statutory SATs as well as school agreed assessment criteria (based on the Herts for Learning PA Plus model) are used in Year 2.
- School agreed assessment criteria (based on the Herts for Learning PA Plus model) are used in Year 3 and Year 4.

Termly teacher assessments are made and targets set for every child using National Curriculum Age Related Expectations.

LA data is used to monitor and compare our performance with that of other schools. We would expect all children, including pupils with special educational needs, to make progress.

All pupils' progress is under constant review by the class teacher and the senior leadership. The SENCo observes, monitors and tracks all the children on the SEND register using information from teacher assessment, direct observation and teaching. Each term class teachers plan Wave 2 and 3 interventions to reflect the special educational needs of the children in their class. A child may be in more than one wave group and children can move in and out of groups according to need.

The SEND Governor is kept informed of the progress of children on the SEND register. The children's progress, results and levels are passed to the receiving teacher at the end of the school year and discussions held between staff.

The integration and accessibility of the curriculum for Pupils with SEND

We integrate all pupils into the normal class situation where the majority of teaching and learning takes place, wherever possible. All teachers will offer differentiated work within the framework of the National Curriculum to help meet the needs of all children.

10. Staff development

Opportunities are provided for all staff and Governors to develop their abilities to support the individual needs of the children in their care. Courses and training is offered when appropriate and as funding allows matched to the school development plan. Staff training will be monitored and reported to Governors.

11. Enquiries and Complaints

We will try to ensure that parents are aware of the support available and the procedures for enquiries and complaints. The SEND Policy will be available to all parents as well as the school's SEND Information Report which is available through the school's website.

The school aims to co-operate with and be open to parental views about their child's provision. Parents are considered to be active partners in their child's education. The school will discuss the child's progress, listen to parental concern and work with parents to ensure a relevant education programme for their child.

In cases of complaint, parents are encouraged to liaise with their child's class teacher in the first instance. The SENCo may also be involved if appropriate. The class teacher and the SENCo will liaise with the Headteacher who may then arrange to meet with the parents. If the matter is still not resolved the Governors can become involved. Please see the Complaints Policy (Information for Parents) on our website (Under 'Policies').

Records will be kept of all enquiries and complaints and will be reviewed by the Headteacher and SENCo, reporting to Governing Body when appropriate.

Parents also have the right of appeal to the SEND Tribunal within the LA.

12. Partnerships Beyond School

The school aims to work in partnership with other agencies in order to provide integrated support based on the needs of an individual pupil. The main external support agencies used include (this is not an exhaustive list):

- Educational psychologist.
- The Child and Mental Health Service (CAMHS).
- Specialist and advisory teachers.
- Physiotherapist and Occupational Therapist.
- Speech and language service.
- Social/care worker.
- Rivers ESC outreach.
- Amwell View outreach.
- Child and family consultation service.
- The attendance improvement officer.
- School Nurse.
- Health visitor.
- Consultant Physicians and Paediatricians.

We welcome outside agencies and aim to work closely with them to enhance the learning and performance of our children with SEND.

13. Transfer Arrangements

- All documentation and electronic records about special needs included in a pupil's record is transferred between schools in keeping with current regulations for Data Protection (GDPR). The SENCo deals with specific enquires, though class teachers may also be able to respond if appropriate.
- Additional transition days are arranged as required for all pupils with SEND and vulnerability.
- If appropriate and required due to specific reasons (within the restrictions of the GDPR legislation), a copy of Pupils' SEND Profiles will be kept on the school computer system for up to 1 year after they leave Hornead School. Deletion/destruction of files will be in keeping with the school's Data Protection/GDPR policy.

14. Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Information about Hertfordshire County Council's Special Educational Needs and Disability (SEND) responsibilities and involvement can be found using the following link:
<http://www.hertsdirect.org/services/healthsoc/childfam/specialneeds/>

To find out about Hertfordshire County Council's SEND specific services available for you and your family please use the following link to SEN and Disability (SEND) 0-25 Local Offer : <http://directory.hertsdirect.org/kb5/hertfordshire/directory/localoffer.page>

15. Review

This policy will be reviewed annually and shared with all relevant stakeholders.

Date ratified by the Governing Body:

Date reviewed/written: October 2024

Next review date: October 2025

Signed Virtually by Chair of Governors: Michael Johnson Date: