St Nicholas CE VA Primary School

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

Believe and Achieve

Believe in ourselves, those here to help us and God
Achieve our goals and celebrate success in every area of school life

With God there is no limit to what you can do. There is no obstacle you can't overcome. Through Him, all things are possible.' Matthew 19.26.

This underpins our **Christian vision** statement at St Nicholas:

Our school is a happy place where everyone is valued, every child can thrive and reach their full potential and where we live out our Christian values celebrating the uniqueness of each individual.

Our **Values** are: kindness, hope, perseverance and responsibility.

At St Nicholas School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

Policy reviewed by:	Written and coordinated consultation by Julia Broekhuis, Inclusion Coordinator (INCo)
Policy adopted by GB:	June 2026
Chair of Governing Body:	Lucy Parr
Headteacher	Rizelle Crouch
Policy review due:	May 2027

This document should be read alongside the school's SEN Information which is also published on the school website http://www.stnicholasce.org/send/ . The SEN Information is updated annually. This Policy sets out the school's over-arching principles regarding Special Education Needs and Disability and is reviewed every three years. Both documents have been written using guidance from the **SEND Code**

of Practice (June 2014), the **Equality Act 2010** and **Part 3** of the **Children and Families Act 2014** relating to school systems for responding to the needs of pupils with SEND.

1) Aims of this SEND policy

The aims of our Special Educational Needs and Disability Policy and practice in this school are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum and to the learning environment in order that all children may achieve their potential.
- To ensure that children and young people with SEND engage in the activities of the school alongside all other pupils.
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum, to better respond to the four broad areas of need:
    1. communication and interaction
    2. cognition and learning
    3. social, mental and emotional health
    4. sensory/physical.

- To request, monitor and respond to parent/carers' and pupils' views to encourage high levels of confidence and partnership.
- To develop a high level of staff expertise to meet pupil's needs, through well targeted, continuing professional development.
- To support pupils with medical conditions to promote full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

2) What are special educational needs (SEN) or a disability?

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

SEN: *A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a* ***significantly greater difficulty in learning than the majority of others of the same age****. Special educational provision means* ***educational or training provision that is additional to, or different from,*** *that made generally for others of the same age in a mainstream setting in England*

Disability: ***Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '…****a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-today activities.'*

3. The roles of the Governing Body and all classroom staff at St Nicholas School

The Governing Body and all classroom staff at St Nicholas School aim to:

- identify pupils with special educational needs (SEN) as early as possible and provide all learners with equal access to a broad, balanced curriculum, which is differentiated to meet individual needs and abilities
- monitor the progress of pupils with SEND
- encourage learners to develop confidence and recognise value in their own contributions to their learning
- encourage learners to express their views and be fully involved in their learning and monitoring of progress
- inform parents and carers of their child's special needs, encourage regular and effective communication and so work in partnership with parents and carers
- involve outside agencies when appropriate and work collaboratively to support pupils' development and learning
- enable all pupils regardless of difference and needs to achieve their potential.

Roles and Responsibilities

While provision for pupils with special educational needs is a matter for the school as a whole, the class teacher is responsible for working with the child on a daily basis, which means:

- for interventions both in and away from the class
- for working closely with support staff and specialist staff
- for assessing the impact of interventions
- for linking interventions to class teaching
- teachers are responsible for recording interventions and progress towards targets.

The school's Inclusion Co-ordinator (INCo.) supports the Class Teacher and Teaching Assistant in further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Pupils' differentiated learning with appropriate resources will take place in their class. For some pupils with SEND their needs may be met purely by appropriate resources, differentiated teaching and some additional adult support in the class. Where necessary, additional support within a small group may be provided. These groups may be taken taught by a Teaching Assistant or the Class Teacher. In certain cases it may be necessary to plan reasonable adjustments. It should be noted that such support is not unique to those pupils with SEND. Many pupils may receive short periods of varied support in order to maximise their progress.

The Inclusion Co-ordinator (INCo) seeks to overcome barriers to pupils' learning and maximise effective use of resources by:

- the development and day to day operation of the SEND Policy;
- determining and co-ordinating provision based upon the banding descriptors for each area of need provided by Hertfordshire County Council.
- monitoring pupil achievements

- advising on which SEND screeners/ tools may be used to investigate individual learning challenges
- providing professional guidance to colleagues
- maintaining records
- liaising with parents
- liaising with external agencies including Out Reach partners Links and Collette School and relevant NHS services
- liaising with the Governor with responsibility for SEND
- reporting to the Headteacher on the operation of the SEND Policy.

