



HEXTON JMI SCHOOL

SEND Policy

Policy updated: April 2023

Policy Review: April 2025

Signed (Headteacher)

Signed (Chair of Governors)

SPECIAL EDUCATIONAL NEEDS POLICY

This document is Hexton JMI's SEND Policy. It was drawn up by staff on behalf of the Governing Body. It outlines the parts played by staff, parents, children and governors in ensuring success and achievement for all our pupils. It should be considered in tandem with the Hexton SEND Information Report.

SEND Co-ordinator:	Laura Claxton
Responsible person for SEND:	Samantha Squires (Headteacher)
SEND Governor:	Kirsty Gran

Aims

Our special educational needs (SEND) policy aims:

- To raise the achievement of all pupils, by striving to make learning accessible, challenging and enjoyable.
- To support pupils with SEND to fulfil their aspirations and achieve their best.
- To make every effort to ensure provision for the child with special educational needs matches the nature of that child's needs.
- To encourage pupils with SEND to have an active voice and involve them and their parents or carers in discussions and decisions about appropriate support and provision.
- To differentiate the curriculum appropriately, monitor and review the child's progress alongside parents so that they are active participants in the education of their child.
- To provide equality of educational opportunity by providing pupils with SEND access to all aspects of school life.
- To ensure that the principles, practices and procedures of the Code of Practice for special educational needs underpins the policy.
- **To** ensure our school fully implements national and local legislation and guidance regarding pupils with SEND
- To explain the roles and responsibilities of everyone involved in providing for pupils with SEND so that the policy is implemented consistently by all staff

Vision and values

Our school is committed to providing a welcoming, attractive and stimulating environment to support the needs and develop the learning of the children and families in the community. At Hexton, we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. Every child and family in our community is valued and diversity is celebrated.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied. We are committed to making sure all our pupils have the chance to thrive and support them to meet their full potential. We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all areas of the curriculum. Staff have high expectations of our children and encourage them to be as independent as possible by identifying and removing barriers to learning and participation.

Legislation and guidance

This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the special educational needs (SEND) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities

- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it.
- The [Governance Handbook](#), which sets out governors responsibilities for pupils with SEND.
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs.

Definition of SEND

A pupil has SEND if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- 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

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities. The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers. Pupils must not be recognised as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

There are four areas of need as stated in the SEND Code of Practice, 2015. Whilst these four areas broadly identify the primary need of a pupil we also consider the needs of the whole child, which may also impact on a pupil's progress. Pupils can have needs that incorporate more than one area, and their needs may change over time. Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging or disruptive behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

Whilst these four areas broadly identify the primary need of a pupil we also consider the needs and other areas that may impact a pupils progress, these include:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the Pupil Premium. (PP)
- Being a Looked After Child (CLA)
- Being a child of a service woman/man.

Roles and responsibilities

At Hexton JMI, Laura Claxton (SENDco@hexton.herts.sch.uk) is the Special Educational Needs Co-coordinator (SENDCo) and is responsible for:

- Informing any parents that their child may have SEND and then liaising with them about the pupil's needs and any provision made.
- Advising on the graduated approach to providing SEND support and differentiated teaching methods appropriate for individual pupils.
- Liaising with specialists and outside agencies e.g. EP and arranging training opportunities to develop staff knowledge.
- Co-coordinating of provision for children with special educational needs.
- Overseeing of records of special educational needs pupils, including maintaining the register of special educational needs pupils (reviewed termly).
- Co-coordinating the annual reviews of children with EHCPs.
- Reviewing and evaluating the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Keeping parents informed of the progress of children on the special educational needs register.
- Evaluating the provision offered to pupils by liaising with teachers and teaching assistants
- Working alongside the SEND Governor to report on the responsibility for SEND and on the day to day management of the SEND policy.
- Working with the head teacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.

