



Striving together for excellence and enjoyment

SEND Policy

Policy updated: September 2024
Policy Review: September 2025

Signed (Headteacher)

Signed (Chair of Governors)

Aims

Our Special Educational Needs and Disabilities policy (SEND policy) aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

At Pirton School, we believe that each child in the school is unique and all children are valued equally for this quality. We firmly believe that each child must be enabled to develop fully according to their full individual potential. We are committed to our pupils achieving the very highest standards within their potential and reach their personal goals.

Legal Framework

This policy was formulated with regard to the Special Educational Needs and Disability Code of Practice: 0-25 (2015), The Special Educational Needs and Disability Regulations (2014), Children and Families Act (2014), and the Equality Act (2010), with Specific Duties (2011). It should be read in conjunction with the School's SEND Information report which can be found on the school's website.

Associated Policies

- Positive Behaviour Policy
- Equalities Objectives
- Supporting Children with Medical Conditions Policy
- Intimate Care Policy
- Safeguarding Policy
- Child Protection Policy
- Complaints Policy

The Special Educational Needs and Disabilities Coordinator (SENCO) is Mrs Lucy Bailey and the SEND Governor is Mrs Kirsty Muldoon. Both of these can be contacted through the school office or by emailing SENCO@pirton.herts.sch.uk.

Guiding Principles

The Code of Practice states that:

“All children are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to achieve their best and become confident individuals living fulfilling lives” (CoP 6.1)

Pirton School believes that every pupil has an entitlement to develop their full potential. Therefore educational experiences are provided which develop pupils' achievements and recognise their individuality. This school recognises a child's right to a broad, balanced, relevant and challenging curriculum. It is adapted and appropriate to their individual abilities, talents and personal qualities.

Pirton School is committed to equal opportunities for all, regardless of protected characteristics, including age, disability, ethnicity and race, gender, religion and belief.

Pirton is an educationally inclusive school, in which the teaching and learning, achievements, attitudes and wellbeing of every pupil matter.

In our school, we aim to offer excellence and choice to all our pupils whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the early identification of and the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our community.

We encourage a child-centred approach. We equip children with knowledge about learning and encourage them to be proactive at managing their own learning. Children's views will be sought and listened to about how we can best support them, and we encourage them to come up with their own ideas for addressing barriers to learning. All children are challenged to reflect on their personal progress and successes. We work in partnership with parents and carers to support their child's education.

Definitions

The term SEND covers a wide range of needs. These include behavioural, emotional and social difficulties, speech, language and communication, hearing impairment, visual impairment, multi-sensory impairment, physical disability, sensory needs and autism.

At Pirton School, we take the definition of special educational needs and disability from the SEND Code of Practice:

SEND: Children have special educational needs if they have a learning difficulty which calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. (CoP 6.14)

Learning Difficulty: A child has a learning difficulty if:

They have significantly greater difficulty in learning than the majority of children of the same age.

They have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age.

Disability: A child has a disability if they have a physical or mental impairment, which has a substantial and long term adverse effect on their ability to carry out normal day to day activities.

Categories of Need: The Code of Practice describes the possible barriers to learning under four broad areas of need and support. Many children's needs fall mainly within one of these categories. However, some children have difficulties in more than one area.

Area of Need	Examples
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Communication and Interaction	Speech, language and communication difficulties - children may not understand what is said to them or have difficulties in expressing themselves. Autism – children are likely to have difficulties with social interaction, communication and imagination which can impact on how they relate to others.
Cognition and Learning	Moderate learning difficulties - children learn at a slower rate than their peers, even with appropriate differentiation. Severe learning difficulties – support will be needed across most curriculum areas and there may be associated difficulties with mobility and communication Profound and Multiple Learning Difficulties - severe and complex learning difficulties as well as a physical disability or sensory impairment Specific learning difficulties – these may affect one or more aspects of learning and can include dyslexia, dyspraxia, dyscalculia
Social, Emotional and Mental Health	Wide range of behaviour which manifests itself in many ways and may reflect underlying mental health conditions e.g. anxiety, depression, self-harming. This area of need may include disorders such as Attention Deficit Hyperactive Disorder (ADHD) and Attachment disorder.
Sensory/ Physical Needs	Hearing or visual impairment Multisensory impairment Physical disability

What this looks like in our School

Role of the SEND Co-ordinator

The key responsibilities of the Special Educational Needs Coordinator (SENCO) include:

- Overseeing the day to day operation of the SEND Policy.
- Co-ordinating provision for children with SEND.
- Advising and coaching on the graduated approach to providing SEND support.
- Advising on the deployment of the SEND budget and other resources to meet pupils' needs effectively.
- Liaising with parents of children with SEND.
- 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 SEND up to date.

