



## **SEND Policy for Special Educational Needs and Disabilities (SEND)**

Updated September 2024

\*Please read in conjunction with our 'SEND Information Report'

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### **Introduction**

Our aim at Prae Wood School is to value the individuality of all our children so that they learn to the best of their capability. Our school ethos that underpins everything we do is *Everyone Valued, Everyone Learning, Everyone Welcome*. We are committed to giving each child every opportunity to achieve the highest of standards, to foster a love of learning and to enable every pupil to shine.

### **1. Aims**

Our SEND Policy aims to:

- Explain how we will support and make provision for pupils with SEND, working within the guidance set out in the SEND Code of Practice 0-25 (Sept 2014).
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

## **2. Definition of Special Educational Needs and Disabilities (SEND)**

As outlined in the Special Educational Needs and Disability Code of Practice (2014): 0 – 25 (page 15-16)

*A child has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.*

*A child of compulsory school age has a learning difficulty or disability if they:*

- *have a significantly greater difficulty in learning than the majority of others of the same age, or*
- *have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.*

We recognise that at different times during a child or young person's school life, they may have a special need or disability that requires additional provision at that particular time. We also recognise that it is possible to require additional support without being on the school's SEND list.

## **3. Compliance**

This policy refers to Part 3 of the Children and Families Act 2014, the Equality Act 2010 and the Special Educational Needs and Disabilities Regulations 2014.

Full consideration has been given to the Code of Practice SEND –25 years (January 2015).

Many children and young people who have SEND 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-to-day activities.'

The Special Educational Needs and Disabilities Co-ordinator (SENDCO) is a member of the Senior Leadership Team and is responsible for leading provision for children with SEND at Prae Wood School.

The SENDCO is Ms Louise Collinge. The Early Years SENDCO is Miss Charlotte Gregory.

## **4. Identifying Special Education Needs and Disabilities**

Early identification of needs is an essential process that leads to prompt action and effective provision ensuring long-term positive outcomes for children. A need may be identified at an early age for some but, for others, it may only become apparent as they develop. Identification of a SEND may be for a relatively short period of time as a child overcomes that particular barrier to learning. At Prae Wood, we understand that slower

progress and lower attainment is not necessarily due to a SEND and the school will monitor all children closely and liaise with parents/carers appropriately to ensure all children make the best progress possible.

Children can be identified as having SEND in a number of ways:

- By parents/carers raising a concern about their child's behaviour or progress.
- By class teachers and other members of staff identifying that a child is not making expected progress in their learning.
- Through a referral to paediatrician, speech and language therapist, educational psychologist or other specialist advisor.
- By a child communicating that they are experiencing difficulties.

At Prae Wood we assess children's progress at regular intervals throughout the academic year through observations, conversations with the child, assessing their work as well as formal assessments at various key points. Where progress continues to be less than expected, the class teacher will liaise with the family and the SENDCO to discuss next steps. The school will then work with the child and their family to put appropriate support into place or gather further information and evidence to refer to an external agency for further assessment. If a child is identified as requiring additional support or has an identified SEND, parents/carers will be informed and the SENDCO will add their name to the school's SEND list so that support can be mapped appropriately. This list is updated termly following pupil progress reviews with class teachers and a member of the senior leadership team.

## **5. The Four Broad Areas of SEND**

When considering SEND provision, the school looks at the four broad areas of need and support defined in the SEND Code of Practice (2014) listed as follows:

- Communication and Interaction - this will include students who have speech, language and communication needs and have difficulty in communicating with others. This also includes pupils for whom social interaction is difficult.
- Cognition and Learning - this includes pupils who may have moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia and dyspraxia.
- Social, Emotional and Mental Health difficulties - this may include pupils who may be withdrawn or isolated, disruptive, lack concentration or those who suffer from anxiety or an eating disorder.
- Sensory and/or Physical needs - this includes pupils with vision impairment (VI), hearing impairment (HI), multi-sensory (MSI) and physical difficulties.

We recognise that there are other factors that may impact on a child's learning such as having English as an additional language or their attendance and punctuality. Other events, such as bereavement or bullying, can lead to wider mental concerns. We work closely with families to support a child to overcome these barriers.

