



NAME OF POLICY:	Special Educational Needs and Disability (SEND) Policy
STATUS:	Statutory
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APPROVED BY:	Academy Governing Body
APPROVED DATE:	Jan 2024

### Aims and objectives of our school

At Alban Wood, we want all children to be happy, successful and independent learners. In our school, we aim to provide a safe, stimulating and inclusive learning environment where every member of our community is valued. We strive to ensure every child fosters the school values: respect; kindness and ambition.

We aim to do this by:

- ensuring that Alban Wood Primary School and Nursery is an inclusive environment for children with different and individual needs
- ensuring equality of opportunity and combatting discrimination and prejudice in the same way as with race and gender issues
- ensuring children have an equal right of entitlement to an appropriate and worthwhile education
- identifying the roles and responsibilities of staff in providing for children's special educational needs and disability (SEND)
- ensuring that all pupils have access to a broad and balanced curriculum
- providing a differentiated curriculum appropriate to the child's needs and ability
- ensuring the identification of all pupils requiring SEND provision is recognised as early as possible
- ensuring that all parents/carers of SEND pupils are fully involved and kept informed of their child's progress and attainment and play their part in supporting their child's education
- ensuring that SEND pupils are involved in evaluating their targets and setting new targets
- ensuring that the Governing Body (and in particular the SEND Governor) is kept fully informed of all aspects relating to SEND
- ensuring that Alban Wood Primary School and Nursery is an inclusive environment for children with different and individual needs

### Educational Inclusion

At Alban Wood, we have high expectations of all our children and we aim to offer excellence and choice to them, whatever their ability or needs. We aim to achieve this through the removal of barriers to learning and participation. Through appropriate curricular provision, we respect the fact that children:

- have different educational and social/emotional, mental health needs and aspirations
- require different strategies for learning
- learn at different rates
- require a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing support for children who need help with communication, language, literacy and numeracy



- planning to develop children's understanding through the use of all available senses and experiences
- planning for children's full participation in learning and in physical and practical activities
- helping children to manage their behaviour and to take part in learning effectively and safely
- helping individuals to manage their emotions, particularly trauma or stress and to take part in learning.

### Admissions

The Governing Body believes that the admission criteria should not discriminate against pupils with SEND. It also supports identifying and providing for pupils not previously identified as having SEND. In addition, pupils with special educational needs but without an EHCP must be treated as fairly as all other children.

### Accessibility

Alban Wood Primary School and Nursery has ramps for access into areas of the school and provides disabled toilets.

### Definition of Special Educational Needs

At Alban Wood, we recognise the definition of Special Educational Needs and Disability (SEND) in the SEND Code of Practice in which a child is considered to have special educational needs if they have either:

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

It is important that a child's special educational needs are identified as early as possible. On entry to school, individual children's attainment will be assessed on information received from parents or carers and from the child's previous school setting. This will enable the school to implement appropriate differentiated learning programmes. The majority of children will have their needs met through normal classroom arrangements and differentiation. For children who are identified as requiring SEN Support, the SENCo and class teacher - alongside the parents and carers - will use attainment records and the results of discussions to:

- provide starting points for an appropriate curriculum
- identify the levels of support needed in class and at home
- assess the child's learning difficulties
- ensure on-going observations/assessments
- gather information from teachers, parents, the child and any professionals involved
- use the graduated approach - Assess, plan, do and review
- provide regular feedback to parents and carers

Where a child continues to make less than expected progress, despite support and interventions that are matched to the child's area of need, the school, with the support of parents or carers may make a referral for external specialist support. The 2015 SEN code of practice identifies four broad areas of special educational need:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Behaviour is no longer included as an area of need; the underlying reason for poor behaviour must be sought and addressed.



### A Graduated Approach: Assess-Plan-Do-Review

The graduated approach is at the heart of whole-school practice as we are continually assessing, planning, implementing and reviewing our approach to teaching all children. The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

Any pupils who are falling significantly outside of the range of expected academic achievement, in line with predicted performance indicators, will be monitored and where a special educational need is identified, the graduated approach becomes more personalised as it responds over time to a growing understanding of the child and to gaps/barriers in learning.

The four-part cycle of the graduated approach enables staff at Alban Wood to:

- Assess - teachers and SENCo with the support of parents and/or outside agencies, use a range of assessment tools to identify children's additional needs
- Plan - teachers differentiate the curriculum and plan suitable interventions to meet children's additional needs
- Do – teachers and learning support staff carry out necessary interventions
- Review - teachers, teaching assistants and SENCo, with the support of parents and outside agencies (if they are involved), review the impact of the interventions, strategies implemented and decide on next steps

### SEND Support Register

A pupil will be entered onto the SEND Support register if he/she needs interventions that are different from the normal differentiated curriculum. Intervention can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, pupils:

- make little progress
- demonstrate difficulty in developing literacy or numeracy skills
- show persistent emotional/behavioural difficulties which are not affected by positive behaviour management strategies.