Governors

The whole governing body is responsible for carrying out their statutory duties towards all pupils, including those with special educational needs. The governing body has delegated the responsibility for the day-to-day implementation of the policy to the SENDCo who has Qualified Teacher Status and extensive experience in SEND education. The SEND link governor, Kirsty Gran (email office to request contact details) helps to raise awareness of SEND issues at governing board meetings and works alongside the SENDCo to monitor the quality and effectiveness of SEND provision within the school and update the governing board on this. This includes monitoring of the SEND register, where the SEND Governor is made aware of numbers (not names) and progress in meeting PLP targets.

School staff

The head teacher has overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress. It is the head teacher's responsibility for monitoring the schools notional SEND budget and any additional funding allocated by the LA to support individual pupils. All school staff have a responsibility for pupils with SEND in their class, firstly to ensure Quality First Teaching with differentiation and personalisation to meet needs. Staff are aware of their responsibilities towards pupils with SEND, whether or not pupils have an Education, Health and Care Plan, (EHCP). Adults in school show a positive and sensitive attitude towards all pupils. Their individual responsibilities are identified in their job descriptions and are examined as part of a monitoring cycle. Teaching Assistants play a major role in the support of pupils with SEND but 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, 6.36). The rationale for the deployment of TAs is pupil centered.

Identification of SEND

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. Class teachers will regularly assess the progress of all pupils and identify any whose progress is significantly slower than that of their peers starting from the same baseline, progress that differs from a previous rate or if a pupil is struggling to close the attainment gap between them and their peers. This may include progress in areas other than attainment, for example, wider development or social needs. Class teachers meet with the SENDCo and headteacher in regular pupil progress meetings so that pupils' needs are identified and met as early as possible. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENDCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEND for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. If a pupil is joining the school, and a previous setting have identified that they have SEND then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

The graduated response to SEND support

The Code of Practice advocates a graduated response to meet a diversity of pupils' needs and is firmly embedded in our school practice. This response is based on two principles:

- Provision for a child with SEND should match the nature of their needs
- There should be regular recording of a child's SEND, the action taken and the outcomes.

Once a pupil has been identified as having SEND, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach, Assess, Plan, Do, Review (APDR cycle)

APDR cycle

At Hexton we demonstrate, through evidence, the application of the Assess, Plan, Do, Review (APDR) cycle over time by ensuring earlier decisions and actions are revisited and reviewed. We then consider if a child has made progress, needs more time to be able to achieve the targets or whether a new approach or external help and advice may need to be accessed.

The APDR cycle helps to:

- Monitor and track in more detail the progress of the child/young person
- Give a growing understanding of needs
- Identify barriers to learning and adjust the curriculum and provision accordingly
- Gather information in a cyclical approach to assess need, plan and provide support and review and evaluate that support so it can be adjusted accordingly
- Ensure new approaches and plans are put into place with external help and advice where necessary
- Secure good progress and outcomes.

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which narrows the attainment gap between pupil and peers or prevents the attainment gap widening. Progress is also measured to show an improvement in self-help and social or personal skills to allow full curricular access.

Levels of support

If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the

SENDCo, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support and add the pupil to the SEND Register. The class teacher will remain responsible for planning and delivering individualised programs. Parents will be closely informed of the action and results.

Placement of a pupil on the SEND Register will be made by the SENDCO after full consultation with parents at a Personal Learning Plan (PLP) review. External support services may advise on targets for a new PLP and provide specialist inputs to the support process. Permission will be sought from them to include their recommendations within this process. PLPs are composed by the class teacher with support from the SENDCo and in partnership with parents and are reviewed three times a year.

PLP intervention will usually be triggered when despite receiving differentiated teaching and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a long period
- Continues to work considerably below age related expectations (at least one year below)
- Continues to experience difficulty in developing literacy/numeracy skills
- Has emotional problems that substantially impede their learning
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

Targets and Personal Learning Plans

All pupils on our SEND Register will have Personal Learning Plans (PLPs) setting out targets and any provision made that is additional to and different from usual classroom provision. For pupils with an EHCP, provision will meet the recommendations on the plan.