(SEND Code of Practice 6.90)

The SEND Coordinator must be a qualified teacher, and must achieve a National Award in Special Educational Needs Coordination within 3 years of appointment. The SENCO is part of

the Senior Leadership Team at Pirton School. As recognised in the Code of Practice, the planning and co-ordination necessary to fulfil the role of SENCO adequately will need time allocated away from the classroom. The Governing Body and Headteacher will determine how much time will be allocated.

Role of the Headteacher

The Headteacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

Role of Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy.

The Role of the Governing Body

The Governing Body has due regard to the Code of Practice when carrying out its duty towards all pupils with special educational needs. The Governing Body receive a termly overview on the developments and success of the school policy for children with SEND.

The Governing Body has identified a Governor, Mrs Kirsty Muldoon, to have specific oversight of the school's provision for pupils with special educational needs. The role of the SEND Governor includes:

- Helping to raise awareness of SEND issues at Governing Body meetings
- Monitoring the quality and effectiveness of special educational needs and disability provision within the school and update the governing body on this
- Working with the Headteacher and SENCO to determine the strategic development of the SEND policy and provision in school.

SEND Provision: Graduated Response

Class teachers are responsible and accountable for the progress and development of all pupils in their class, including children with SEND.

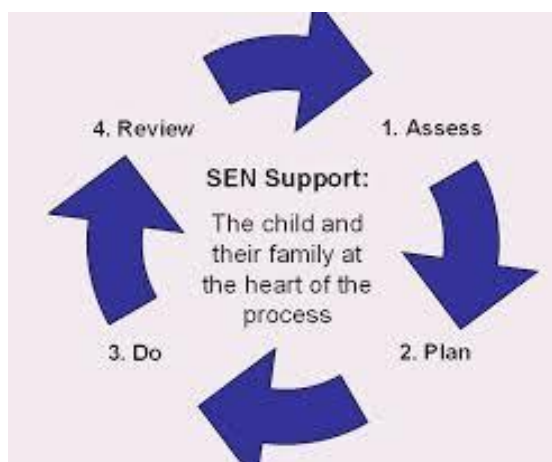
In our school, we believe in high quality class teaching, differentiated for individual pupils as the first step in responding to pupils who have or may have SEND.

Our 'Adapting the Curriculum for SEND Pupils' provides agreed resources and strategies, used in school, to enable all learners to access all subjects in the curriculum. Pupils are encouraged, throughout their school journey, to become independent and motivated life-long learners.

All teaching and support staff are given ongoing, regular training in SEND most frequently encountered, and the SENCO will ensure that advice and information is sought about lower incidence SEND as and when required, including using advice from professionals. The SENCO and Headteacher signpost and encourage staff to attend further training opportunities.

The graduated approach, as outlined in the Code of Practice, is designed to support the needs of individual pupils. It covers the identification, assessment and review of pupils who may have special educational needs. This response is seen as action that is additional to or different from the provision made as part of the school's usual differentiated curriculum and teaching and learning strategies.

There are 4 key actions in this approach:



Assess: Where a child may be experiencing a problem or not making expected progress, further investigation will be done to consider his/her needs. Pupil Progress Meetings between individual class teachers, the headteacher and the SENCO are held termly after Assessment week to discuss the progress of all children, and especially those either already identified as having SEND and listed on the school's SEND Register, or those on the School Monitoring List. A need may be identified by a member of staff, a parent or a child.

Plan: If a need is identified, parents, pupils and teachers will meet to plan a way forward. An Assess, Plan Do Review personal plan will be put into place which lists additional strategies,

resources or targeted support which will be provided to help 'diminish the difference' between current and expected attainment and progress. This plan will be carried out alongside the Class Provision Map which details the high quality teaching already on offer to all children and any small group or individual interventions already taking place to support specific areas that a number of children may need additional support with (e.g. handwriting). It may not be clear at this stage whether a child has SEND. The class teacher usually writes the plan, but this may include advice from the Special Educational Needs Coordinator (SENCO) about the best strategies to try. As part of this planning, we may seek advice from external professionals about specialist support. Parents and child will be able to add input to this document.

Do: The class teacher is responsible for delivering the plan. They may use other teaching staff and support assistants to deliver 1:1 teaching or group work but still retain responsibility for the planning, delivery and evaluation of any additional sessions.