## **6. The Graduated Response to SEND Support**

We deliver a broad and balanced curriculum through high quality teaching that is differentiated to meet the needs of our pupils. We implement the four-stage graduated response cycle to meet the needs of individual pupils who require something in addition to what is offered to the majority of our pupils.

### **APDR (Assess, Plan, Do, Review) Provision**

**Assess** - Regular and rigorous assessment of progress and needs by the class teacher, including information discussed with the child's family about progress, barriers to learning or other needs, will enable us to target particular learning needs. Where external professionals are involved, we will work together to assess needs.

**Plan** - The overall view of the child's needs from the assessment information will be used to plan next steps of progress. At Prae Wood we write this as a target.

**Do** - We will explain the intervention or strategy that will be used to support the child to meet their target. We will highlight who will be involved in supporting this, how it will be implemented, how often and we will detail any particular resources that will be used.

**Review** - Teaching teams along with the SENDCO (if appropriate), will continually monitor, revise and review this cycle/provision and assess the impact. Next steps will then be considered. Reviews are held as required but will take place at least termly with parents/carers (and the child if appropriate).

## **7. Supporting Children with SEND**

Inclusion is at the heart of our approach to teaching children with SEND and we ensure that, wherever possible, a child is taught with and engages in activities alongside the rest of their peers. We strive to ensure that children are actively involved in the decision-making about their provision and can voice their views about what helps them best.

Not all children with SEND will require APDR provision. For some children, we will write a short One Page Profile which, following assessment, details the child's strengths and needs and outlines strategies that are required to ensure the individual pupil can continue to make good progress. These are created and updated with input from the child and parents/carers and are shared with adults working with the child to ensure a consistent approach and a successful transition into a new year group. Some children with an identified SEND may not require either an APDR or a One Page Profile as the class teacher is able to make the necessary adjustments or interventions without more formal provision.

A child's progress is monitored by all staff in the classroom and is reviewed during parent meetings and in termly pupil progress meetings with SLT. The progress of some children, who are learning at a level significantly below their Key Stage, may be mapped using CAPPS (Collett Assessing Pupil Progress) to help identify and review their steps of progress.

Where monitoring and review shows that there are patterns of need across a cohort or group of pupils, external advice may be sought for groups of children and additional CPD made available for staff to reinforce the quality of teaching. Although there are often long waiting lists and services may be limited, we work closely and creatively with our colleagues in external agencies such as the Local Authority, speech, language and occupational therapy services to ensure we have the specialist advice and support we need to ensure the best outcomes for children.

Sometimes, a child may need more specialist support if they are unable to learn in the classroom. Prae Wood has a dedicated inclusion space (The Den) where children are supported with emotional wellbeing and learning to help them reintegrate back into the classroom. This is also available as a short-term provision for children who are struggling with emotionally based school avoidance (EBSA) or are awaiting alternative school provision.

We understand that some pupils with SEND may also have additional barriers to their learning. All staff complete Hertfordshire County Council's Virtual Schools training on *Understanding Attachment Aware and Trauma Informed Practice* to ensure that they have the skills to support children who may have these additional needs including those who may be looked after by the Local Authority.

For more information about how we support children with SEND, see the school's *SEND Information Report* on the school's website.

## **8. Education Health and Care Plans (EHCP)**

The additional needs of most of the pupils with SEND at Prae Wood will be met by high quality teaching, interventions and resources from the school. In a few cases, the pupils with the most significant needs will require a more comprehensive and individualised package of support to help them achieve their potential over and above an APDR or One Page Profile. Where this is the case, the SENDCO, in consultation and agreement with staff, parents/carers and other specialist agencies will make a request to the Local Authority for an Education Health and Care Plan (EHCP). Full details of the process for requesting an EHCP can be found on the Hertfordshire SEND offer web site:

[www.hertfordshire.gov.uk/localoffer](http://www.hertfordshire.gov.uk/localoffer)

If a child receives an EHCP, it will be reviewed annually. Support and the monitoring of progress will continue to be reviewed and modified termly, taking into account the views and contributions of parents/carers, pupils and external agencies. The child will have Goal Based Outcomes (GBOs) to support their progress.

## **9. Disapplication and Modification**

Schools can, where necessary, modify or dis-apply the National Curriculum and its assessment arrangements. Our school policy is to do this only in exceptional circumstances

such as in the instance whereby a pupil has an EHCP and are working considerably below expected standards and/or the child would be unable to access the curriculum or tests. We make every effort to meet the learning needs of our pupils and, in exceptional circumstances, we may decide that modification or disapplication is the correct procedure to follow. We would do this in consultation with parents/carers and the Local Authority.