With parent/carer permission, the school may refer to external agencies such as the Educational Psychologist, Speech and Language Therapy Service, Chessbrook Outreach, The Acorn Centre, CAMHS and any other assessing professionals.

### Referral for an Education, Health and Care Plan

If a child has demonstrated significant cause for concern or has complex or lifelong difficulties, they may undergo a Statutory Assessment Process, which is usually requested by the school alongside the parents or carers. This will occur when the needs of the child are such that a multi-agency approach is required to assess the need, plan provision and identify required resources. The application for an Education, Health and Care Plan will combine information from a variety of sources including parents, teachers, SENCo, external professionals, social care and health professionals. Information will be gathered relating to the current provision provided, actions that have been taken and the outcomes of targets set.

A decision will be made by a team of professionals from education, health and social care about whether the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan. Following Statutory Assessment, an EHC Plan will be provided by Hertfordshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan.

Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice. Once the EHC Plan has been completed and agreed, it will be kept



as part of the child's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

### Funding

When applying for an EHCP a banding tool is used. This determines the amount of funding a child may receive according to their need. This banding is part of the wider decision from all working with the child, including parents. Where an EHCP is not in place LHNF (local high needs funding), a short-term, interim fund, may be applied for to support the exceptional needs of children. This is agreed at a local level by a panel of professionals.

### Roles and Responsibilities

Provision for pupils with special educational needs is the responsibility of all school staff.

### Headteacher

With the support of the Senior Leadership Team and SENCo, the Headteacher has the overarching responsibility for the management, finance and delivery of SEND provision.

- to oversee the day-to-day management of all aspects of the school including SEND provision
- to keep the governing body informed about SEND in the school
- to work closely with the SENCo
- to ensure that the school has clear and flexible strategies for working with parents/carers and that these strategies encourage involvement with their child's education

### Academy Governors

It is the role of the local academy board to have due regard of its responsibilities to meet the needs of all pupils with SEND following the requirements of the Code of Practice 2015.

The governing board's duties include:

- ensuring that provision of a high standard is made for SEND pupils
- assigning a link governor to look at SEND provision in school, meeting with the SENCo at least twice a year
- ensuring that SEND pupils are fully involved in school activities
- ensuring that they are aware, through the SEND governor, of the school's SEND provision, including the deployment of funding, equipment and personnel
- Supporting the SENCo in the production of the school's SEND Information Report

### SENCo

The SENCo plays a crucial role in the school's SEN provision and is responsible for:

- the SEND policy and its implementation
- co-ordinating the provision for all SEND children using the graduated response
- ensuring early identification and relevant support for children with needs, seeking outside advice and support where necessary
- liaising with colleagues and giving advice to all staff members
- monitoring provision by class teachers and learning support assistants (LSAs) and teaching assistants (TAs), for children with special needs
- updating the SEND register and maintaining records
- monitoring progress and attainment of these individual pupils
- increasing children's learning and participation and minimising exclusion



- ensuring that appropriate targets and interventions are in place
- ensuring that all targets specify the support required to maximise participation in the lesson
- liaising with parents/carers
- maintaining links and information-sharing with other schools and external agencies
- attending all relevant Continual Professional Development training and courses

### Class Teacher

The Code of Practice clearly notes the importance allocated to the teacher in the provision of SEND pupils. The Class Teacher's responsibilities include:

- being aware of the school's procedures for the identification and assessment of and subsequent provision for SEND pupils
- collaborating with the SENCo to decide the action required to assist the pupil
- the progress and development of all pupils including those with SEND
- working with the SENCo to develop suitable targets for SEND pupils
- ensuring the plan and targets are implemented in the classroom by themselves and support staff
- working with the SENCo to review targets
- working with SEND pupils on a daily basis to deliver their individual programmes
- effective deployment of adults in the classroom
- regular liaison with parents and the SENCo

### Support Staff

These members of staff are responsible for:

- ensuring the day-to-day provision is in place for pupils they support
- providing alternative learning materials/resources to support
- implementing agreed strategies, programmes and advice for agencies
- delivering individual/group support
- delivering interventions and monitoring their effectiveness
- record keeping
- attending courses, where appropriate, to support specific needs
- communicating regularly with the Class Teacher and the SENCo to ensure they are aware of targets

### Parents and Carers

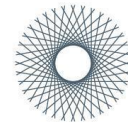
Alban Wood Primary School and Nursery firmly believes in developing a strong partnership with parents/carers and that this will enable children with SEND to achieve their potential. The school recognises that parents have a unique overview of the child's needs and how best to support them and this gives them a key role in the partnership. The class teacher will discuss and then review targets with parents. We have scheduled meetings each term to share the progress of special needs children with their parents. We liaise with the parents if any outside intervention is needed and we share the process of decision making by providing clear information relating to the education of children with special educational needs.



# Alban Wood Primary School and Nursery

## Special Educational Needs and Disability (SEND) Policy

We value: Respect, Kindness, Ambition



AGORA  
LEARNING  
PARTNERSHIP

Work together, learn together, succeed together

More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>