Review: The plan is reviewed on a termly basis, to see how effective it has been, using information gathered throughout the process. Pupils, parents and teachers are consulted to measure the impact of additional support. This information will determine what action, if any, needs to happen next.

The Assess-Plan-Do-Review approach links to our existing school processes, such as termly Assessment Weeks, evaluation of data in our termly Pupil Progress Meetings, communication with parents in our Parent Consultations (Autumn and Spring Term) and written report (Summer Term). We see this approach as complementary to, and not separate from, the provision we provide for all children.

Additional Support for Children with SEND

Careful consideration to the nature of special education need and area of difficulty is given when selecting the most suitable support and intervention for a child. This may also include a discussion with parents or other professionals to ensure that the most suitable provision is chosen. This provision is then evaluated after a given period of time to establish the impact it is having and then tailored or changed if necessary.

Pupil Voice

Our school fully recognises the importance of pupil involvement and engagement in their educational experience. We support and encourage children to take greater responsibility for their own learning and learning needs. Children are regularly taught and encouraged to select their own resources to complete tasks, to self-reflect on their strengths and learning needs and to ask for help when needed.

For children with SEND, we offer one-page pupil profiles which are completed by parents, and also by the children themselves. This details more information about learning preferences, likes and dislikes, what strategies have worked in the past and how we can best support if they are finding something tricky. These are usually completed at the beginning of the school year as part of the transition to a new class and teacher, and reviewed during termly Assess, Plan Do, Review (APDR) meetings for children with SEND.

Partnership with Parents

The Code of Practice states that:

“Where a pupil is receiving SEND support, schools should talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school”. (Para 6.65)

The school recognises that parents have a unique overview of the child’s needs and how best to support them, and that this gives them a key role in the partnership. The school considers parents of pupils with SEND as valued partners in the process. Depending on age and appropriateness, pupils with SEND will also be encouraged to participate in the decision making processes affecting them.

The key principles involved in communicating with and working in partnership with parents include:

- having positive attitudes towards parents, respecting the validity of differing perspectives
- providing user-friendly information and procedures, and being aware of the needs parents might have in respect of a disability or communication and linguistic barriers
- recognising the pressures a parent may be under because of a child’s needs
- acknowledging the importance of parental knowledge and expertise in relation to their own child
- gaining parental permission before referring their children to external agencies for support
- raising awareness of training and support offered to families by the DSPL (Delivering Specialist Provision Locally) and other services that may be of interest.

Meetings for parents of children with SEND wherever possible will be aligned to the normal communication cycle within the school. The first point of contact with any concerns should be the class teacher but the Special Educational Needs Coordinator (SENCO) is also available and happy to meet with parents and parents are encouraged to book appointments to discuss specific issues or concerns.

For a few children with more complex needs, a more frequent process of communication and review will be agreed. We may use Home-School contact books as an example.

The most valuable communication is frequent and timely and becomes an ongoing dialogue between parents and school. We operate an open door policy, and parents are encouraged to get in touch whenever it is needed. The SENCO is available for face to face appointments, telephone appointments or can answer queries by email on: SENCO@pirton.herts.sch.uk.

In the event of dissatisfaction, having spoken to the class teacher, the SENCO and Headteacher, parents should refer to the school's complaints policy available on the school website: <https://www.pirtonschool.org.uk>

Transition

Changing classes or schools can be a challenging time for children with SEND. In our school, we co-ordinate carefully to ensure that transitions between classes are smooth. Children with SEND will have a one-page pupil profile which allows them to tell their new teacher all about them in their own words, and additional provision for transition will be made, according to each child's needs.

To support transition to secondary school, we liaise closely with the SENCOs at secondary schools to ensure that information about children's needs is shared appropriately.

For those children that may need additional transition support, a transition plan is implemented. This facilitates close liaison between Pirton School and the new school, outlining targeted support to ensure a smooth transition.

Safeguarding

Children with special educational needs and disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges throughout their lives, including both online and offline. Barriers can exist when recognising abuse and neglect in this group of children.

This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's impairment without further exploration;
- Children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- The potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs;
- Communication barriers and difficulties in managing or reporting these challenges.
- Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in school or college or the consequences of doing so.

We believe regular safeguarding training should provide all staff with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase vulnerability of all children, which includes children with SEND. All staff are expected to be vigilant and all incidents are taken seriously and dealt with according to our Child Protection Policy.