Governor with responsibility for SEND

There is a named Governor responsible for SEN in the school who meets each term with the INCo to review our SEN provision. The name of this Governor can be obtained from the Chair of Governors or the Head Teacher.

Admissions

The Governing Body agrees with the Hertfordshire County admission criteria, which do not discriminate against pupils with special educational needs, and its admissions policy has due regard for the guidance in the Code of Practice 2014. The Governors will make every effort to accommodate a pupil's particular needs and will work with the County advisors to improve facilities where practical. Where necessary additional preparations are made for appropriate transition into our school e.g. by additional nursery visits and liaison with staff and professionals involved in the care and education of a pupil.

Policy Action

We intend to bring out the best in each individual pupil to ensure that each reaches his/her potential. All pupils are entitled to a balanced and broad based curriculum including the Early Years Foundation Stage and National Curriculum, and we ensure that all teaching arrangements and strategies are fully inclusive.

We recognise that all teachers are teachers of children with special educational needs. We endeavour to meet these needs within the classroom by:

- differentiation by resources, task, support and outcome
- modification of the curriculum where necessary
- reasonable adjustment of routines and age-related expectations where necessary
- adapting teaching style and recognising the child's learning style
- personalised resources
- short-term structured programmes for literacy, using software such as Lexia (an on-line reading resource)
- provision of additional training for staff for special educational needs where needed.

Identification, Assessment, Provision and Review

It is school policy to identify children with learning difficulties at the earliest opportunity. Appropriate SEND screeners may be used to track traits which may be used to identify possible learning challenges. These screeners do not formally diagnose any learning need but support teachers in learning more about how to identify strengths and support challenges through provision in the classroom. Our process for SEND Monitoring is outlined in Appendix A on page 8.

Where a child has a formal diagnosis or is likely to achieve a formal diagnosis of need they could be added to our SEND register. Pupils listed on our SEND register benefit from staff consulting to band their individual needs against levels determined by Hertfordshire County Council. Provision is linked to these bands and reasonable adjustments are planned across the curriculum. A bespoke One Page Profile is created for the child noting their strengths and challenges, provision and curriculum access. This follows a termly cycle of assess, plan, do, review with targets which a set and used to monitor and evaluate pupil's progress. The child's One Page Profile is shared termly with parents.

In addition to performance being monitored by the Class Teacher as part of ongoing observation and assessment, the following are used to assist with the identification of pupils with SEN:

- outcomes of Early Learning Goal achievements at the end of the Foundation Stage
- performance against age related descriptions within the National Curriculum
- expressions of concern from parents
- expressions of concerns from teaching staff and teaching assistants
- specialist SEND Screeners
- outcomes and discussions from termly Pupil Progress Meetings attended by the Head, Class Teacher and INCo.
- a pupil progress tracker, for children on our SEND register/ children who are monitored, is held by the INCo

A graduated response, as outlined in the current Code of Practice 2014, will then be followed.

Continuing Assessment

Where necessary further advice and support will be sought from external professionals Points 6 and 7 of Appendix A page 8 will apply. Parents help complete the referral paperwork and meet relevant professionals when they visit to observe or assess pupils. Agencies may include for example; Speech and Language Therapists, Links Academy (Behavioural Support) Collette Outreach or support from county provided helplines. Advice from outside agencies will be Incorporated into the One Page Profile and these professionals are invited to contribute to the monitoring and review of progress.

Education and Health Care Plans
These replace the document formerly known as "a Statement" which used to follow "statutory assessment" by the Local Education Authority.

EHC plans will be for children and young people who have a special educational need or disability that cannot be met by support that is usually available in a school. They are available for pupils from the ages of 0-25. An EHC plan will be tailored to meet a child's particular needs so each pupil's plan will look different. The EHC plan will include information about the pupil, how they prefer to communicate, what support they need and what they would like to achieve.
A request for an EHC assessment is the first step. This process is completed by the school, parents and pupil with the Hertfordshire Education Authority. If an EHC Plan is agreed it will then be reviewed annually and remain in place to meet the pupil's needs until they are 25. It will cease if the young person goes to university, gets a job, feels they longer need an EHC Plan or if the Local Authority thinks the young person no longer needs it, for example, following a review, they have achieved the educational goals written in the plan and no longer need additional special educational help.