Strategies for pupils' progress will be recorded on the PLP containing information on

- Short-term targets
- Teaching strategies
- Provision made
- Date for review
- Success and/or exit criteria
- The outcomes recorded at review

The PLP will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the pupil's needs. The PLP will be created through discussion with both the pupil and the parent or carer and will be reviewed at regular intervals with the inclusion of parents, carers and pupils' views.

Provision map

In order to meet the learning needs of all pupils, teachers differentiate work and consider their learning environment. They work to meet individual learning needs and will consider how a pupil needs to be supported. The provision for pupils is related specifically to their needs. A provision map is a document that shows interventions, support and additional staffing offered to learners within an educational setting, which differs from the curriculum, it can be used to record a graduated response to individuals. At Hexton the range of resources and approaches offered to individuals are described as universal, targeted and specialist support. Universal provisions are those that are delivered as part of our core offer, demonstrated by quality first teaching. Targeted and specialist are for children that may require support from additional adults or further agencies. More information and examples of response of provision available can be found on our school provision map [School-Offer-Provision-Map-2022-23.pdf \(hexton.herts.sch.uk\)](#)

Request for Statutory Assessment

The school will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention within SEND Support the pupil remains a significant cause for concern. At least two terms of data evidencing the APDR cycle is required prior to the school seeking an assessment. 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 PLPs
- 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 such as support teachers and educational psychologists
- 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)

Where there is a shared concern amongst parents and professionals around a child's outcomes despite continued support, an EHCP (Education, Health and Care Plan) may be applied for. This represents the top of the framework and very few children are expected to reach this threshold. An EHCP is provided where, after a Statutory Assessment, the Local Authority (LA) considers the pupil requires provision beyond what the school can offer. An EHCP will include details of learning outcomes for the child. These are used to develop targets that are

- Matched to the longer-term objectives set in the EHCP
- Smart targets that can be achievable
- Established through parental/pupil consultation
- 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 SENDCO 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
- The Educational Psychologist
- Any other person the SENDCO 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 objectives 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 SENDCO will complete the annual review forms and SENDd 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 of SEND.

Partnership with Parents / Carers

The school aims to work in partnership with parents and carers. We do so by:

- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision
- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- ensuring all parents and carers have appropriate communication aids and access arrangements
- providing all information in an accessible way
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for the child
- making parents and carers aware of the Parent Partnership services. This information will be included in with the new parent packs.
- involving parents in decision making as to how a pupil's individual budget may be allocated to provide support for their child.

Record Keeping

The school will record the steps taken to meet pupils' individual needs. The senco will maintain the records and ensure access to them. In addition to the usual school records, the pupil's profile may include:

- Information from parents
- Information on progress and behaviour
- Pupil's own perceptions of difficulties
- Information from health/social services
- Information from other agencies

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice, where appropriate all pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to state their views about their learning and identify their own needs (self-assessment and self-evaluation, Assessment for Learning) In addition pupils who are identified as having SEND are invited to participate in

PLP reviews and setting of individual targets, regular meetings to discuss their needs and annual reviews.

Admission Arrangements

Pupils with SEND are admitted to the school on the same basis as any other child. Hexton JMI School follows the Hertfordshire County Council admission arrangements in accordance with the Education Reform Act 1988 and the Parents' Charter.

Complaints Procedure

If there are any complaints relating to the provision for pupils with SEND these will be dealt with in the first instance by the SENDCo. The chair of governors may be involved if necessary. In the case of an unresolved complaint the LA may be involved. Please see the school's Complaints Procedure available on the school's website.

Evaluating review of Policy

The school considers the SEND Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. We evaluate how effective our SEND provision is. It is important for us pupils with SEND feel safe, valued and included in the school community, we continue to seek comments and feedback from pupils and their parents on how to continue to improve. The outcomes of this review are used to inform the School Development Plan.

Policy updated by Co-ordinator

April 2023

Agreed with Governors

Review date