Bullying and SEND

Research tells us that pupils with SEND can be vulnerable to hurtful and unkind behaviour, and to bullying. All staff are expected to be vigilant and all incidents are taken seriously and dealt with according to our Behaviour (Therapeutic Thinking) Policy. Parents are kept fully informed of any bullying incidents. Staff will record any incidents and actions taken on a Child Protection Online Management System (CPOMS).

External Support

The school recognises the important contribution that external support services make in assisting to identify, assess and provide for pupils with SEND.

When it is considered necessary, colleagues from the following support services will be involved with pupils with SEND:

- Educational psychologists
- Occupational Therapists
- Specific Learning Difficulties (SpLD) Advisory Teacher
- Speech and language therapists
- Hitchin Primary Outreach Support Service
- Other specialist advisory teachers, such as those for visual impairment, hearing impairment etc.
- Speech, Language, Social Communication and Autism Advisory Teacher.
- Families First
- Family Support Workers
- School Nurse and GPs
- NESSIE

Other support organisations will be invited in to address particular needs.

The 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. Hertfordshire's Local Offer can be found here: <https://www.hertfordshire.gov.uk/microsites/Local-Offer/The-Hertfordshire-Local-Offer.aspx>

Hertfordshire Local Offer also outline national and local SEND legislations and strategies which are adopted by Pirton School, providing additional information about our obligations under the Code of Practice and how we are meeting these requirements. This can be found at:

<https://www.hertfordshire.gov.uk/microsites/local-offer/national-and-local-send-policies.aspx>

Pirton School's local offer, which is called the SEND Information Report, can be found on our school website.

Request for Statutory Assessment

The school will request a Statutory Assessment from the Local Authority when, despite an individualised programme of sustained intervention within SEND support, the pupil remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- Records from past interventions
- Current and past Assess, Plan, Do Review plans and other similar records
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- Attainment and progress data
- Other relevant assessments from specialists and advisory teachers
- The views of parents
- Where possible, the views of the pupil
- Social Care/Educational Welfare Service reports
- Any other involvement by professionals

Education, Health and Care Plan (EHCP)

An EHCP will normally be provided where, after a Statutory Assessment, the Local Authority (LA) considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment (called an Education Health Care Needs Assessment – EHCNA) does not inevitably lead to an EHCP.

An EHCP will include details of learning outcomes for the child. These are used to develop targets that are:

- Matched to the longer-term outcomes set in the EHCP
- Of shorter term
- Established through parental/pupil consultation
- Set out in an Assess, Plan, Do, Review plan
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified.

EHCPs must be reviewed annually. The LA will inform the head teacher at the beginning of each school term of the pupils requiring reviews. The SENCO will organise these reviews and invite:

- The pupil's parent
- The pupil if appropriate
- The relevant teacher
- A representative of the SEND Inclusion and Assessment Team
- Any other person the SENCO or parent/carer considers appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to the objectives on the EHCP.
- Review the provision made to meet the pupil's need as identified in the EHCP.
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it.
- If appropriate, to set new outcomes for the coming year

At Key Stage phase transitions reviews, receiving schools should be invited to attend, in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with teachers from the receiving school.

Within the time limits set out in the Code, the SENCO will complete the annual review forms and send it, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP.

Resource Allocation

The Headteacher and the Governing Body ensure that the budget is allocated to support appropriate provision. The resources provided to the school are determined by a local funding banding formula. Extra funding may be provided by the LA to meet needs that do not regularly occur in schools.

Use of Information

If a child is recorded as having a Special Educational Need, this will be recorded on the school census, which is updated twice a year. Parents will be informed if their child is considered to have a Special Educational Need and will be added to the school's SEND register and information from this will be put forward on the census.

Documents relating to pupils with SEND are kept in a locked filing cabinet in the Teachers' Office. Electronic files are also kept for each child on the SEND or monitoring register on the school server in a SEND folder only accessible to the Senior Leadership Team. SEND records are passed on to the new educational setting when a child leaves our school. Parental consent will be sought to share information with individuals / agencies outside of the school, except in exceptional circumstances where the law or our policies do not require us to do this.

SEND Policy Review and Monitoring Arrangements

This policy and information report will be reviewed by Mrs Jenn Magdeburg and Mrs Lucy Bailey every year. It will be approved by the Governing Body.

The implementation of the policy will be kept under review and discussed with the SEND Co-ordinator, the Headteacher and the representative of the Governing Body. The outcomes of this review are used to inform aspects of the School Development Plan.

Frequency of policy review:	Annually
Review due by	September 2025
Policy maintained by:	SEND Co-ordinator