Further information can be found on the Hertfordshire Grid for Learning http://www.thegrid.org.uk/learning/sen/pupil/ehc_planning/index.shtml Another informative organisation is the Council for Disabled Children http://www.councilfordisabledchildren.org.uk/

Resources
Funding allocations include staffing, SEND training and SEND resources to promote inclusive practice. Additional funding may be applied for by the INCo if a pupil is recognised as having learning needs and requires provision that is greater than Ordinarily Available Provision but is unlikely to need an EHCP. This is called Focussed Intervention Funding. It is allocated termly by Herts County Council. The child or young person needs to resident in Hertfordshire to receive funding

Complaints Procedure
The school aims to work closely with parents and we hope that parents who have any concerns or anxieties will, in the first instance, raise these with the Class Teacher or the Headteacher. We find that nearly all concerns or potential complaints can be resolved satisfactorily through discussion. The school's complaints procedure is outlined in the policy section on the school website.

Staff Development
All teaching staff, including Teaching Assistants, are given opportunities to develop their ability to meet pupils' individual needs, considering school priorities as identified in the School Development Plan as well as personal professional development. In addition, the INCo leads SEN based staff meetings and training sessions for Teaching Assistants.

Collaboration with other Agencies

External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs. The range of professionals with whom the school liaises includes amongst others; Speech and Language Therapy, the Links Academy (Behaviour Support) Team, The Collette Outreach School and the School Nurse. Schools in Harpenden are part of the Extended Schools Partnership via whom additional services may be commissioned. These include pupil counselling and play therapy.

Educational Links

The school liaises with local Secondary Schools and Nursery Schools. The Reception teacher undertakes pre-school visits during the half term prior to entry. During the summer term, Heads of Year 7 from local Secondary Schools visit St Nicholas to have a hand-over session with the Year 6 Class Teacher and to meet the pupils joining their school in September. Towards the end of the summer term Year 6 pupils visit their Secondary Schools. Additional visits may be arranged for pupils with SEND where this is necessary and such pupils meet the support staff who will be working with them and take photos to make a personal transition journal. The INCo liaises with SEN staff in Secondary Schools where necessary to ensure that effective arrangements are in place to support pupils at the time of transfer. All SEND records are transferred to the new school before the end of the summer term.

Monitoring and Evaluation

The progress of SEND children is monitored by continuous teacher assessment and reviewed termly with the Head, INCo and class teacher during pupil progress meetings. Subsequently One Page Profiles are updated to reflect changes in provision and updates on personal targets. The INCo meets regularly with the SEND Governor to discuss SEND initiatives and implementation of the SEND policy. Evaluation of our approach and its viability is ongoing.

Policy Review

This policy will be reviewed by the INCo as appropriate. A full review will be held with the Governing Body and staff in accordance with the school's policy review programme.

Appendix A SEND Monitoring Process

1. CONCERN RAISED

- SEND concerns are raised by parents or staff – discussed with the INCO.

↓

2. INITIAL PARENT MEETING

- A meeting is arranged with parents (in person/phone/online) with the class teacher to discuss concerns.

↓

3. ADVICE AND SCREENING

- Advice is given, HCC or alternate screeners may be completed. Staff consider appropriate provision.

↓

4. MONITORING REGISTER

- Child is added to the SEND Monitoring Register (not formal SEND Register).
- Targets and provision will be documented to form an APDR cycle.

↓

5. PROGRESS REVIEW

- Class teacher leads regular progress reviews. INCO and assessment lead monitor academic data and provision.

↓

6. REFERRAL DISCUSSION

- Where evidence depicts, the school may decide a referral to an external agency is appropriate:
  Parents will be informed
  Questionnaires completed
  Timeline for completion is 20 working days, balanced with the educational needs of the children.
  During this time, children continue to benefit from high quality provision.
  Note: In our experience, HCC does not accept referrals where the child's residential address is out of county.

↓

7. PRIVATE REFERRAL SUPPORT

- If parents opt for private referral:
  School supports the process
  Timeline for completion is 20 working days, balanced with the educational needs of the children.
  During this time, children continue to benefit from high quality provision.

↓

8. DECISION ON FORMAL SEND STATUS

- Outcome of referral determines if child moves to formal SEND Register
- A further meeting in school will be requested when all information has been processed.