## **10. Roles and Responsibilities**

All members of the school community share responsibility for the quality of provision for all children including those with SEND. Some members of staff have specific roles and responsibilities within this area:

The SENDCO's main responsibilities include:

- 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 child looked-after has SEN.
- Advising on the graduated approach to providing SEN support (APDR provision).
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with parents/carers of pupils with SEND.
- Liaising with other professionals (e.g. educational psychologists) or other schools if the child is transferring to or from Prae Wood, to ensure a smooth transition.
- 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.
- Maintaining school records of all pupils with SEND and ensuring they are kept up to date.

The Headteacher has overall responsibility for SEND within the school:

- The day-to-day management of all aspects of the school, this includes the support for children with SEND.
- Delegating responsibility to the SENDCO and class teachers and supporting them to carry out their duties.
- Ensuring that children's needs are met within school's resources and capabilities.
- Keeping the Governing Body up to date about any issues in the school relating to SEND.
- Attending meetings with staff, parents/carers and other agencies as required.

Class teachers are responsible and accountable for the progress of all pupils in their class.

The class teachers' main responsibilities include:

- Setting high expectations for all pupils in the class.
- Making regular assessments and keeping careful records to monitor all pupils' progress in the class.
- Identifying children at the earliest possible moment that may require additional support to overcome learning barriers.
- Working closely with the SENDCO to ensure that provision is appropriate and then supporting all pupils' progress.
- Adapting the curriculum to meet the needs of all pupils in the class.
- Implementing support for those children on the SEN list.
- Meeting with parents/carers termly to discuss the child's progress and review the SEND provision.
- Supporting other adults in the classroom to deliver high quality and appropriate support for all the pupils in the class.
- Ensuring that the principles set out in this policy are implemented in their classrooms.

The support staff will work closely with and support class teachers in the early recognition and assessment of all pupils in the class. The support staff's main responsibilities include:

- Liaising with the class teacher to assist in the development of a suitable programme of support for children with individual needs.
- Participating in the evaluation of the support programme by maintaining records.
- Providing regular feedback about the pupils in the class to the class teacher.
- Attending relevant in-service training.
- Being aware of the school SEND policy and procedures.
- Providing additional support for children who hold an Education, Health and Care Plan.
- Supporting children with any physical/ personal care needs they may have e.g. toileting.

The SEND Governor's responsibilities include:

- Making sure that the school fulfils its SEND responsibilities in line with the SEND policy.
- Ensuring the Governing Body is well informed about the effectiveness of the school's SEND provision, legislation and policy so that decisions are made in the best interest of our pupils.

## **11. Admission and induction arrangements for children with SEND**

HCC (Hertfordshire County Council) Local Authority administers admissions into school. The admission arrangements for all pupils are in accordance with national legislation and

children are admitted according to their age without reference to their ability or aptitude and in respect of equal opportunities. If a child has an EHCP, the Local Authority (LA) will consult with the school to determine if that school can meet the needs of the child first.

A child entering school with a previously identified special educational need or disability is added to our SEND List and provision is made according to their needs. We will liaise with previous schools and settings to ensure continuity of care.

## **12. Meeting the Needs of Pupils with Medical Conditions**

In compliance with statutory guidance, arrangements are put in place to ensure that any pupil with a medical condition is able, as far as possible, to participate in all aspects of school life. These arrangements are set out in an individual Health Care Plan. These are produced through collaboration with parents/carers, pupil and if appropriate, health professionals. These are then shared with all relevant staff. Where ongoing support is needed, reasonable adjustments may be put in place and outlined on a One Page Profile.

## **13. Dealing with Complaints**

We aim to work closely with parents/carers and we hope that any concerns or anxieties will, in the first instance, be raised with the class teacher or SENDCO. We find that concerns or potential complaints can be resolved satisfactorily through discussion. The school's complaint procedures are set out on the school website.  
([www.praewood.herts.sch.uk/statutorinfo/school-policies](http://www.praewood.herts.sch.uk/statutorinfo/school-policies))

**Date policy agreed by governing body:** September 2022

**Reviewed:** September 2024